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ALTRUISTIC LEADERS

Voices of women in Voluntary Organizations

A thesis presented in partial fulfillment of the requirements
for the degree of Master of Social Work
in the Department of Sociology, Social Policy and Social Work
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ABSTRACT

This thesis is a study of four women leaders of large voluntary social service organizations in Aotearoa New Zealand. The key research question in this study centered around their leadership role in these non-profit making organizations. This research was approached from a feminist perspective. Semi-structured in-depth interviews were conducted. Person-centered questions explored their leadership pathway, the skills needed, leadership style, views on their unpaid status and how gender impacted on their role. Organization-centered questions explored the participant's views on leading a volunteer workforce and the impact of organizational and community trends.

The results of the research revealed a pathway to leadership which involved broad community group experience, an accumulation of wide ranging skills and a knowledge-base drawn mainly from family responsibilities. These women were motivated to undertake their role for reasons of community enhancement and personal satisfaction. They valued workable partnerships, participation, sociability and flexibility in their unpaid work. The ability to listen, understand, predict and influence behavior, were identified as important leadership behaviors, similar to a transformational leadership style. Their inclusive, conciliatory, visionary style included a commitment towards democratic decision-making and consultation in a pragmatic way. The results suggest the participants linked leadership and organizational effectiveness to a learning culture, understanding of governance roles and the needs of volunteers. They felt privileged to be able to view the 'big picture' of organizational, community and political systems and structures. The role of mentor in leadership succession was identified as important to their organization's continued well being. As these women walked along a finite mosaic pathway of personal and organizational networks, themes of challenge, change and self-education emerged. This limited study concluded that these leaders were confident in a role they enjoyed, in organizations they were totally committed to and understood.

DEDICATION

I wish to dedicate this thesis to my late husband Ross Gerald Hanlen David & Natalie, Anne-Marie & Barry, John & Stacey and Catherine my parents, Nell and John Kearney and to all my family, past and present who have modeled the concept of volunteerism.

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This study would not have been possible without the generosity of the women participants. I felt privileged to meet with them, hear their voices, share and reflect upon their rich experiences. Without this generosity this research would not have been possible.

I would like to thank my thesis supervisors, Dr. Mary Nash, Dr. Jocelyn Quinnell and for a short period, Mary Ann Baskerville. Due to leave and illness the supervision of the thesis was more widely shared than usual, which lessened continuity for all concerned. Nevertheless, my sincere appreciation to my supervisors for their encouragement, support, patience, commitment and constructive feedback.

I also would like to thank my family, friends and social work colleagues who have encouraged me to complete this work. There have been many times when I have been torn between spending time with the family, friends and my new grandchildren, my garden and sitting down at the computer to write or to read texts.

I pay tribute to all women leaders of voluntary organizations in Aotearoa New Zealand, past, present and to come. In some small way I hope these findings will be useful to those special women, which I fear are a dwindling community resource.

‘You make a living by what you get but you make a life by what you give.’

Winston Churchill

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'Women hold up somewhat more than half the sky....' Gill (1990)

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INTRODUCTION

'It is fair to say that in the non-profit sector women hold up somewhat more than half the sky....The non-profit sector needs to look at the role of women in its organizations. Their voluntary labour should not be taken for granted, and they must be accorded the status and dignity they deserve,' states Gill (1990) cited in Furniss (c.1993:7).

This study examines the perspectives of four women in voluntary sector leadership. Leadership can mean different things to different people. Although this socially constructed concept is difficult to define, most definitions would include the notion that leaders influence achievement of organizational goals. Local and international literature has acknowledged intense interest and debate in the concept of leadership in business, but to a far lesser extent, leadership in the voluntary sector. In Aotearoa New Zealand there has also been a lack of interest in what it is like for women in unpaid leadership roles, the chairpersons of governance boards, in the voluntary social services which suggests they lack organizational status.

This study of leadership perceptions commenced in 2001, the International Year of Volunteers, a year in which the United Nations General Assembly set objectives to be achieved, primarily to heighten recognition of voluntary work. In my view, neither voluntary sector leadership nor voluntary social services have been accorded the value or status in society that is warranted and thus they fall into the category of 'disadvantaged' individuals and groups in Aotearoa New Zealand. In an attempt to further knowledge and understanding on the topic of women in voluntary sector leadership an exploration of gender, relationships and transformational leadership style was undertaken.

The research topic overview

In this study leadership perspectives of women in unpaid positions in large voluntary organizations in this country were examined with the use of feminist methodology. The objectives of the qualitative study were to:

- (1) Examine the influences on women along their pathway to leadership and what it was like for them in the leadership role.
- (2) Examine the impact of gender, unpaid work, women's perception of their leadership style, skills required and volunteer relationships.
- (3) Examine the impact of community and organizational trends on women and their organization.

This topic was chosen for a number of reasons. Firstly, the study represents an attempt to move from assumptions I had gained in a similar leadership role, to a clearer understanding, through analysis, of the viewpoint of other women in the social services. Firstly, the question arose as to what conditions influenced, inspired and motivated women to gift their valuable time to the role, hence their pathway into leadership was examined.

Secondly, I embarked on this study as I considered it would be supportive to other women to gain insight into leadership development, what the role may require, and skills needed to be effective and supportive in a rapidly changing social, political and economic environment. The usefulness of a particular leadership style, clarity of implications of unpaid status or gender-role status of leaders and the establishment of good working relationships with volunteers, I envisage will be knowledge of benefit to other aspiring leaders.

Aligned with my own feminist values, in documenting the views of women leaders I hope that these shared experiences will encourage women to consider leadership roles, as well as affirm, value and strengthen the bonds between those who currently carry out this role.

Thirdly, I chose this topic because it relates to the transfer of knowledge from the personal to the political arena. The study of social work, social policy, and social services and advocacy obligations, has increased my understanding of the complexities of leadership, particularly the impingement of socioeconomic and political factors and trends that affect the lives of individual leaders and their organizations. An important consideration was to examine the identified impact of societal and organizational trends

on the leadership and bring to light leadership experiences. The area of organizational and leadership stereotyping for instance, was important to examine in terms of policy implications.

The intent of the study was to frame a clear picture on how women chairpersons of large social service organizations perceive their role. The concept of motivation as an influential leadership characteristic was examined with the use of transactional and transformational theory. The latter is considered an appropriate style of leadership useful for women in the sector (Tremaine 2000). The aim has been to give greater clarity to what motivates and de-motivates leaders in contrast with the led and those in paid work.

Women in voluntary leadership roles in Aotearoa New Zealand

Volunteers and voluntary organizations build leaders, yet little is known about women in this role in this country, compared to women in corporate management. The social services are formally organized activities intended to enhance people's social welfare and generally are developmental, remedial or rehabilitative services. The social services are viewed as gendered work, with a predominance of woman workers as well as women clients. It is seen as equally important that women in leadership are recognized as equal to men, but different (Wilson 1995). It is not clear whether men or women predominate in the voluntary leadership arena, this is a matter for further study.

In the nineteenth and early twentieth century religious organizations, communities, families, the state and philanthropists provided charitable social services for the needy. In the 1980s Aotearoa New Zealand moved away from a welfare state to a welfare society and the state wished to be seen as the last recourse for action. It was recognized by feminists that this move away from state provision would result in women once again picking up the caring and nurturing of the sick, the elderly and children with more expected of families, voluntary organizations and religious groups.

A Time Use Survey (1999) conducted by the Ministry of Women's Affairs suggests the average Aotearoa New Zealand volunteer is a part-time working woman, aged between 45-64 years. Women spend more time than men on unpaid work for other households or

individuals and non-profit organizations. (New Zealand Federation of Voluntary Welfare Organizations (Inc.) (2001).

It is not completely clear how many charitable organizations exist in Aotearoa New Zealand, but in the year 2000, there were 21,444 incorporated societies and 11,582 charitable trusts registered. 'This does not include at least 160 formal Maori/Iwi organizations which register under other legislation, or school boards of trustees and other educational groups registered under the Education Act.' (Rossco News 2001:4). It is therefore estimated that there are at least 33,186 leaders of voluntary groups in this country.

Many voluntary groups are affiliated to national umbrella groups in New Zealand. Namely, the New Zealand Federation of Voluntary Welfare Organizations, the New Zealand Council of Social Services and the New Zealand Council of Christian Social Services. These groups work in collaboration with each other to promote, support and advocate for the voluntary sector.

The New Zealand Federation of Voluntary Welfare Organizations made headlines in 1999 when the National Government threatened to cut its funding. With a change of Government the Federation has survived to continue to advocate for the sector, using leadership resources to give 'advice about the way the voluntary sector works together and its relationship with government,' said Tina Reid, Chief Executive Officer of the Federation of Voluntary Welfare Agencies, cited in New Zealand Association Citizens Advice Bureaux Incorporated (2001:11). Tina Reid states that of the 120 organizations that belong to the Federation about half are national bodies like New Zealand Association Citizens Advice Bureaux, IHC and Women's Refuge. The participants in this study were either chairpersons or presidents of the governance boards of large social services, drawn from the Federation of Voluntary Welfare Agencies membership.

Another cluster of leaders working collaboratively is the New Zealand Council of Christian Social Services, with members such as the Salvation Army, which has 3,000 volunteers in New Zealand, (The Salvation Army 2001). There is also a nation-wide

network of volunteer centres working to enhance the worthwhile contribution of volunteers and advocate for their needs.

The research question and methodology

This research examines women leaders through the utilization of feminist theory and feminist methodology. Feminist values suggest that the relationship between the interviewer and interviewee is non-hierarchical, reciprocal and the interviewer invests her own personal identity as a woman in the process, as opposed to what could be considered masculine methodology and values of autonomy, separation, distance and control.

Qualitative analysis for the small number of women interviewed was considered the appropriate approach to use to make a study of unpaid leaders, namely chairpersons. The interview questions were framed around their leadership pathway, influence of previous leaders, role, gender impact, skills, style, status, working relationship with volunteers, key organizational issues, community trends impacting on women leaders and advice they would give to other women leaders. Some chapters that follow utilize a liberal feminist person-centred (chapter 5) and organizational-centred (chapter 6) approach to leadership, that is, the leader's individual perceptions of the role and the impact of the organizational situation.

My voice

My leadership pathway has been influenced in part by social, mental and cultural factors and the Christian philosophy of voluntary contribution to society, which has been modeled in my family over many generations. During my married life my late husband accepted transfers with his work which required relocation to various parts of the country. Voluntary work became an important avenue for my socialization into new communities as well as providing significant learning experiences and diversity of relationship building on my leadership pathway.

As with most women with families, the challenges of parenthood, coupled with a progression of roles in community organizations such as Kindergarten, Play Centre, Parent Teachers Association, Board of Trustees, Church, recreational groups,

contributed to my acquisition of transferable skills, abilities and knowledge. Team sport activity in my youth and early married life provided further socialization and opportunity to learn about team participation, motivation, mentoring, coaching, selecting, supporting and leading others.

As Vice President of a large voluntary social service for four years I was fortunate to receive exposure to two contrasting leadership styles of women national presidents, who acted as chairpersons of the Board of Governance. Interestingly, these women had the same personality traits of extroversion, sensitivity, thinking and judging from the Myers Briggs Personality Type Indicator scale, as I had. I became interested in the potential usefulness of this indicator scale to aid recruitment and selection of people into positions that suit their abilities. Although the trait aspect contributes to 'making' a leader, the complexities of the debate around this aspect of the leadership question receives only a 'snapshot' in this study.

Encouragement and mentoring by other women who had identified my strengths, led to the presidential nomination, its acceptance, candidate's speeches, secret ballot and election. My election as a national president of 2,500 volunteers, involved the role of chairperson of a board of 16 members, mainly women.

Acting as a mentor, my husband, a media manager, assisted me with the public relations/publicity and finance portfolio roles I held concurrently with my national president/chairperson's role. Finance and public relations are two skill areas that appear less attractive to women in the social services. There is a skill gap in social service organizations in these two areas, a subject for further research.

Upon election, I was subject to patronizing attitudes from a few men within and from other similar type organizations, who offered their assistance by provision of their business cards. Further, in my experience the board members, leaders in their own right, were frequently perceived as paid bureaucrats from Wellington by a small section of the membership, despite the fact they were unpaid, did not behave in bureaucratic ways or live in the capital city. These members carried considerable responsibility in a rapidly

changing environment, a group of highly committed advocates, energetic, passionate people, devoted to the cause.

Some lack of recognition of the national responsibilities of the leader was encountered to varying degrees within the volunteer environment. Although the leadership mantle was assumed, there was a simultaneous expectation from the membership that the board members work at both national and local level. The leadership was expected to stay in touch with the branches, the 'grass roots', still 'pitching in' with the 'real hands on' work at the 'coal face'. That is, the leader was expected to simultaneously work through governance mechanisms, as well as regular locally based 'front line' volunteer work with clients. It was evident from the electorate that they wished to have confidence in their leader, a leader who had not 'lost touch with the troops' serving the clients. Although masculine and military terminology is used to describe my 'voice', these are terms frequently heard in the social service sector where mature women like myself, predominate.

I had aspirations of avoiding the negative vibes associated with large structures, but quickly discovered that the larger the organization became, more tiers of communication and rules were required to avoid chaos. The challenge to the leadership was focused on board process of transacting new policies to replace guidelines for ninety -one branches, relationship building, constant communication, external networking and political advocacy on behalf of client need, funding, learning opportunities for the membership and promoting the integrity of voluntary work.

Subsequently, my voluntary sector leadership role has been undervalued in job applications for paid employment, as voluntary work appeared not to be a valid leadership experience. The choosing of home, family and community contribution were not seen as serious or valuable skill contributions or as environments for structured learning, nor was unpaid work considered a vehicle for the enhancement of career training. On the other hand, the leadership role led to a number of board members being recognized by government as 'lay' appointments to other Boards and Tribunals.

Although I feel privileged to have experienced the president's role of a large national voluntary organization, I gained equally from paid and unpaid staff, more than I gave. My own personal philosophy has been shaped by the belief that leadership is an opportunity to share gifts through guided decision making, to tackle problems and conflict, to develop and support others, to build on the efforts of the past and create new pathways for others to follow. An analysis of my own experience, utilizing systems thinking, which calls attention to aspects of interaction in organizational life, assisted with the framing of the question for this study.

Concepts and themes

The concept of women in leadership is viewed as a dynamic social phenomenon. This study focuses on key concepts of women's pathways to chairing boards of national organizations; the relationships with the membership; motivational aspects influencing the role and a comparison between transactional and transformational styles.

A key concept is that of organizational size, that is those with large national networks of local branches across the country. These organizations have been well established for long periods of time, surviving and respected due to activity in the direct provision of front line social and community service or in what is known by the sector as 'grass roots' or 'flax roots' work.

Community development concepts of community of interest, sense of belonging to and participation in community and organizational life are important themes associated with leadership influence. The sharing of self as a personal resource, a gift to be used in constructive ways to create a more cohesive society is a theme interwoven throughout this study. The motivation to give time and energy through leadership, to enhance community betterment through sharing skills, knowledge and wisdom along life's pathway is a theme developed.

An important theme of this study is the embarkation on a leadership pathway of choice, a basket of provisions, interaction with the environment, (ecological systems approach (Germain, 1981 in Payne 1991:22) exposure to a 'big picture', with networks to consider, and challenges of cross roads, are seen as part of the mosaic design of the

leadership concept. Leaders were asked to reflect on their leadership activities, in order to assist and guide others who may follow, action which is associated with the action/reflection model of social work.

Outline of thesis

An outline of the study is provided here to furnish the reader with an overview of each chapter. Chapter 1 provides a compacted overview of some literature on leadership theories and concepts. The chapter is divided into three sections. Firstly, the literature describes a few of the core leadership theories and new approaches such as transformational leadership. Secondly, a person-centred approach to how women may lead differently and the development of leadership, decision-making and communication styles attributed to women is discussed. Thirdly, aspects of an organization-centered approach to leadership, voluntary organizations, altruistic role, the influence of large organizational structure on leadership style and shared governance leadership are described.

Chapter 2 discusses some possible influences on a pathway to leadership in voluntary organizations. Significant life experiences, psychological factors, family and relationship influence, gender stereotyping, confidence and self-efficacy, role models and mentoring are discussed in relation to the literature. The influence of age, stage of life, networks and the exit path are discussed briefly.

Chapter 3 discusses leadership effectiveness, four dimensions of transformational leadership in contrast with transactional leadership, the skills to span the dimensions and making the links and aspects of de-motivation and resistance to leadership influence.

Chapter 4 discusses the feminist research process, methodology and research design used for this study as well as ethical issues.

Chapter 5 discusses the findings of the study under person-centered themes - their pathway to election; role perception; unpaid work status; gender impact; skills need for the task; style identification.

Chapter 6 discusses the findings of the study under organization-centered themes. The participants' advice to other women considering similar leadership roles and succession is recorded.

Chapter 7 contains a discussion on the findings while chapter 8 contains the conclusion, summary, recommendations for future research, relevance and application. The following chapter reviews core leadership theories, styles of leadership attributed to woman's advantage and the exploration of the altruistic role in a large voluntary organizational structure.

CHAPTER ONE

WOMEN LEADING TO ADVANTAGE

Introduction

Since the early beginnings of organization theory, leadership has been a popular topic of study. Forty-four leadership and motivation theories and models, published between 1911 and 1999 were identified by Hersey, Blanchard and Johnson (2001:87). Many of these leadership theories are tied to traditional assumptions of masculinity. A small number of these theories and models will be described in this chapter to serve as a backdrop and transition into the review of feminist leadership theories.

Leadership theories originally developed from trait theory, advanced to behavioral styles, contingency theories, theories of attribution and back to charismatic attributes as described within transformational leadership. Latterly, other aspects, such as leader effectiveness, purpose and importance to organizations have been studied.

Expectations of leadership are gender based in western industrial societies,

‘both men and women expect leaders to be decisive, visionary, bold, and inspirational...they also tend to expect leaders to be male,’

describes Strivers (1993:67) in Sinclair (1998:27). Leadership is clearly a socially constructed concept.

A feminist perspective on women in leadership began with studies into women in patriarchal corporations, which suggested that women had to be adaptive in their leadership style. From that literature, ‘women as different’ theories grew, mainly from the study of women in management positions. As a feminist perspective was studied more intensively, women were seen to be leading in multidimensional ways rather than from a single masculine norm, and as a power resource.

The literature is explored by use of a combination of feminist and leadership research. This chapter is set out in three parts. In the first section definitions are offered, a comparison between managers and leaders is made and some of the major leadership

theories are described. These are included in this study because they describe some of the concepts around the purpose of leadership, such as vision, communication, motivation and change. One of the key leadership concepts, transformational leadership has been identified as suitable for women leaders in a voluntary sector organization because it has the potential to influence the motivation of volunteers. Secondly, a large organization is likely to have an elaborate structure, formality and control which Bartol & Martin (1998:437) suggest reduces innovation, thus requiring a transformational leadership emphasis at that advanced stage of its life cycle.

In the second section, 'women as different' studies are explored. Throughout the development of leadership theory there have been times when women were not considered suitable as leaders. Women attempted to adapt to male models of leadership, then their adaptive styles included feminine characteristics from which arose androgynous theories. Distinct styles now observed in many women leaders is reviewed. This section looks at social-psychological characteristics such as sex-role expectations and stereotyping, leadership and decision-making styles, communication style and effectiveness. This is considered a liberal feminist person-centred approach.

The third section, an organization-centred approach, or situational approach is taken to examine this concept. The volunteer organizational environment is differentiated from other types of organizations, the organizational structure and governance functions and trends as they affect leadership are also discussed. Radical feminism focuses on valuing women's differences and rethinking and re-valuing what is uniquely female in order to redefine leadership and organizations suggests Hawkens (1996):

Women as leaders in a particular situation in a particular type and size of organization are described. Organizational structure and how it affects the leadership is described, along with the distinguishing characteristics of voluntary organizations. This study has focused on leaders in a position occupied as a result of the democratic process of election. However, a few leaders in the voluntary sector are appointed to the position of formal authority on the basis of personal characteristics and experience.

PART I

Leadership Definitions

Firstly, although leadership is defined in a variety of ways, as a position, a process, a product, or ability, the focus here is on leadership as defined by women. Blackmore (1989:123) in Elkin & Inkson (2000:225) defines leadership as the ability to act with others.

‘Rather than privileging the individual who is often already in a position of status and power because of possession of specialist knowledge, capacities, skills or role allocation, expertise can, in a cooperative environment, empower the individual and the group. Leadership and the power that accompanies it, would be re-defined as the ability to act with others.’

Blackmore describes the link between leadership empowerment and the environment.

Amanda Sinclair (1998:1) put forward the suggestion that leadership is a product,

‘the product of the emotional and often unconscious needs, early experiences and group aspirations of the led, as well as the traits and skills of the leader.’

Alternatively, leadership is described as a process of

‘the abilities, qualities and behaviour associated with the role of group leader. This role may be conferred on individuals on the basis of personal characteristics and experience, or through tradition and/or position occupied.’

Jary and Jary (2000:338).

From a western perspective, leadership is frequently defined as or associated with the ability to influence others. The ability to influence is derived from what Schermerhorn (1999:264) calls legitimate power ‘the capacity to influence other people by virtue of formal authority, or the rights of office’ as is the position of women in this study. Yukl (1994) and colleagues identified three types of influence outcomes: commitment, compliance, and resistance, suggest Aguinis & Adams (1998:423).

In the context of this study, leadership is also philanthropy. It involves time and talent given freely instead of a measured dollar value in terms of service contribution. The role contributes to the gross national product via services rendered, paid work generated and employment created. The ‘volunteer’ leader term is anathema to some, carrying with it class-related or economic connotations, alternatively, to others the word evokes a pride in a long and honourable tradition suggests Flora MacLeod (1993:2).

To further complicate the discussion on definitions, the topic of leadership in some texts has merged into management theory and functions, which caused considerable debate. Schermerhorn (1999:267) suggested that leadership and management roles differ in that

‘management is designed to promote stability or to make the organization run smoothly, whereas the role of leadership is to promote adaptive change’.

Blyde and Bebb (1996) suggest the best way forward is to recognize that there is an interdependence between management and leadership. Some writers will debate there is considerable overlap or blending because leadership involves some managerial tasks and much of management takes on leadership activities. However Kotter (1990:6) comprehensively described how management and leadership differ on the adapted summary below.

Managers	Leaders
Plans and budgets: establishes detailed steps and timetables for achieving results and allocates the necessary resources.	Establish Direction: develops a vision of the future, and the needed change strategies.
Organizes and staffs: establishes structure, staffs it, delegates responsibility and authority, provides policies, procedures and systems.	Aligns People: communicates the direction by words and deeds to all who need to understand and accept the vision and strategies.
Controls and problem solves: monitors results, identifies deviations, plans and organizes actions.	Motivates and Inspires: energizes people to overcome major barriers to change.
Produces a degree of predictability and order, and has the potential of consistently producing key results expected by various stakeholders.	Produces change, often to a dramatic degree, and has the potential of producing extremely useful change.

(Adapted from Kotter, 1990:6)

Effective leadership is therefore seen by Kotter as inspiring effort and commitment, motivation, building enthusiasm and the communication of a clear sense of the future and turning it into reality.

Development of leadership theories

The historical development of leadership theory has been well researched, with a concentration on business and industry leadership concepts. This has resulted in a bias towards a particular situation.

A long-standing debate has raged as to whether leaders are born or made. Jay Conger (1992:18) and others asserts that leadership skills, abilities and attitudes can be taught and developed in motivated individuals.

As a way of providing a backdrop to the development of women leading to advantage, a description of a few male dominated theories is outlined. Relatively new research into transformational leadership, compared with transactional leadership is described in more detail in this and subsequent chapters.

Personality Trait Theory

One type of leadership has been attributed to trait theory which suggests an individual has characteristic features or qualities distinguishing them from others, an individual often publicly recognized as a 'stand alone' leader of influence. A search for individual but universal traits that separated effective from ineffective leaders resulted in an indefinite profile of traits that consistently accounted for leadership success. Despite the indefinite profiles found, Schermerhorn (1999:267) suggests that personal traits considered important for leadership success are 'drive, desire to lead, motivation, honesty and integrity, self-confidence, intelligence, knowledge, and flexibility'. There is evidence to suggest that some traits, such as intelligence and physical energy, are genetically influenced, so it may be said that we are born with certain attributes which influence leadership ability. Traits therefore are not altogether irrelevant as they do contribute to supportive leadership characteristics.

Behavioural approach

Once it was recognized that the possession of certain traits did not guarantee successful leaders the behavioral approach focused on determining the recurring pattern of behaviors exhibited by a leader, that is their leadership style. Initially it was thought that people-oriented leaders would lead to happier staff but later results suggested that truly effective leaders were high in both concern for people and concern for task. Terms such as participatory or democratic leadership were used to describe high concern for both people and task style.

Contingency model

The contingency model of leadership effectiveness developed by Fred Fiedler (1967) cited in Hampton, Summer & Webber (1982:575), found that most people are effective leaders in some situations and ineffective in others. Much of the study into leadership is related to effectiveness or competence, concepts difficult to define. However, Robbins (1997:145) defines effectiveness as 'doing the right thing...selecting appropriate goals and then achieving them'. Further, effective leaders Schermerhorn (1999:266) suggests, use their influence to empower others 'through supporting initiative, respecting individual talents, and sharing power at all levels of operation.' Jary and Jary (2000:338) explained this more fully by saying that effective leaders are not so, simply by virtue of specific characteristics or behavior, but rather that different styles of leadership (e.g. task-oriented v. relationship oriented) are required in different situations. Therefore the focus was on the best fit between the leader's behavior or style and the characteristics of the situation.

Situation model

The Hersey-Blanchard situational leadership model (1982) suggests that successful leaders adjust their styles depending on the followers' readiness to respond to performing required tasks. Further, this model emphasizes that leaders needed to 'develop skills in personally weak areas in order to broaden their repertoire of styles to match the situations they may encounter', cited in Sibbald, Batley, Johnston, Hall, Elkin, Selsky, Geare, Jones (1995:187). Again this model was a result of Fiedler's (1967) extensive research on the relationships between situation, leadership style and leader

effectiveness. It was argued that this theory assumed that leaders influence the group but the group or organization had minimal effect on the leader.

Leader participation model

Examination of decision-making methods led to the Vroom-Jago (1959) leader-participation model. Authoritative decision, consultative decision and group decision making, if used correctly, suggests Schermerhorn (1999:272), result in effective leadership outcomes when the decision-making method matches best the characteristics of the problem to hand.

Path Goal leadership theory

Based on some of the work by Vroom (1959) on leader participation, linked to the behavioral approach of leadership and the feelings of satisfaction experienced from productive work, path-goal theory was developed. House's (1971) path-goal leadership theory suggested that an effective leader is one who clarifies paths through which followers can achieve both task-related and personal goals. The leader's role 'adds value' by contributing things missing from the situation, e.g. by being friendly, setting challenging goals or being consultative, depending on the situation's needs. Linked to this theory is expectancy theory of motivation, which is defined as a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome Newstrom & Davis (1989:252). Path goal and expectancy theory are two contingency theories linked to the personalities of the followers, suggest Hampton, Summer & Webber (1982:579). Other contingencies include the ability of followers, the nature of the work, nature of authority system, the nature of the group.

Transactional leadership

Burns (1978) proposed that the leadership process occurs in one of two ways: either transactional or transformational. The transactional leader as defined by Burns and refined by Bass (1985) concentrates 'on trying to maintain the status quo by satisfying the follower's current psychic and material needs', suggest Newstrom & Davis (1989:323). Transactional leadership concerns itself with the important aspects of the role such as supervising workflow, communicating and motivating for performance in a

routine way. These leaders rely on organizational rewards and punishments to influence employee performance, Newstrom & Davis note.

Rosener (1990) cited in Wilson (1995:172) said that men are more likely to describe themselves in ways that characterize transactional leadership. However, women respondents in the Rosener study described themselves in ways that characterized transformational leadership, that is, getting others to transform self-interest into group interest through broad goal concerns.

Transformational approach

During the 1980's the transformational approach arose to replace the transactional aspects of rational design, routine thinking and leadership performance as a way of adapting to change. Burns (1978) viewed leadership as a more potent, complex activity, in a moral context, that creates good change. Transformational leaders are defined as 'leaders who motivate individuals to perform beyond normal expectations by inspiring subordinates to focus on broader missions that transcend their own immediate self-interests, to concentrate on intrinsic higher level goals rather than extrinsic lower-level goals, and to have confidence in their abilities to achieve the extraordinary missions articulated by the leader,' cited in Bartol & Martin (1997:511).

Tremaine (2000:246) suggests that Burns believes that women are more likely to be more 'transforming' leaders than men, mainly because women have tended to see themselves as representative, rather than independent from the groups they lead and have not fallen into the male trap of the false conception of leadership as a 'command and control' style.

More recently, Tracey and Hinkin (1998:222) describe Bass and Avolio's (1994) four dimensions of transformational leadership as the 'Four I's', that is, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence is described by Tracey and Hinkin as behavior that results in follower admiration, respect and trust. Inspirational motivation is reflected by leader behaviors that provide meaning and challenge to followers' work. Intellectual stimulation is

provided by a transformational leader who stimulates integrity, solicits new ideas, shares concerns and problems and generates creative problem solutions from their followers.

Individualized consideration is reflected by leaders who listen attentively and pay special attention to follower achievement and growth needs, they suggest. These four dimensions of leadership are discussed further and contrasted with transactional leadership in chapter three with particular emphasis on inspirational motivation and leadership understanding of creating a motivating climate and individual developmental needs.

Inkson (1999:58) suggests that this transforming people orientated approach is possibly the most useful style to use in voluntary organizations because it has the potential to influence motivation of volunteers. This aspect of leadership by vision and enthusiasm, sincere passion, conviction and personal example, draws out the best, or the worst in people, for example, leaders such as Mother Therese or Hitler. These behavioral characteristics can affect the culture, vision, innovation, and influence change in an organization.

Culture can be defined as 'the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes, and norms that knit a community together' in Newstrom & Davis, (1989:91). Vision is a vivid 'picture' of both a future destination and the journey along the way.

To explore the relationship between gender, Burns' theory on 'transforming' leadership and leadership success, Marianne Tremaine (2000:246) interviewed ten New Zealand women mayors. The results suggested that these mayors did judge success as a leader in terms similar to transformational leadership, in contrast to transactional leadership. Tremaine described their transforming leadership style as linked to the mayors' desires to do what was best for their community, rather than what was expedient, their view of themselves as agents in the community development process and their inclusion in and not above the community. She describes transforming leadership as having the power to change, the leader, the follower and the situation around them.

Resistance to traditional models of management in relation to transforming, influencing and initiating change in a hierarchical organization such as a New Zealand University was discussed by Munford and Rumball cited in Brooks and MacKinnon (2001:C6). These writers suggest women leaders must analyze the environment to aid the understanding of its complexity. They suggest that building partnerships, enhancing participation and power sharing strategies require continual reflection to ensure that the achievements of an inclusive academic environment remains a reality for all.

Grint (1997:207) also makes the point that the transformational leadership style of women, which emphasizes shared power, communication, cooperation and participation, is better suited to the developing organizations of this century. Schermerhorn (1999:276) describes women as more prone to democratic and participative leadership styles. Grint (1997:207) suggests that women tend to be 'more nurturing, interested in others and more socially sensitive' and that in the past, management, (and leadership), has been based on male attributes. Simultaneously, as transformational theory was being refined, feminist studies were being carried out to reconstruct the leadership concept in order to create visibility of women in management.

PART II

In order for the advantages women bring to leadership to become visible, the barriers and ceilings were examined. The second section of the literature discusses gender role expectation of women, androgynous leadership, gender stereotypes, women as different studies and leadership styles of interaction, accommodation, consensual decision making behavior and advantages women bring to leadership.

Gender role

The examination of women in management has led to notions of women as inadequate and therefore they were expected by men to become the same as men to succeed. Women were seen as a different resource in an organization. Anna Wahl (1998:56) suggested these studies give expression to the subordinate position of women and women were seen as complementing masculinity. Further studies of male managers suggested women were not suited for top management, but suited to other tasks, because they were seen by men to lack will, confidence and competence. Men viewed

women as not wanting to be managers as men thought women having children and taking care of the family was the main reason why women were unwilling to have a career, said Franzen, (1995:63) cited in Wahl (1998).

Androgynous leaders

Women needed 'a certain combination of femininity and masculinity' to provide the ideal androgynous leader, Wahl (1998:57) contended. 'It was shown that when androgynous leadership was advocated, the advantages of complementing masculinity with new competencies, emotions, intuition, relations and communication, was usually pointed out.' Androgynous leadership was perhaps seen as an 'add on' to masculine ways of leadership observed Wahl (1998:57).

Even if women had learned the 'command and control' style associated with male leaders, it causes women to feel a lack of a leadership identity with the conventional understanding of leadership, suggested Sinclair, (1998:126). Sinclair suggests that if women perceive they have a choice to adapt and refine their leadership style these 'women will tend to opt for consultative styles of influence, giving a high priority to communicating and to building and maintaining relationships' (126).

Gender stereotypes

Leadership and gender are both defined in feminist studies as socially and culturally constructed concepts. Wahl (1998:58) suggests that social constructions such as gender do affect organizations in every-day life and she suggested this relates to the use of power. Socially constructed beliefs that associated leadership with being male and subsequently masculine were demonstrated in a study by Kruse and Wintermantel (1986). This study found that a sample of male students perceived the concept of a man as a 0.9 correlation with the concept of a manager and leadership with an 0.8 correlation. Whereas, they perceived the concept of a woman as correlating -0.4 with the concept of manager and leadership with an -0.5 correlation. Interestingly, the results for a sample of female students were similar. This study demonstrated the strength of socially constructed beliefs around sex role or gender behaviors of individuals, cited in Furniss (c. 1993).

In contrast Sue Shellenbarger, (1993:9) cited in Hersey, Blanchard & Johnson (2001:223) suggested that care should be taken not to stereotype men or women rigidly in roles. She noted that a study of 15 companies found that no differences existed between the way women and men managed, as viewed by those they managed. However, women were seen as more sympathetic, which it itself could be viewed as a stereotype, she suggested.

‘Women as different’ studies

It was through the deconstruction of leadership, from a feminist perspective, applied to empirical research, a difference was illustrated in the way women relate to and influence others in an organization.

Female leaders have been found to be more self-disclosing (Hyman, 1980), and have greater ease in expressing their vulnerability, their lack of self-confidence, and their emotions (Grant, 1988; Miller, 1987) says Wilson (1995). Women as different studies, describe women as ‘offering more positive effect, encouragement, support, and information to subordinates (Baird and Bradley, 1979), and behave in a non-assertive manner (Siegler and Siegler, 1976),’ as cited in Wilson (1995:173). Wilson (1995:175) warns however that women who are assertive and aggressive can be unpopular.

In the studies into women as different, Wilson (1995:173) claims there is some agreement that the styles of women leaders are exhibited as accommodative (Hunt, 1974) or affiliative (Deaux, 1976).

These studies, gave rise to the suggestion that leadership theories overlooked the situational factors and the nature of organizations being led, as well as the influence of the led on the leader. Pringle and Collins (1998:1) argued that in addition to the de-emphasized factors of the situation, the central role of power, the nature of the organization, the individual and collective power of the led, the degree in which power and responsibility are shared in the day to day functioning of the organization, are missing.

In the transition from women's invisibility in leadership studies, women leader's relationships and influence emerged from these studies. Women leaders were seen to offer multi-dimensional processes rather than an 'add on' to the single masculine norm of leadership. The discussion which follows, separates out interactive leadership styles from decision making styles of women.

Interactive leadership style

Qualitative approaches to studies into women's leadership style have led to the development of a feminist perspective which refers to the term interactive leadership and the use of power as energy. Interactive leadership is described in Rosener's (1990:120) well known studies where 'women actively work to make their interactions with subordinates positive for everyone involved. More specifically these women encourage participation, share power and information, enhance other people's self worth and get others excited about their work', cited in Pringle & Collins (1998:3).

The sharing of women's power was ascribed to 'personal characteristics like charisma, interpersonal skills, hard work, or personal contacts rather than to organizational stature', suggested Rosener (1990:119-125). Furthermore Wahl (1998) claims that this exercise of power is best used as a resource which can initiate and influence matters, change and vitalize.

An interactive or consultative style of leadership was identified in the Pringle and Collins (1998) study of both small and large women-run organizations in Aotearoa New Zealand. This study focused on Pakeha (European) women staff members and decision makers, and was drawn from twelve case studies and a national postal survey. In response to a questionnaire on leadership and decision-making styles, sixty-nine percent (69%) of the organizations perceived the leadership 'as consultative or interactive, 14% (70) as charismatic, 9% (45) as authoritarian or bureaucratic, 5% (23) had a 'hands off' approach (4 had no leader) and a further 3% (14) stated that the leadership was democratic.

There were no significant differences in the women's leadership styles between businesses and non-profit organizations, except more businesses endorsed a charismatic

leadership style (19% compared to 8% in non-profit organizations)', suggests Pringle and Collins (1998:7)

These writers found that the leadership styles were not clearly associated with Pakeha women's familial or societal roles but rather the difference was based on variations in actions or decision-making behavior. The preferred means of communication was informality, with a preference for interpersonal contact, informal chats and talking things over, meetings, and telephone use. The major approach to managing conflict was to encourage those involved to talk and resolve it. Pringle and Collins claim that morale was maintained in a variety of ways such as through communication, praise or recognition, emotional support and social gatherings.

Decision making style

In the Pringle and Collins (1998:1) study these writers found that a consensus style of decision making behaviour was important when it was aimed at influencing change and transforming situations. Flexibility was also identified as important. As these writer's suggest, the leadership concept is still embodied in the person and therefore effective leadership depends on more than the personal characteristics of the leader. A consensual style was defined by Pringle and Collins (1998:7) as 'agreement through discussion'; authoritarian as 'made by the person in charge' and democratic as 'by votes'.

Although the consultative or interactive decision making style was clearly reported in the Pringle and Collins study as the style most frequently indicated by the participants, a range of styles were used, dependent on the situation and to some extent the nature of the organization. In relation to managing the good and poor work situation, a response in their study was that 'sometimes someone has to be boss', suggests Pringle and Collins (1998:8).

Traditional, accommodative and consultative leadership style

Harris (1990:158) described voluntary leader chairpersons in the Woodville study in Britain in the 1980's, as accommodative. The study of small to medium sized organizations, with half male and half female chairpersons, ranged in age from early twenties to late sixties. They were similar in socio-economic background, mostly in

paid full-time jobs and usually in high grade white collar occupations. They described what it was like for them in terms of liaison and support for paid staff, making themselves available for discussion and consultation, popping in to the office for a chat or helping out by doing some of the necessary agency work. Two chairpersons regularly spent long periods doing administration, dealing with publicity material and one did agency typing at home while another dealt with the agency's regional and nation office. Harris (1990:161) describes some of the chair people, originally recruited as volunteer workers, as still likely to be involved in the main operational work of the agency, e.g. taking handicapped children on outings.

Pringle & Henry (1993) and Pringle and Collins (1996:10) conclude from their review of literature on women and leadership that there appeared to be five main styles of leadership adopted by women, which they described as traditional leaders with woman's values; consultative leader; feminist processes leader; modified collective leader and feminist collective leaders.

Crook (1997) described a woman with traditional values as one who is nurturing, supportive of traditional feminine ways such as tactfulness, who works in a clear role definition such as vice-president in a formal hierarchical structure. Pringle and Collins (1998:10) describe the traditional woman as one who is comfortable with hierarchy and differential power, one who recognizes herself as a role model and one who actively encourages other women in the organization to take on different roles. In comparison they describe the consultative leader as one who operates in a consultative way, listens down and talks up, who is often a woman in charge of her own business. They describe a feminist process leader as one who actively decreases her power through the dissemination of information, pursues consensus decision-making and actively seeks to train members in feminist collective processes. Examples of this style occur in both business and non-profit organizations Pringle and Collins suggest. The modified collective leadership style occurs where there is a strong ideology of equal power, consensus decision making and valuing of every person, usually found where there is a need for efficient daily functioning where accountability systems are demanded from a government funding body. In contrast the feminist collective leadership style is when no

leadership is embodied in an individual but responsibility is shared by the group and it is the feminist ideology that serves to influence behaviour of the membership.

Communicating differently

Communication is the process of making information meaningful to others, by providing a response to and recognition of the needs of the listeners, suggests Drucker, cited in Sibbald (1999:268). Not only do elected leaders need to make connections, but they must also be able to maintain them as they adapt to new relationships, and learn the norms, values and culture of the organization. The point is made by Gilligan (1987); Grant, (1989) cited in Wilson (1995:173) that women's affiliation needs are stronger than self-enhancement needs which could account for their need to participate and make connections. Therefore ways of communicating differently or using communication styles as a tool that creates trust and confidence, will impact on the way these relationships are woven in.

Support for women as better communicators, verbally and non-verbally, comes from Hyman (1980) cited in Wilson (1995:173). Commenting on communication styles, Tanner (1990) cited in Marshall (1995:2) looks at gender differences and depicts, as much other difference-affirming research does, there is a difference in gender conversation patterns. Tanner comments that men are more likely to be preoccupied with issues of hierarchy and status, and women with issues of equal participation and relationship. In addition, women have been found to be more cooperative, which is important in terms of consultation and democratic decision-making processes according to Grant (1988) cited in Wilson (1995:174), as already discussed above.

Accommodation, communication, participation, consultation, collaboration, relationship building and inclusive decision-making styles are key processes identified as applicable to women in voluntary sector leadership. A study by Hawken (1996:146) on women in management, described similar processes in the style of New Zealand social service managers. Words such as 'consultative, participate, collective, collaborative, open, consensual and (able to) negotiate.' were used to describe managers' actions. Her research suggests that the women managers studied saw their role as facilitating and supporting other people's work.

Although the literature on leadership as a topic is extensive, literature on women leaders in voluntary organizations in Aotearoa/New Zealand is limited. Despite this, themes of women leaders as taking steps to bridge communication gaps, building relationships, having distinctive and transforming leadership styles, consensus decision making styles, shared expertise and networking abilities have emerged as advantages. The processes described suggests that women in voluntary social services are likely to be accommodative, consultative leaders interactive in their relationships and work at consensus decision making and may tend to display traditional values. Writers such as Shadur, Kienzle and Rodwell (1999: 479) suggest that if people are going to be involved in an organization, the three essential variables of support are communication, teamwork and participation in decision-making.

PART III

Organization-centered approach to leadership

The unique situation of volunteer leaders in large national voluntary organizations in a small country is examined in the third section of the literature review. Organizational theorists emphasize the importance of context, such as individual factors (e.g. personality, willingness to participate, attitudes) and organizational factors (e.g. structure, types of tasks and society) on participation outcomes suggests Shadur, Kienzle and Rodwell (1999:484).

This section of the chapter examines an organization-centered approach to leadership giving consideration to situational factors, the impact of the voluntary organizational environment and organizations structure on women leaders. This literature section defines a voluntary organization, describes key factors that distinguish a voluntary organization from other types of organizations, values associated with the sector, and organizational structure. How the governance structure, organizational size and trends, affects leadership styles is examined.

Voluntary organizations

Mary Woods (1998:20) defines a voluntary organization as ‘an organization set up voluntarily in the community to meet a particular need.’ Berger and Neuhaus cited in Billis & Harris Ed. (1996:57) refer to voluntary organizations as mediating institutions which Marshall (cited in Billis & Harris Ed. 1996:243) contends, mediate between citizens and the large public and private organizations in society. There are three broad types of voluntary organizations which Handy (1988:12) in Olsson (1992:214) describe as those that provide mutual support, campaign, and those which deliver a service.

Five key factors which are useful in distinguishing voluntary sector organizations are that they have a ‘formal structure, private (separate from government), non-profit distributing, self-governing, some meaningful degree of voluntary participation’ as described by The New Zealand Social Advisory Council, cited in Searle (1996:3).

Three key characteristics or values associated with the voluntary sector were identified by Robinson (1992a:3) cited by Ellis (1994:63). These are:

- ‘Democratic: based on freedom of association with services that reflect the views of a section of the community.
- Innovative: the ability to change to reflect changing needs is contained in its community-based nature.
- Altruistic: motivated by concern for others not by considerations of profit.’

Altruistic leadership role

Altruism, empowerment, stewardship and servant leadership are all terms that suggest a goal of giving service to others. Throughout the history of voluntary agencies in Aotearoa New Zealand there has been a reliance ‘on the low-paid or unpaid labour of women’ and on their leadership (Munford, 1989; Gill, 1989; Craig, 1991; Kirk, 1993) suggests Ellis (1994:59). The reliance on the unpaid labour of women stems from the traditional goals of the female role, for example, the caring for and nurturing of others, goals that are often determined by men.

A Marxist feminist perspective would analyze women’s unpaid work in voluntary organizations in relation to its function with the capitalist economy. From this

perspective some may see women's altruism as open to perpetuating the structures that exploit and oppress women.

'Bunkle (1991:10) argues that the effect of the government's reduced role in the provision of social welfare since the mid-1980s, has been the off-loading of responsibilities onto the voluntary and household sectors, responsibilities which will be picked up by women in their roles as unpaid carer and voluntary providers of services!' quotes Ellis cited in Munford & Nash (1994:59).

'This female dominance tends to be typical of committees in voluntary organizations' suggests Berg, Wilson and Weingartner, (1991),(cited in Daniels 2001:26).

Radical and liberal feminist writers on organizational theory agree that cultural hegemony of men's ideas; values and norms are assumed to be 'natural' and appropriate to the organization as a whole. Further 'women are virtually invisible in organizational theory because their position is, by and large, peripheral to organizations. Even when women are numerically well represented, they are generally found in the lower levels of the organizational hierarchy.' suggests Olsson (1992), although this is likely to be less so in the voluntary social services.

It is suggested that women are found at all levels of the voluntary social services in this country, as clients, as workers, as managers and leaders. One third of the organizations in the Pringle and Collins study (1996) described themselves as feminist and these included businesses and voluntary organizations. Many of the women-run organizations, Pringle and Collins found, emphasized process and an environment for nurturing relationships along with professionalism, efficiency and service. However, women chairpersons and presidents are near 'invisible' in the literature on voluntary sector or not-for profit sector. Carver and Carver (1997:201) do, however, refer to the chairperson as the person who 'assures the integrity of the board's processes and secondarily, occasionally represents the board to outside parties'.

Further, Hall (1990) cited in Furniss (c. 1993:5) would argue that organizations that involve either voluntary leaders or volunteers are often less bound by the traditional male models of organization. Two thirds (146, 65%) of the non-profit organizations in the Aotearoa New Zealand study by Pringle and Collins (1998) described their organizations

as non-hierarchical, which could be a clear rejection of traditional structures. It could be argued, however, that with the impact of managerialism on voluntary organizations in recent years, this view may have weakened.

Organizational structure and size

The North American term for a voluntary organization is a 'not-for-profit' group. People outside the voluntary sector appear to refer to the sector as a non-government organization or NGO, or third sector. This term is not frequently used by the sector itself in Aotearoa New Zealand, as 'voluntary sector' is the preferred terminology. It is an 'independent sector of community activity and voluntary association which is non-profit making' as suggested by Ellis in Munford & Nash (1994:7).

The term 'social service' refers to formally organized activities intended to improve people's social welfare. Social service activities can be developmental, rehabilitative or remedial, but they primarily exist to promote social change. There are a vast array of voluntary organizations active in the social services in this country providing health, welfare, financial and budgeting advice, advocacy, support, information and advice, housing, refuge, victims support, assistance to immigrants, education and literacy to name of few.

In writing about not-for-profit organizational leadership, Drucker (1992:101) asserts that the foundation of effective transformational leadership throughout the structure, is defining and establishing a sense of mission. Furthermore, he identified a good leader as one who sets goals, priorities and standards, makes them all clear and visible and maintains them. He also believes that leaders accept leadership as a responsibility rather than a rank.

In Aotearoa New Zealand the responsibilities of many social service agencies are either governed by a formal constitution under the Incorporated Societies Act or Trusts or Incorporated Trusts. Many voluntary social service organizations are registered with the Inland Revenue Department as charities. Voluntary organizations are frequently governed by a board made up of volunteers, either by appointment or via the democratic process of an election.

A formal structure is needed by large voluntary organizations to create policies, elect officers and determine a course of action and operate in a democratic way suggest Berger and Neuhaus cited in Billis & Harris Ed. (1996:57). When a group of equals or peers work together to operate in a democratic way, democratic leaders emerge via an election process. The democratic leader evolves out of the group of which she or he is part, rather than creating a following of her own. In general, Beal, Bohlen & Raudabaugh (1962:34) describe a democratic leader as one who epitomizes the values and norms of the group. Some constitutions may allow for leaders to be appointed by the Board, a quicker but risky process in my view, in terms of accountability, than a democratic election by vote at an Annual General Meeting by the membership of the organization. Leadership by an appointment process is clearly a different starting point from the democratic process. The elected role is likely to be governed by constitutional arrangements, legislation and formal processes and expectations such as a defined term of office for the office bearers. Therefore the leadership position is held for a clearly defined period of time.

As voluntary organizations grow in size, Giddens (1989:745-46) suggests there are close links between their development and bureaucratic tendencies. He suggests that large organizations are more likely to have a clear chain of command, policies, rules and regulations, specialization, and more likely to have fewer personal relationships. Kilmister (1989:3) suggests that large organizations envy the close contact with clients which is a feature of smaller organizations. In comparison to large commercial enterprises, Kilmister suggests large scale voluntary organizations operate in much the same way as organizations such as hospitals. The size of an organization suggests it has reached a certain stage in its life cycle. The life cycle of an organization and its size may affect the emphasis needed on transactional and transformational leadership suggest Bartol, Martin, Tein and Matthews (1996:478). They suggest that at a certain stage an organization may need a transactional leader to design jobs for instance.

It has been difficult to find literature relating to unpaid leadership of large national voluntary social services and the effect of size on the leadership role, but it is clear that alternative development models of operations for boards, such as the governance model,

have been adopted by innovative leadership over recent years as solutions to organizational problems.

Structure - Shared Governance

Shared or self governance is one of the key features of the voluntary sector in New Zealand and countries such as the United States of America. Described as one of the most radical and idealistic of organization structures, shared governance was developed in the mid-1980s, as an alternative to the traditional bureaucratic structure, suggests Marquis & Huston (1996:157).

Kilmister (1989:14) suggests that ideally the not-for-profit board is a governance board, not a management board. Governance is described as a concern for the basic purpose of the organization or 'large picture' rather than the details of its parts. Important concepts for leaders is the understanding that management is 'hands on' and governance as described by Kilmister is 'hands off'. Ironically, the more responsibility the board members take, the less of a difference the chair makes, suggests Carver & Carver (1997:144). These writers suggest that Boards denigrate their mission when they choose chairpersons on the basis of length of service or availability.

Mary Woods (1998:136) signals that the interface between paid and unpaid work is often a difficult interface to manage. She suggests that major issues that contribute to a struggle for successful partnership between paid staff and volunteers are role confusion and power. She suggests these are fueled by confusion over values, money, the dissemination of information, and failure to recognize others' motivations and needs. She suggests that the provision of clear job descriptions can reduce confusion and lack of clarity.

From a social policy perspective, governance boards can be seen 'as a means of ensuring public accountability for the external financing and the quality of the work of voluntary agencies (Fizdale, 1974; Leat, 1988); and as vehicles of citizens participation (Feek, 1982, Yanay, 1988) 'cited in Harris (1990:156). Governance boards are where the final legal responsibility rests. Legal responsibilities are prescribed by the statute under which they are set up and this has implications for leaders. Governance boards therefore

perform, or participate in important functions including 'setting policies and goals, attracting financial resources, monitoring staff performance, maintaining community links, and budgetary control' (Conrad and Glenn, 1983; Kramer, 1981; Lovelock 1984) cited in Harris (1990:156).

The aim of governance leadership is the empowering of individuals within the decision-making system, the dissemination of more information to enhance inclusion of board and wider membership. Kilmister (1989:55) suggests there are five areas of governance responsibility in the social services. These he suggests are carried out through programme, finance, policy, personnel and advocacy committees.

The governance leadership role is described by Malcolm (1991:35) as

'involving functions of providing a clear vision/identity for the organization, resource recruitment and allocation, mediation of disputes, leadership, setting the pace and policy direction, ensuring continuity of governance and management, and keeping good communication with the organisation's constituency'.

Impact of organizational and community trends on leadership

The majority of organizations studied by Pringle and Collins (1996:441) cited in Inkson & Kolb, wanted organizational change such as continued growth. More funding and volunteers were the focus for change for voluntary organizations in this study. The study found that the most popular method of recruitment of volunteers was through 'friends of existing members'. Willingness to be involved with the voluntary organization was the main selection criteria as opposed to selection interview by businesses.

Pringle and Collins (1996) found there was some socializing beyond the organization and voluntary organizations appeared not to be any more friendly or personal than business organizations.

Women-run organizations appeared to have an advantage in terms of different processes and function from organizations run by men. However, Pringle and Collins (1996) found that two-thirds of the organizations had some kind of family-friendly practice that

focused on flexible arrangements essentially around childcare. Many women-run organizations emphasized process and a climate of nurturing relationships as well as being professional, efficient and service-oriented.

Women entering organizations bring with them different realities from men, and are often faced with different values in organizations from their gender socialization experiences. Social service organizations attract female clients and female workers but with a bias towards males in management and leadership positions.

An emerging trend in leadership research is leader effectiveness. This involves leaders conveying a future vision for the organization and motivating its membership to efficiently achieve it. This aspect of leadership is discussed in Chapter Three.

A disadvantage Pringle and Collins identified as shared by women-run organizations was lack of management skills cited in Inkson & Kolb (1998:442).

One major advantage that voluntary organizations appear to have over other types of organizations is a membership who have transcended their own immediate self interest for rewards. Their members are driven by intrinsic high level goals without the reliance on extrinsic rewards to inspire them.

Of major social policy significance in Aotearoa New Zealand, is the relationship between voluntary organizations and government. A significant trend since 1984 is the disengagement of government from state social service provision and rising expectations of the voluntary sector, through contractual agreements. This significant trend is not discussed further in this study, but noted as a force impacting on women in leadership.

Conclusion

In conclusion, the literature describes the social construct of women in leadership, as providing a balance between a nurturing process in organizational life, while working with others towards the goal of enhancement of community well being. The literature suggests women work to encourage participation through interactive communication of a shared vision utilizing an effective range of skills through a consultative interactive

process. Past experiences, networks, expertise from other organizations, wide ranging skills and knowledge brought to organization, equip women to inspire action and change, in the organization and wider community. Grint (1997) suggests that women are generally more nurturing, interested in others and more socially sensitive than men, which Helgeson (1990) describes as a women's advantage. Possibilities of how this advantage may develop and influence a women's pathway of commitment to voluntary sector leadership is examined in the following chapter.

CHAPTER TWO

PATHWAY TO LEADERSHIP

Introduction

The purpose of this chapter is to examine some possible relationships and social influences on a woman's pathway to a leadership role, arrival at, and exit pathway.

The decision to undertake the role is likely to have been influenced by a number of factors. This chapter discusses a few of the possible influences such as family relationships and socialization; significant life experiences; personal factors such as confidence and self efficacy; modeling and mentoring relationships, age and stage of life, and commitment. The exit pathway is also briefly explored.

There are clearly a host of alternative factors such as family status, marital and relationship demands, childbirth and family concerns, social class, income, education, ethnicity and cultural expectations, employment opportunities, that influences a women's motivation, energy, time commitment involved, in consideration of the demands of a leadership position, which are not discussed here.

Family relationships and childhood experiences

Sally Helgesen's (1990) study of four successful USA women leaders and managers found that women's experiences as wives, mothers, friends, sisters, daughters had contributed to their leadership style, which she called 'the female advantage'. Her findings revealed workplaces run by women tended to be 'webs of inclusion', communities where the sharing of information is key, which in turn led to innovative organizational structures and strategies.

Other influential relationships such as parental influence on women was identified in 63% of fifty-seven women business owners surveyed in New Zealand by Mary Welsh (1988:43. She said that some women grew up with mothers running businesses and several owners commented that a grandparent provided them with a viable role model. I suggest that a similar percentage of women in leadership would also be influenced by family members and suggest this is an area for future study.

Links between leadership, nurturing, mothering and managing were identified by Court (1994:45) who interviewed women principals of six secondary schools. Positive interaction and attributes linked to mothering were identified suggested Pringle and Collins (1998:4), who stated Court saw their leadership as based on relationships with, and responsibilities towards others.

Linked to a template in childhood, a study of childhood influences such as games children play was conducted by Gilligan (1982:37) who identified different needs and learning for boys and girls. She found that girls learned to 'value co-operation and relationships; to disdain complex rules and authoritarian structures; and to disregard abstract notions like the quest for victory if this threatens harmony in the group'. She identified that male children learned to put winning ahead of personal relationships, were comfortable with the rules and sub-merge their individuality for the goal of the game.

Sinclair (1998:28) states that expectations of what leaders will and should do for others, is based on a template set in childhood, of life long patterns in how to seek and win the approval and cooperation of others. She suggests this first relationship is with mothers, the first leaders in our lives and the agents of our first frustrations. She argues that greater nurturing is therefore expected from women leaders and this is why women feel greater betrayal when women behave unlike our mother and perhaps more like some men. She also makes the point that followers can unconsciously bestow upon woman authority figures, the worst characteristics of their mothers, such as bossiness, intrusiveness, manipulation and pathos. Leaders, she notes 'will be judged not only according to their fulfillment of the duties specified in their job descriptions, but they must fulfill the unconscious needs of the individuals and groups in the organization'. Sinclair (1998:32) notes this dual expectation or double bind, has been largely ignored in theories of organization and leadership. This double bind is likely to be strong in the social services where the notion of unstinting service to others and gender stereotyping is strong.

Influence of significant life experiences

Learning to be leaders influenced by significant life experiences is supported by Sinclair (1998:77) who suggests that experiences, from adolescence to adulthood, propelled women to achieve outside family. She describes (1998:92) pivotal circumstances which may include the influence of a very important mentor or conversely a hardship, such as the loss of the security of marriage through death, divorce or separation, may propel women to achieve leadership roles.

Psychological factors

In relation to management, but relevant to this study, Jocelyn Grainger, cited in Olsson (1992:46), discusses psychological factors that influence career choices, which includes voluntary sector leadership in my view. Gender schema theory, gender stereotypes, self-efficacy theory, subject choices at school and role models are indicated by Grainger as factors of influence, some of which are discussed below.

Gender stereotyping

Gender stereotyping occurs when the specifics of gender characteristics are accepted as being natural by society. The socialization process in all societies allocates behaviors that are considered to be masculine or feminine and related to being either male or female expectations of behavior. Children are socialized to gain a general understanding of what these gender expectations will be. Sinclair (1998:77) stresses that it is very important that women recognize the role played by early influences which enable leading women to not feel the constraint of social stereotypes of what girls and woman can do. Some of the attributes associated with women are the traditional stereotypes of femininity which include behaviors such as being emotional, passive, submissive, intuitive, nurturing and indecisive; attributes, which Schein, (1973, 1975) cited in Furniss (c. 1993:8) suggested, associate negatively with leadership.

Furniss suggests that stereotyping of the expected behavior of a leader and the expected behavior of a female has the potential to create a double bind for women leaders. She suggests that the resulting prejudices have a distorting effect on expectations of the capabilities and behavior of women, making achievement very difficult. It also reduces motivation to lead.

Just as prejudice may influence whether women are chosen for leaders, Mary Woods (1998:96) warns that age, culture, or disability stereotyping also occurs. Stereotyping places a limit on voluntary organizations taking the opportunity to recruit leaders and volunteers from these groupings and puts closure on acceptance of people from unexpected quarters she laments.

Male models of leadership are still dominant in our society. A study into the relationship between masculine and feminine characteristics and transformational and transactional leadership behaviour concluded this preference for male leaders. In 1992, Furniss, Hills, Paterson & Hackman, cited in Furniss (c.1993) studied 313 full and part time students from Waikato Polytechnic in Hamilton New Zealand (131 male and 182 female). Female leaders were judged to be ineffective when exhibiting the same behaviors as males who were judged to be effective. Furthermore, Furniss, Hills, Paterson & Hackman, (1992) found that while leadership remains closely tied to masculinity, there was a lack of willingness to give credit to the leadership contributions women make.

Confidence

This study explores the impact of gender on women in unpaid leadership, the respondent's perceptions of gender influence on their pathway, such as from those they succeeded in their organization. In terms of gender influence on leadership confidence, Eskilson and Wiley (1976) cited in Wilson (1995:175) 'found that both men and women assumed leadership roles more easily and effectively when their followers were of the same gender as the leader'.

In relation to optimism for success Wilson (1995) found that a woman had more difficulty leading men because the men would not allow her to exercise her authority. Further Wilson found that men had the most difficulty leading mixed gender groups as the men would compete by challenging the leader's suggestions.

Self-efficacy

Linked to stereotyping is the concept of 'self-efficacy' first described by Bandura (1977,1982), which refers to a person's belief in their ability to carry out or succeed with a specific task, cited in Miller & Rollnick (1991). Self-efficacy therefore links to a women's belief, hope or optimism of being able to lead successfully. To have the mandate by popular vote from the membership must increase the leader's confidence in themselves.

Juggling commitments

Angle and Perry (1981) cited in Wilson (1995:30) suggested that females are likely to be more committed to their organizations than men and therefore will weigh up their other commitments against a commitment to voluntary work and leadership. Women are often working simultaneously on several levels and the extra work women do contributes to tiredness and stress suggests Marshall (1995:319). The juggling of the leadership role, family life and part-time paid work is a leadership style described by Pringle and Collins (1998:9) as being inclusive of the whole person.

Leadership development

It is evident that leadership opportunities via community based work prepare and equip women with skills, knowledge and experience which can be transferred to other organizations. Three common denominators of leadership skill transfer factors identified in the Harris study (1990:164), in Billis & Harris (Ed), were from previous experience in the following categories:

- local government
- professional in welfare services
- active involvement in a religious institution.

Large voluntary agencies appear to have a deliberate policy of going out of their way to recruit as members and sometimes as leaders, people with relevant qualifications, interests, or aptitudes, suggests Inkson (1995:61).

A pathway to leadership development was identified in a conservative feminist study into the practices of the Country Women's Association in Australia, a hierarchical

organization. Crook (1997:152) cited in Pringle and Collins (1996:4) described how the organization was committed to actively support and encourage women to 'go on' and move up to the next rung and so assist with transforming the individual into a community leader. Women were respected for the leadership roles they performed but also women's other roles were expected and respected within the organization the study found. It is suggested that women leaders in voluntary organization in Aotearoa New Zealand are expected to carry out other roles as was found in the Australian study.

In contrast, it would appear that smaller organizations struggle to find people to accommodate the leadership role. It was by chance that leaders moved up the rungs the Harris study (1990:160) into smaller organizations found. The study gives instances of where people had been asked to take the chair because the maximum period allowed by the constitution had been reached by the previous chairperson. Another person fell into the role by chance as the organization became a registered charity and required formal elections and a chairperson. Another person arrived in the chair after the previous chair resigned after a dispute with the Director and the Vice-Chairperson had already had a turn in the chair. Another person in the Harris study had nominated herself as Vice-Chair, while another said they found themselves in the role because nobody else was available or willing to take on the role.

Another study by Daniels (2000:27) into small self-help groups in Christchurch, New Zealand, found that those who took on higher office had already been committed to the committee for five and a half years, compared to a two year average commitment, from those who did not undertake the Vice President or President's role. The length of committee commitment can be considered a positive indicator of motivational strength to remain involved with the organization and also an opportunity for learning and development for potential leadership. The cycle of increased knowledge leads to increased confidence and therefore increased work satisfaction, which Ausubel (1969) cited in Moonie, Ixer, Makepeace, Balkissoon (1994:121) calls 'affiliation'.

Role models and mentors

Innovative ways to increase confidence, optimism, self-efficacy, affiliation and motivation have led organizations to overcome leadership recruitment difficulties by actively providing role models and mentoring processes.

Modeling has been suggested as a way to teach leadership. Meetings, presentations and interviews are examples where leadership can be modeled in what Day, Peters and Race (1999:14) describe as a learning organization. Modeling other leaders is heightened when the leader elect has embarked on the leadership pathway, which in many Aotearoa New Zealand voluntary organizations is learned in the Vice President's role.

Conversely, role modeling can be a burden. Sinclair (1998:127) points out that women who have been strong role models for other women sometimes become exhausted by the extra visibility and workload. She explains that women leaders are not only expected to do their job, but to do it in a way that supports and empowers other women. She says that many women have been appointed to Boards and senior levels of organizations with this task as an unwritten additional part of their job description and come to crave for the time when they will become less visible.

Similar to modeling is mentoring, which historically was known as an apprenticeship between an older, wiser person and a younger less experienced learner. Lewis (2000:14) defines mentoring as a relationship and a set of processes where one person offers help, guidance, advice and support to facilitate the learning or development of another person. Increasingly organizations are recognizing benefits associated with long term mentoring relationships that are career and development-orientated and provide psycho-social support to the protégé. These relationships contribute to preparation and learning the leadership role and responsibilities.

Competencies of Successful Mentors

Skills	Personal Characteristics
Management and leadership skills	Respectful
Communication skills	Good listener
Interpersonal skills	Empathic
Ability to share credit	Trustworthy
Organizational and technical skills and knowledge	Honest
Ability to give constructive feedback	Patient
Effective coaching and counseling techniques	Good role model

(1998:3) Great Circle Learning

Mentors, as suggested in the above table, offer skills and personal characteristics which emotionally and psychologically support and directly assist with learning the leadership role. Alternatively, Kathy Lacey (1999:10) describes mentors as people consciously motivating, supporting, teaching, counseling, promoting and protecting the development of another person, although, she suggests, this may never be formally discussed as part of the role. It is suggested that informal mentoring is a strong element in the voluntary social services organizational climate.

A climate of learning along the pathway to leadership is supported by Burns (1978:4) who suggests that transformational leadership behaviors are useful for mentoring a mutual relationship, which involves the mutual stimulation and elevation 'that converts followers into leaders and may convert leaders into moral agents'. Converting others into leaders also relates to the view of Conger and others, cited in Inkson & Kohl (1996:386) who believe that leadership is learned. Conger believes in the personal growth approach, feedback approach, skill-building approach and conceptual approaches to learning, which are similar to the mentoring skills listed above.

Meggison & Clutterbuck (1995:20) list disadvantaged groups as appropriate groups to apply mentoring schemes to. They suggest that for women who have reached the 'glass ceiling' in corporations or people about to take up major job challenges, mentoring schemes are positive application areas for assisting women on their pathway. The 'glass ceiling' has been defined as an invisible barrier that prevents women moving into senior

management (Morrison, White and Van Velsor, 1987; Knuckey, 1991; Still, 1992; Burton, 1994; Pratt, 1994) cited in Hede (1995:11). Hede argues that there is more than a single barrier for woman to break through and there is a systematic decrease in representation at all levels of organizational hierarchy for many women in paid work. The Glass Ceiling Commission concluded that the main obstacle blocking women's corporate advancement was prejudice and preconceptions that female executives are less able and less effective than their male counterparts, suggests the US Department of Labor, 1995), cited in Aguinis and Adams (1998:414).

I would suggest that as well as the barriers to women's leadership development discussed, such as stereotyping, prejudice and preconceptions, lack of self-efficacy and social self-confidence, there are financial restraints, which hinder women from commitment to unpaid leadership. The exploration of whether there is a glass ceiling in voluntary social services where women predominate, whether there is an individual psychological ceiling, perhaps a halo effect, or financial barriers is a subject for further research.

Age, stage and networks along the pathway

I do not think we can discuss pathways into voluntary sector leadership without looking at the average woman leader's age and stage of life at which they are likely to take on the role. As Wilson (1995:29) suggests, at any one time in a woman's life cycle, she may place primary emphasis on career, work, family, personal relationships outside work and try to strike a balance between them. Although voluntary sector leadership could clearly be chosen at any time in a women's life cycle, women tend to be freer of family commitments later in life.

The typical Aotearoa New Zealand volunteer is aged 45-64 years and a part-time workingwoman, cited in New Zealand Federation of Voluntary Welfare Organizations (2001) Newsletter. It therefore seems logical that the average woman leader is also in this age group and therefore likely to have gathered a vast array of skills, knowledge, experience and community networks on her pathway to leadership. Berry & McArthur (1985) in Wilson (1995:176) suggests individuals who look mature are 'believed to be more socially, physically, and intellectually competent'. Further Eskilson and Wiley in

Wilson (1995) suggest that these schemata are consistent with expectations that the leader be ambitious, competent, and socially skilled (Lord et al., 1984) which challenges the trait view of leadership that leaders are born with certain attributes.

A gift basket carried along the leadership pathway is the community networks formed prior to and during the leadership role. These provide a valuable opportunity for the sharing of information between organizations. Forret and Dougherty (2001:283) suggest that building social networks is an important strategy for seeking information and relates to the saying that 'information is power' or 'basic energy' in Sibbald, Batley, Hall, Elkin, Johnson, Selsky, Geare & Jones (1995:187). Forret and Dougherty suggest that gender, socioeconomic background, self-esteem, extroversion, favorable attitudes toward workplace politics, organizational level, and type of position are significant predictors of involvement in networking behaviors. Mature leadership, social, physical and intellectual competence, community networks and the ability to share information across all sectors, are valuable personal assets women leaders provide to voluntary organizations albeit unrecognized travelers in community building.

O'Regan & O'Connor (1989:9) suggest that it is within the context of community that people learn inter-relatedness, their common vision of the future, an understanding of what constitutes the common good, which they suggest, makes community building a highly political undertaking.

Exit pathway

I would suggest that when it is time for the leader to discontinue the leadership role, there is some pain in giving up something that has required deep involvement, commitment, passion, time and energy. There has been debate as to whether, what O'Regan and O'Connor (1989:97) call 'lingering deaths', are to be discouraged for the sake of the departing leader's loss of role or encouraged for the sake of the incoming leader and an organization in transition. Leaders have an important role in exiting their formal position by assisting with the shaping of new leadership. The democratic process does not always allow surety of who will follow, prior to election process. Constitutional arrangements that allow for a short period of up to a year of transition, a

time in which the outgoing leader can contribute as a mentor, benefit the new leadership and the organization.

Attempts to gain entry into the paid workforce by exiting leaders are said to be hindered by the experience. Furniss (c. 1993:1) argues that voluntary leadership tends to receive scant recognition as a genuine leadership experience. She suggests that while leadership is acknowledged as an ability, 'it is generally those positions involving financial compensation that are judged as being relevant for assessing an individual's leadership experience and competence'. Further, 'unpaid work' may appear less worthy and less deserving than 'paid work' or may not 'appear' at all (McKinley, 1992, Waring, 1988) cited in Furniss (c.1993:6).

The voluntary sector promotes work skills that improve volunteers' opportunities to gain paid work in some instances. I would suggest that these skills are 'discounted', and fail to be recognized by employers, unless the employer has personal experience and understanding of the level of 'professionalism', in the quality sense, within the sector.

Gender stereotyping, leadership stereotyping, the 'nurturing' component expected of women in leadership, the undervalued voluntary organizational status, may all tend to restrict the recognition of skills a woman brings to the position, suggests Furniss (c. 1993:7).

Conclusion

In conclusion, relationships, family and socialization influences; role modeling; mentoring; training; network influences and opportunity, smooth the tread on the leadership pathway. The developmental nature of transformational leadership adds advantage when coupled with the functions and desired outcomes of the mentoring process. Nevertheless, encouragement from others and reflection on personal circumstances in terms of competing factors, are necessary steps for consideration on what appears to be a mosaic pathway into leadership.

The following chapter discusses the leadership context of a voluntary organization and the mutually influential system on those who are elected into the leadership role.

CHAPTER THREE

IS LEADERSHIP OF A VOLUNTARY ORGANIZATION A CASCADE OF INFLUENCE?

Introduction

In an attempt to move closer to a greater understanding of leadership of large voluntary organizations in Aotearoa/New Zealand, aspects of the leadership situation are examined. The purpose of this chapter is to examine how women leaders can be supportive, inspiring and effective in voluntary organizations. Effectiveness, successful inclusion, and learning needs of the membership are explored. The four dimensions of transformational leadership are contrasted with transactional leadership, the skills required to span the organizational dimensions, aspects of volunteer motivation and demotivation and resistance to leadership influence are discussed.

The leadership situation discussed here is not necessarily embodied in one lone individual, but is seen as a shared cooperative responsibility by those particularly at board level. As feminists suggest, the structure is seen as a flat inverted pyramid. A supported and shared leadership concept includes leaders staying in touch with more than one level of a large organization, simultaneously achieving the space and privacy of family life and possibly part-time paid work. This is a challenge to the limited time leaders have to influence the membership. The chief executive officer or manager and paid staff are also considered as leaders with significantly greater influence than the presidents or board members at some levels of the organization. The literature refers to the managers as leaders, the presidents as invisible. Whether paid or unpaid, Bass, Waldman, Avolio, and Bebb in Newstrom and Davis (1989:322) question whether and how a leader's behavior influences others. They suggest evidence exists to support a cascading or falling domino effect on other levels of the organization, applied by transformational charisma, consideration for the needs of the individual and stimulating them intellectually. They suggest that managers should notice how their behavior and characteristics are being modeled to ensure that their leadership is cascading effectively.

Effectiveness is examined in relation to leaders making accurate assumptions about volunteer motives and needs, leadership shaping the environment for motivation to occur and a kit of skills for impact. Motives, needs, values and interests are explored in the context of internal and external forces and rewards, in the context of voluntarism. A comparison is made between possible motives of unpaid leaders with motives of the led and compared to forces that give satisfaction in paid work. These factors are interwoven with an examination of Bass & Avolio's (1994) four dimensions of transformational theory and transactional dimension of leadership. De-motivation, dissatisfaction and reason for people exiting the voluntary social service sector are discussed in this chapter.

Leadership effectiveness

Aguinis and Adams (1998:422) define overall leadership effectiveness as a multidimensional construct consisting of nine dimensions: support, motivation, functionality, power, delegation, planning, decision making, problem solving, and team building.

However, for the purposes of this study it is contended that leaders who are able to make accurate assumptions about volunteers' motivations, fully recognize the variety and range of their needs and have high expectations of their skill potential, are more likely to be capable of producing change and energizing others. Burns (1978:50) views effective leadership as a 'transforming process of leaders engaging and mobilizing the human needs and aspirations of followers'. In contrast to transforming leadership the transactional leader concentrates on effectiveness by maintaining the status quo by attempting to satisfy the current psychic and material needs, suggests Bass, Waldman, Avolio and Bebb in Newstrom and Davis (1989:323). Bass (1985) in Furniss (c. 1993:3) described effective leadership as having two transactional components to an exchange process. In the first component, the leader outlines the criteria for evaluation of effective performance, provides meaningful feedback, with allocation of rewards, contingent on objective achievement. The second component is based on intervention only when rules and standards are deviated from. Transactional leadership includes both task and relationship building, whereby the leader needs understanding of followers and

insight into their needs in order to offer appropriate rewards, such as equipment or assignment.

Bass, Waldman, Avolio and Bebb in Newstrom and Davis (1989:325) suggest that transactional factors such as rewards to be passed down, also has a falling domino effect. Inkson (1999:56) describes these rewards and punishments as formal and informal or unofficial, such as praise, recognition, criticism or ostracism.

Tracey and Hinkin (1998:222) have found significant relationships between follower ratings of leader effectiveness and satisfaction with their leader and transformational leadership across a number of settings.

It is argued that establishing and maintaining effective relationships is the cornerstone on which the entire approach to leading is built, as suggested by Loden (1985:133). However, in the voluntary leadership context, it is vital that the relationship between the CEO, the Board and chairperson is effective with high levels of trust. Interpersonal effectiveness skills by feminine leaders, Loden (1985:134) notes are more finely developed by women leaders and capture the richness and complexity of interpersonal relationships. Although referring to management skills she identifies skills eminently appropriate to the situation under discussion. Sensing skills, listening skills, management of feelings, intimacy/authenticity, use of feedback and assessing personal impact are identified by Loden (1985) for managing effectively.

Effective voluntary organizational leadership is a challenge suggests Furniss (c.1993:16) because leaders lack the authority structure of paid positions of formal hierarchical organizations, which she suggests limits legitimate power to command resources, including the human resource. For this reason, a voluntary leader needs to be highly committed to the vision of a future state of the organization to be effective. Cox (1996:310) warns however to expect negative reactions from others; they are a measure of effectiveness.

Four dimensions to Transformational leadership

More recently Bass and Avolio extended earlier work on transformational leadership of Bennis and Nanus (1985), Burns (1978), Tichy and Devanna (1986) and others, proposing four dimensions to transformational leadership. These four dimensions identified as appropriate for voluntary organizations are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

(1) Leadership dimension of idealized influence

Idealized influence is described by Tracey and Hinkin (1998:222) as behavior that results in follower admiration, respect and trust. Schermerhorn (1999:397) suggests that transforming leaders have a charisma which arouses others' enthusiasm, faith, loyalty, pride, and trust in themselves through the power of personal reference and appeals to emotion.

Idealized influence involves risk sharing on the part of leaders. An element of risk in seeking election is made by budding leaders in placing themselves before the voting membership, which relates to Vroom's (1964) outcome theory of motivation and expectancy theory of probability. The expected outcome is the achievement of sufficient influence to receive a mandate for the elected position presumably because there is an element of admiration, respect and trust in the leader. It may also mean they were the only candidate for the position. Nevertheless, the risk is one of credibility when offering a service to others. Various writers have described this attribute as going beyond self-interest for the benefit or good of the group. Inkson (1999:56) suggests that the real influence depends on the extent to which the leader has respect from the members. He suggests that increasingly in voluntary organizations it is the power base of expertise, personality and alliances, rather than formal sanctions that influence. Moreover, he suggests that informal or personal bases of influence such as personal bearing, strength of character, vitality, deep insight, deep personal conviction and the affection others have for a person, allows for any member in the organization to influence.

Cox (1996:266) claims there needs to be a balance between how others see women moving into unfamiliar situations of leadership, with a positive sense of self. Cox (1996) describes this as a crucial issue in terms of changing endemic low self-esteem in women.

Drummond (1998:12) supports the evidence that community building models of leadership require transformational leadership that inspires people to believe in themselves and realize that they carry the capability to bring about change. Women need to know how to energize themselves, retain high self efficacy, manage their own feelings, build on their own strengths and receive supports for their own personal self development. Infrequent board meetings or leaders geographically located away from the head office may limit the opportunity for exposure to a re-energizing group. Credible influence and skill by all board members and staff is required to define and articulate a vision for the whole organization where influence on those at other levels is dependent on cascading leadership raising confidence.

Related to this is the responsibility of the leadership to recognize and understand the impact of their influence, how it is perceived and the consequence of behavior on others. Further, charismatic leaders are likely to create a falling domino effect onto followers, describes Bass, Waldman, Avolio and Debb and Burns (1978), in Newstrom and Davis (1989:324,332). Voluntary organizations have a complexity of key relationships possibly more than for profit organizations in that effective relationships include those stakeholders such as sponsors, multifarious funders, local and central government, media, training agencies, and other social services.

Secondly, the dimension of idealized influence involves ethical and moral conduct that reflects on the consequences of decision-making. Board members and the chair are, in the moral sense, trustees of the organization's cause, bearing responsibility for the integrity of governance. It is suggested that social service leaders are already striving to be what Burns calls 'moral agents' working to change and improve the situation, already active in working with and for the disadvantaged at both a personal and political level. As Austin and Leland (1991:11) found, women leaders play a catalytic role and 'manage to empower and mobilize others towards a collective effort to improve the quality of life' cited in Pringle and Collins (1998:3).

Thirdly, transforming leaders recognize the existing needs of followers by seeking to arouse and satisfy higher needs to engage the full person of the follower, suggests Bass, (1985), cited in Furniss (c. 1993). In order for idealized influence to take place it is

apparent that a supportive organizational climate is necessary to make the link to satisfy needs. Some writers contend that climate is a surface level indicator of culture, an individual construct that reflects an orientation based on personal values as described in Shadur, Kienzle and Rodwell (1999:479). A supportive climate is described by Wallach (1983) in Shadur, Kienzle and Rodwell (1999:479) as incorporating values of harmony, openness, friendship, collaboration, encouragement, sociability, personal freedom and trust. Bass, Waldman, Avolio and Bebb in Newstrom and Davis (1989:323) expect charisma to cascade to lower levels because the follower's confidence is raised and they want to identify with the leaders. Moreover, if one felt good about oneself these writers suggest followers are more able to be concerned with others' needs.

(2) Leadership dimension of inspirational motivation

The dimension of inspirational motivation is reflected in the outcome of actions that result in meaning and challenge to followers' work. Therefore the leader needs to talk positively, optimistically and inspirationally about the future to motivate the listeners. Motivation is defined by Bartol & Martin (1998:383) as the force that energizes behavior, gives direction to behavior, and underlies the tendency to persist. To achieve desired outcomes it would seem the communicating of praise, encouragement and recognition of other's strengths are important motivators or rewards for valued behavior. Through the communication of a compelling vision and shared values, leaders can succeed in inspiring others to change beliefs and attitudes to high performance and activity, suggests Inkson (1999:58).

The dimension of inspirational motivation includes behaviors that articulate clear expectations and demonstrates commitment to overall organizational goals suggest Tracey and Hinkin (1998:222). These writers suggest that personal attributes such as enthusiasm and optimism are behaviors that build team spirit in this dimension of inspirational motivation. For team spirit to be achieved, variables such as information sharing, consultation, participation in decision-making and teamwork are required. Visible outcomes are expressions of positive feelings about the result and ownership of the final decisions. These writers suggest there is evidence that transformational leadership is significantly related to other relevant outcome variables to successful

leadership, such as follower perceptions of role clarity, mission clarity, and openness of communication (e.g. Hinkin and Tracey, 1994).

Other behaviors such as information sharing can be seen as the key to empowerment and energizing others towards organizational goals, a resource to be used for creating the 'webs of inclusion' in communities of interest that Helgesen (1990) describes. This empowerment results in followers creating and achieving their own new challenges, suggests Paterson, Hills, Furniss (1992) cited in Furniss (c. 1993).

(3) Leadership dimension of intellectual stimulation

The dimension of intellectual stimulation of leadership is demonstrated when new ideas and creative problem solutions are solicited from the led, and novel and new approaches for performing work are encouraged suggests Tracey and Hinkin (1998:222). Along with promoting intelligence, it also stimulates interest in wider aspects of the organization's work such as interest in particular social problems they suggest, which may also lead to social policy work.

Challenging problem situations to find solutions receives little attention in the literature on voluntary organization leadership. Conflict can be seen to many as unacceptable, because it is either un-feminine or too masculine, or for others it is frightening, so women avoid it suggests Cox (1996:126). She suggests that it is unlikely that the process of change or the resolution of often diverse demands can be achieved without dealing with conflict. Decisions based on disputes, debate and dissent, she suggests are healthy ways of achieving the best outcomes, and they allow options to be explored. People are likely to work at resolving conflict if they are motivated to do so. Leadership which gives instructions and directions autocratically without paying attention to what the membership wants, faces the unpopularity stakes she notes.

A transforming leadership style stimulates followers to learn to tackle and problem-solve on their own, by challenging the status quo of the organizational culture contends Schermerhorn (1999:397). This empowerment results in the led saying they saw the challenge and achieved the results themselves, without deference to the role modeling process taking place. Referring to followers as disciples Bass (1981:262) said 'the

disciples are converted into effective leaders in their own right. The dedication, caring, and participation obtained by the charismatic is multiplied outwards from themselves through their disciples', the cascading model.

The work needs to be sufficiently stimulating to give satisfaction, provide opportunities for growth and development through the provision of resources such as libraries.

(4) Leadership dimension of individualized consideration

Consideration of the needs of the individual is another dimension of Bass and Avolio's (1994) transformational leadership model. This is reflected by leaders who listen attentively and pay special attention to follower achievement, personal needs, abilities, aspirations and growth needs. The transformational leader is a listener, a 'visible' person and a person who delegates, as well as one who knows when to use an autocratic, democratic or a laissez-faire style - behavioral styles coined by Kurt Lewin in Bartol & Martin (1991:485).

The personal and growth needs for achievement and accomplishment are identified in many studies into motivation, some of which are described below.

The respondent chairpersons in the Harris study (1990:159) presented a number of motivating factors when asked the reasons for their commitment to the organization. For the majority it was their attraction to the 'cause' resulting from personal experience which originally attracted them. Altruism, ideological commitment and instrumentalism were also factors in regard to motivation to carry out unpaid work, Harris found. The outcome of this gift of acting on personal values and ideals was interest and satisfaction derived from involvement in the agency's work for some chairpersons in this study.

In comparison to the Harris study of small organizational leaders' range of motives and values, Inkson (1995:14) suggests that people volunteer for personal, social, community or other reasons.

Personal Reasons	Social Reasons	Community	Other
interest	companionship	build better society	habit
enjoyment	respect	social change	relatives/friends
satisfaction	recognition	help disadvantaged	belong
self-development	group activities	promote others welfare	don't remember
achievement	meet new people	provide cultural activities	talked into joining
skills	sharing	political goals	get a lot out of it
exercise	mutual interest	serve the community	can't be bothered resigning
responsibility	mutual security	belief in	Inkson 1995:14

Inkson (1995:15) suggests that if a person's main reason for belonging to an organization falls into only one of the first three categories they may have a somewhat unbalanced relationship with the organization. He says for example that if a person's energy falls in the 'personal' column, it may be that they are meeting their own needs at the expense of other members and organizational goals. Further, he suggests that if the 'community' column is the main reason for belonging, the person is acting in an altruistic way. He suggest that acting in an altruistic way is stressful and draining for the person because their own internal and social needs are not being met. 'The healthiest member-organization relationships are probably based on combinations of reasons spanning at least two different columns' he suggests.

Other writers have identified motives for undertaking unpaid work for social adjustment and therapeutic reasons, to gain knowledge and intellectual enrichment and instrumental reasons. It is suggested that younger people in particular wish to gain new skills from voluntary work, which will enhance opportunities for paid work.

In 1993, a study by the New Zealand Association of Citizens Advice Bureaux Inc. into the needs, motives and incentives influencing leaders and volunteers, found that respondents had both community and personal reasons for volunteering. The researchers surveyed 2,570 volunteers with a 77% response rate. Of the respondents, 85% were women, 53% over the age of 60 years, 90% European/Pakeha ethnic origin

and 22% lived alone. In answer to the question as to why they volunteered they indicated that

‘they gained a high degree of satisfaction through doing something useful for the community and working as part of a team. They gained new skills and knowledge from their bureau work that is transferred to other aspects of their involvement in the community and to paid work’. (Source: The 1993 Yearbook of New Zealand Association of Citizens Advice Bureau).

In contrast to a large organization, a recent Aotearoa New Zealand study of motivations and levels of involvement of thirty five Christchurch self-help committee members, mainly women, Daniels (2001:27) found satisfying aspects of committee work. The top four most satisfying aspects were friendship/support received (60%); receiving information (34%); helping others (29%) and working in and having a say in the running of the group (24%).

In addition, Woods (1998:44) stresses the importance of leaders staying in tune with changes as volunteers meet their initial needs and take action on what is heard and learned.

In contrast to unpaid work the same feelings of satisfaction and achievement from work were found in the Wilson (1976) study into seventy paid directors of volunteer programmes. Wilson suggests that people are motivated towards a particular job

Because of personal rewards such as:

- achievement
- recognition for accomplishment
- challenging work
- increased responsibility
- growth and development

The directors in this study identified one or more of the individual needs as above, as being present in their volunteers.

Personal values were also the most important aspects found in relation to paid work satisfaction in the Gold and Webster (1989:108) study of values in New Zealand. The most important aspects to work satisfaction were:

- sense of accomplishment
- chance to use abilities
- how interesting the work was
- job security
- people met
- pay
- pride in work
- decision making

Women in this study placed greater emphasis on interesting work and pleasant people with whom to work, than men. The authors of the study noted that social pleasure, personal reward, security and enjoyment were needs ranked above aspects of productivity, although women did value good pay and opportunity to use their skills.

In comparing these values, motives and needs of the individual, the challenge to leaders is the responsibility to discover ways to meet their own personal needs, those of the led and the organization. The literature clearly indicates that it is not whether a person is paid or unpaid that motivates work but rather the personal benefits the work brings to the individual, that is the intrinsic rewards. Compared to people in paid work, and the led, volunteer leaders appear to work for a wider variety of reasons which include community enhancement reasons.

Skills for spanning the dimensions and making the links

It is evident there is a need for leaders with analytical skills to discover members' motives and needs and to develop a motivating climate, an environment that links the needs of the leaders, the led and the organization. Analytical skills could be considered skills associated with a transactional approach to leadership of task completion, but task centered and people centered leadership is needed at different stages of the

organization's life cycle or with particular people or issues, just as intellectual stimulation depends on the situation.

It is argued that life experiences, skills and knowledge gathered along the pathway to leadership in voluntary work contribute significantly to the lateral thinking by leadership which can encourage and stimulate creative solutions from followers. The chairperson respondents in the Harris study (1990:162) clearly showed there was linkage between voluntary and other community based work, where skills, experience and knowledge could be transferred and well utilized by other organizations. The participants felt that they could and should place their skills and experience at the disposal of their agencies. Harris describes the skills and experience as personal relationship skills; community work, social work and teaching qualifications; and local authority contacts. Nearly all respondents were linked to other voluntary agencies in some way and considered this 'boundary-spanning' as helping voluntary agencies to control their environment, suggests Harris. It is suggested that a wide variety of knowledge and experience is brought to the boardroom and dispersed by team members, particularly those with teaching experience. It is suggested that ability to train others in a more formal setting provides intellectual stimulation to the trainer and others in the organization. The best way to develop others is to utilize them as teachers, a resource needed in voluntary organizations in this country.

Advocacy skills are vital for the work of any social service in the voluntary welfare sector. As Payne (1991:34) suggests, advocacy is necessary to represent clients' demands. Advocacy training leads to creative solutions to problems. Likewise, formal initial and ongoing training programmes for boards create successful large organizations and increase retention levels. Training for governance roles and responsibilities, conflict resolution, negotiation skills, planning, personnel practices, client advocacy, media appearances are some topics that stimulate problem solving. It is suggested that involvement in strategic planning and SWOT (strengths, weaknesses, opportunities and threats) analysis conducted throughout the organization enhances problem solving and generates creative and innovative approaches to service planning. Leadership training at all levels of a large organization will strengthen the cascade of energy flow.

De-motivation and resistance - blocking the energy

Just as the four dimensions examined are suggested as spheres of influence in transforming others' behaviors, the lack of influence on followers, not listening to the perspectives of others nor understanding their needs or values, avoiding or misreading of situations and tensions, can lead to de-motivation and lack of commitment to the organization.

Drucker (1967), in Helgeson (1990:71), an avid commentator on voluntary work thought that the ability to motivate others towards mission, vision and purpose is paramount to retaining volunteers. He suggested that if an organization was troubled, the volunteers would simply walk away. It is suggested that not only would the volunteers walk away but also the clients, stakeholders and eventually the funding agencies. Drucker (1996:196) also believes that many volunteers move on to another organization after ten or twelve years because they are no longer learning and begin to 'shrink'.

Among the many theories relating to motivation is Motivation-Hygiene theory, in which Frederick Herzberg (1959) in Wilson (1976:44) divides a person's work situation into hygiene factors, which include policies, administration, supervision, work conditions, relationships, status, security and money. Herzberg made the interesting observation that these things in themselves do not motivate people, but the absence of them de-motivates them. The unpaid nature of voluntary work, would suggest an element of de-motivation may be present for some people deterred by the ability that paid work provides, to achieve a source of livelihood, that is, financial gain. Volunteers must receive intrinsic rewards to become and remain involved with an organization. If intrinsic factors such as achievement, challenge, use of abilities and sense of accomplishment are present, these are more likely to enhance continued commitment, than money.

Leaders and volunteers in the New Zealand Citizens Advice study (1993) indicated that factors such as health, time and job satisfaction would be major factors affecting their ability to continue in their work. The study found that the personal monetary cost of volunteering and the availability of paid employment were also considerations influencing retention and involvement.

Leaders, (managers, funding providers and others) need to be constantly aware that volunteers are de-motivated when they are treated as paid staff rather than as partners of paid staff. Personal issues such as state of health, personal problems and developmental stage/age are also factors influencing the motivational behavior of unpaid workers, suggests Millar (2000:99). Millar also suggested that organizational issues such as structural constraints, leadership (e.g. lack of clear direction, inconsistent leadership style or mixed messages) and team dynamics are negative factors that influence the motivation of volunteers. Mary Woods (1998:123) describes an unhealthy organizational climate where people are in a codependent relationship with the organization where problems are not talked about which discourage the healthy functioning of its members, cause good volunteers to be lost and new ones to be detracted.

Linked to these understandings of de-motivating forces, is the need for leaders to be clear about the importance of job descriptions and of job design to meet the workers' and the organization's needs, which is associated with transactional leadership theory.

Furniss (c. 1993:20) described voluntary organization leaders as having

'higher ratings than paid leaders for the transformational leadership components of creating a vision (charisma), communication of high expectations and focused effort (inspiration), giving personal attention and treating people as individuals (individualized consideration) and ability to generate higher commitment and productivity because beliefs in own capabilities are lifted (extra effort)'.

These interpersonal oriented components of transformational leadership scored highly in this study, in contrast to the intellectual stimulation component, which Furniss (c. 1993) suggested might indicate that voluntary groups are less task focused. It is suggested however, that the more recent tightened contracting arrangements have enhanced voluntary organization focus on tasks they are funded to perform.

Conclusion

Leadership of voluntary organizations demands energizing interest in and support for the human needs and aspirations of its members if organizational goals are to be achieved. It is evident that leadership of a large organization cannot be the responsibility of one

individual. A cascade of leadership influence is needed. Shared leadership at all levels of the organization, the provision of a strong sense of identification with the intrinsic needs and values of volunteers, is called for. Leaders, whether paid and unpaid, must seek opportunities for idealized influence, inspirational motivation, individualized consideration, intellectual stimulation, the utilization of skills of engagement and build strong supportive relationships that will energize their influence.

The following chapter discusses the feminist research process, methodology, research design and ethical issues.

CHAPTER FOUR

THE RESEARCH PROCESS

Introduction

The perspective which informed this research process is based on feminist theory and feminist methodology. This chapter discusses the research process in three parts: part one discusses the feminist perspective and the methodology employed, part two explains the research design and its objectives, while part three describes associated ethical issues.

It could be argued that women leaders in voluntary work are nearly 'invisible' in research findings. The patriarchal society has 'rendered their experiences irrelevant, invalid and uninteresting' suggests Mies, (1983); Smith and Noble-Spruell, (1986); Van den Bergh and Cooper, (1986) cited in Hawken (1996). A lack of recognition has been particularly true not only of unpaid women leaders in social services but of all women in voluntary work.

Feminist Perspective

Broadly described, feminist research is based on the premise that it 'should be for women, to improve their daily lives' as suggested by Stanley and Wise, (1983) cited in Marchant and Wearing (Eds) (1986:139).

The research aims to draw attention and attempts to make more visible the value of those women leaders in voluntary organizations who commit themselves freely to organizations which aim to alleviate the struggles of others. The approach adopted aims to keep these women's voices central to a process based on 'collaboration, co-operation and mutual respect' (Oakley, 1981; Mies, 1983; Reinharz, 1983; Stanley and Wise 1983) cited in Marchant and Wearing (Eds) (1986:139). This is a process which Smith and Noble Spruell in Marchant and Wearing (Eds) (1986:142) suggest is equally important to the content, with the researcher self-consciously reflecting on her own part in it.

Although there are a multitude of feminist methodologies and approaches, my own feminist perspective is a conservative view of action which aims at improving women's lives. This view is opposed to what I consider overwhelming radical feminist views that commit to eradicating all the patriarchal ideology of domination in western culture. My small contribution aims 'to make women's lives visible, to have their voices heard, to affirm and validate their experiences' and as Hilary Graham cited in Bell and Roberts (Ed.) (1984:112) suggest this happens by using a method which allows women the space to provide a narrative about a particular topic.

The feminist researcher role needs to redress sexist imbalances with a clear focus on women and feminist theory. As Smith & Noble-Spruell (1986) suggest, it is about 'being creative in developing new frontiers', raising consciousness, from a feminist perspective. Edwards (1993:133) says feminist theory is centered on challenging all existing power structures and relations within contemporary society while simultaneously creating new categories for understanding and describing the lived realities of women. I will attempt to explore the latter. My role as the researcher has been to combine rationality and logic with intuition and caring, to use instrumental and expressive skills that work to enhance the visibility of women, while insisting on retention of their unique personal identity, connections and relationship values.

In order to enhance the empowerment of the women interviewed, the qualitative method was chosen. As Mies (1983:188) describes, 'the contemplative, uninvolved 'spectator knowledge' must be replaced by active participation in actions, movements and struggles for women's emancipation', which results in empowered women. This conscious partiality, Mies (1983:184) suggests, is achieved through partial identification with the research objects.

Further, Stanley and Wise (1990:141) argue that within the feminist research process the researcher includes some personal experience and makes herself as vulnerable as the participants. I attempted to use a non-intrusive reciprocal voice in the process with some pertinent inclusion of the researcher's personal experience as a former leader of a large voluntary organization in Aotearoa New Zealand. As Ann Oakley, cited in

Roberts (Ed) (1981:49) said, there is 'no intimacy without reciprocity' and a feminist research perspective 'recognizes the open presence of the researcher as intrinsic to the process'. My aim therefore, was to achieve a reciprocal or dialectical sharing relationship, between the researcher and the participants' experiences which has been labeled 'inter-subjectivity' by Westkott, (1979) in Cummerton, (1986), cited in Hawken (1996:94). As Lather (1986:443) argues, that feminist research methodology requires collaboration, non-exploitation, and equality in relationships and mutual respect between 'the changer and the changed'.

Feminist research not only relates to a woman's definition of research but is conducted by a woman based on a feminist perspective. Bell & Newby (1976) cited in Oakley in Roberts (Ed) (1981:54) suggest it encompasses everything from the micro-politics of interpersonal relationships through to the politics of institutions and the state.

Methodology

I decided that the methodology most appropriate to gather this data from four women leaders would be by usage of a qualitative technique with semi-structured interviews. Semi-structured interviews are described by Reinharz (1992:281) as 'a research approach whereby the researcher plans to ask questions about a given topic but allows the data-gathering conversation itself to determine how the information is obtained'.

This qualitative data gathering technique of semi-structured in-depth interviews allowed for some variation of agenda. There was some flexibility in answering the questions because the respondents were asked open-ended questions. Allowance for responses that mattered to the participant, rather than to the researcher, was made.

The feminist approach allowed the researcher to examine perceptions of leadership in detail, by endeavoring to invest the researcher's own identity as a former leader/mentor in the relationship. This method allowed me to actively listen to the voices of these women in an empathetic atmosphere of shared understanding in an environment they felt comfortable with, their own homes and in one instance an office.

The process is as important as the content in feminist research. I tried to reflect on my own part throughout the process as suggested by Smith and Noble-Spruell, (1986). I was aware of the influences of researcher values, attitudes and perceptions being important to the process. I was aware that a rapport developed between myself and several of the participants which enhanced the quality of the interviews.

The underlying theoretical and philosophical viewpoint which guided the research process is 'interpretivist' epistemology. Interpretivist methodology tends to view social reality as something which is socially constructed and negotiated. I was concerned to understand and clarify the interpretations the women leaders in this study assigned to themselves as individual leaders, as members of a board and influential members of a large organization.

As a preliminary step before the interview, the women were invited to use the ethnographic method of writing about their pathway to leadership prior to the interview to provide a historical review of their pathway. This method was suggested in order to allow the participant time to reflect on influences on their decision to lead, if they wished. The questions were supplied beforehand. The purpose was also to allow the participant to set their own scene in preparation for the interview and hopefully not enter it 'cold'. Despite this option, the participants chose not to write about their pathway, due to time constraints, preferring to discuss it in person during the interview.

The descriptive data gathered was interpreted by use of the inductive and deductive approaches. 'The 'inductive' approach is to begin by collecting material, and looking for patterns and relationships in the material subsequently', (Spicker 1995:191). The facts and information collected were assessed for the importance of different factors presented. Material from two respondents on leadership selection and succession, was unsolicited, which has enriched the study. It is argued that in order to hear what it is like for elected women leaders, qualitative research offers phenomenological grounding focusing on individual experience and on the construction of individual realities. As Opie (1993) says it makes available a breadth of experiences and sensibilities that cannot be achieved through quantitative research.

Research Design

Part two, the research design, was considered with practicalities such as accessibility and convenience in mind. As considerable travel was required for the interviews to take place, it was impractical to conduct more than one interview with each participant. I followed the procedure outlined in the application to the Massey University Ethics Committee (Appendix I). A copy of the Information Sheet (Appendix II) was sent to the potential participants upon their agreement to proceed. A copy of the Consent Form (Appendix III) was sent to the participants who in turn sent them on to their organization for counter-signature. The interview question sheet (Appendix IV) was also sent to the participants prior to the interview having taken place.

The selection of participants was more difficult than I had imagined, due initially to difficulty in identifying gender from a list of names received from the New Zealand Federation of Voluntary Welfare Organizations, then by communication delays. The participants were chosen from large voluntary social service organizations with male and female members with a majority of unpaid volunteers. Three of the participants lived in the North Island and one in the South Island. All were European women, three of the four were New Zealand born. It is estimated they ranged in ages between 25-65 years. All participants had been elected into their current leadership role as president or chairperson and were willing to participate.

I have not been able to describe the participants further as I do not wish to compromise their confidentiality or the relative exclusivity of their organizations. Their identity has been protected by provision of fictitious names. The specific nature of their organization's work has been left out in order to protect their organization from being recognized.

Interview process

The objective of the interview process was to find out what it was like as a women leader of a social service organization. A series of questions were developed to guide the interview process and were recorded on the Information sheet and subsequent Question sheet. The interviews took place during October 2001. The tape-recorded

interviews were a maximum of two hours. Two interviews were held in the participants' own homes, in a metropolitan city. The third participant nominated her work place as a venue for interview. She lived in a large town in the North Island. The fourth interview was recorded by the participant in her own home on a tape provided by the researcher. This process was recorded in response to the detailed written question sheet, which also had space for written responses, which she also chose to fill in, in addition to her taped response to the questions. I was grateful she was willing to undertake this process, as we were unable to arrange a meeting time at a mutually suitable central location, which was the original plan, due to her busy schedule, family commitments and her distant South Island location. It was disappointing not meeting her but only hearing her voice.

This aspect of qualitative research involved face to face interviewing of three of the four participants, the fourth participant was not interviewed face to face. An interview schedule was used for the open-ended questions, utilizing a semi-structured process for this small sample of four. The open-ended questionnaire provided flexibility and aided time management. The use of open questions meant the respondents could say what was really on their minds. As Foddy (1993:93) describes, open questions allow for 'complex motivational influences and frames of reference to be identified'.

A disadvantage of open questions according to Foddy (1993:99) is that the answers cannot be as meaningfully compared in the same way as closed questions. The answers can be obscure, incomplete and Foddy (1993:112) suggests, if respondents are allowed to wander from the topic, problems occur. Indeed, there were times when respondents wanted to discuss other topics, such as leadership succession. More than one leader brought up the topic of leadership succession through this open process. Their views have been recorded in the study results as they considered this an important aspect of leadership. The intention was for the open questions to indicate respondents' levels of knowledge about issues, influences and feelings about their role while avoiding format effects associated with closed questions. In one instance the new tape recorder failed. As a substitute, the answers to questions were recorded by hand by the researcher, on the question sheet prepared with space for responses, as a backup measure, which proved to be helpful in the data processing and analysis stage. My taking of hand written notes appeared not to affect the spontaneity of the interview process. I was able to be

reciprocal at times with information as some of the leaders were seeking opinions on issues and wished to 'pick my brains' so to speak, said one person. We were able to compare similarities and differences in experiences and it was clear that they valued my experience, understanding and empathy. I came away from the interviews feeling that these were reciprocal processes whereby the women had their say in their own terms and we had enriched each others' lives.

Data processing

The interview tapes were transcribed by the researcher at the researcher's home. The interview material is being kept secure until the investigation and final report are completed. The tapes will then be sent to the participants.

The feminist researcher role was the asking of questions and collecting data based on feminist theory and unfettered by restraints and values that have emanated from hierarchies of male research, largely associated with the traditional male view of research methods.

Throughout the process, I was aware that Anne Opie (1993) had warned that a great weakness in working with interesting detailed textual data is getting caught up in the vividness and intensity of individual transcripts that could distract the researcher's focus. I was also fully aware that the meanings of interview data can be contentious and the material could be interpreted from different viewpoints and values. At times I experienced a dilemma as to whether to include material that would enrich the results but might identify the nature of the organization to which they belonged. This was resolved by excluding any identifying material.

Analysis

In writing the report I was very aware of the research role, to 'give a voice' - to what some sections of society may consider relatively powerless (voluntary) group members, which 'may simply have the effect of reinforcing popular prejudices about the incapacity of that group to act on its own behalf' (Finch 1986:85). Oakley cited in Roberts (1981) attempted to make the relationship between herself and the research participant

reciprocal and non-hierarchical by sharing the same gender socialization and critical life experiences and membership of the same minority group, as I have.

Further, 'the contemplative, uninvolved 'spectator knowledge' must be replaced by active participation in actions, movements and struggles for women's emancipation' suggests Mies cited in Bowles and Duelli-Klein (1983: 188). I attempted to organize the data under twelve headings, based on twelve questions. I wrote up each participants' responses, including unsolicited material on leadership succession. I then re-grouped and re-wrote the data transcripts, combining the four responses, under themes. Schatzman and Strauss, (1973:186) refer to this as the interactive process between the researcher and the data, in that the thinking process is 'self-conscious, systematic, organized and instrumental'. The participants' own words are included as appropriate throughout the final research report. Where these words were quoted, these were checked for accuracy with the participants. Each participant received a copy of the transcript of their interview with their quotes highlighted for their checking before they were inserted into the study.

Ethical Issues

Ethical issues under consideration were those of access to participants, confidentiality; informed consent; potential harm to participants; participant's rights; ownership of the research and conflicts of interests.

Informed Consent

In keeping with the informed consent principle, I made sure each potential participant understood the aims of the project and I insisted on them having over a week to consider their involvement. I was conscious that they were very busy women and I emphasized that there was no pressure on them to consent. My past experience in a similar role appeared to give them confidence in my ability to relate to them. I again made contact with them after one week in line with the request of the Massey University Human Ethics Committee time requirements.

Minimal harm to participants

For some participants it was logistically difficult to gain immediate informed consent from their organizations as in some instances this involved them sending the form away to another location. In each situation I sent Information Sheets for the organization also, as well as stamped addressed envelopes to save on the participant's expense. Some weeks passed before I either received the Consent forms in the mail or I was contacted by either email or phone or I phoned the participants. For both practical and ethical reasons, the aim of the research was explained to the organization. Jan Fook (1996:48) suggest in a situation such as this, it is wise to seek access formally through head office management.

In the preamble and during the interview, I re-iterated to the participants that they did not have to address all the questions if they chose not to and that they could withdraw at any time from the study. One participant made a comment which I felt she may regret at a later stage so I double checked with her when the transcript was sent to her if she was happy for it to be included. As she did not feel the need to respond, the comment was deleted in order to avoid harm. As Finch (1986:81) describes, in-depth interviews can produce private information or feelings which could be detrimental to the participant 'who gave it freely to another women with whom they found it easy to talk'.

Confidentiality

The identity of the participants has been protected by the use of pseudonyms. Concealing the identity of the organization, protecting the collective interest, was more of a challenge. During the interviews all participants talked about the nature of their social service in relation to their leadership role. In keeping with the principle of confidentiality, the organization's name and some distinguishing characteristics were excluded from the report in order to guard the identity of participants or their organizations.

Conflict of interest

It is apparent to me that there is no such thing as 'value-free' social research. The very fact that this topic was chosen illustrates my own partialness towards the interests of leaders in the voluntary sector.

Conclusion

In summary, this chapter provided an outline of the feminist perspective, qualitative methodology, research design, selection of participants, objectives, the interview process, data processing, analysis and ethical issues considered. The next chapter describes the findings of this study under person-centred themes of leadership pathway, perception of role, unpaid work, gender impact, skills need and style identification.

CHAPTER FIVE

LIFE ENRICHMENT

The purpose of Chapters Five and Six is to describe the findings from the interviews of the women leaders from large voluntary organizations in the Aotearoa New Zealand social services. This chapter sets out the findings under themes that are person-centered responses. Chapter Six sets out the themes which are organization-centered, the leadership in a particular situation. Chapter Seven discusses the findings of the research in relation to the literature and conclusions reached.

In order for the leaders and their organizations not to be identified, I have given them the fictitious names of Violet, Rose, Daphne and Hyacinth. The leaders' response to person-centered questions about their pathway to leadership, whether gender impacted on their role, their unpaid status, personal experience in the role, their own leadership style and skills needed to lead are described in this chapter. My voice is added in Arial print.

Three of the four leaders worked directly with disadvantaged groups in Aotearoa New Zealand, while a fourth woman led an umbrella organization whose membership represents voluntary groups.

Steps on pathway

Previous organizational experience was clearly a pattern for these women leaders. A wide range of previous roles and responsibilities in community groups prior to joining their current organizations and then coming up through their organizations was the general pathway pattern for the women interviewed.

For some their experiences were gained from other organizations which related to family responsibilities and interests such as health, sport, education and personal concern for the plight of others.

In explaining her pathway to leadership Violet said:

I would not be in leadership now if it was not for the early years spent in childhood education, then as a member of the school committee. I was first elected to the Board in 1994 Vice Chair for four years, elected chair in 1999 unopposed, re-elected to Board in 2001 and chair for 2001/2002 year.

Rose, a mature women, in describing her pathway to leadership listed a lifetime contribution to community groups mainly in leadership roles.

I've been chairperson and treasurer of the PTA, Secretary of the School Committee, on the school management board, regional board, and as the children grew up I have worked with health and sports groups, including managing a group on an overseas trip... I currently chair three local community groups...

Rose's more recent work is with the aged, safer community council and immigrants. She is a Justice of the Peace. Her vast array of leadership roles has linked with both family and community interests at more than two geographical locations. At the time of interview in late 2001, Rose had recently relinquished the national leadership position of a large voluntary social service which had nearly thirty branches.

I was chairperson for 9 years, stood down 1 year.... then chairperson again for three years.

Daphne described her initial involvement as a paid coordinator of a local branch. Even though she left the paid job she stayed in touch with friends at the branch. She was then invited back in a different role.

I was asked to serve on the national committee, which I did for five years, two years of these being spent as President of the organization. As the end of my time was drawing near I felt a bit disillusioned as to where the organization was going and I was looking for new directions in my life. I asked myself 'why is it that I always end up giving?' and 'why am I in this sector?'

Daphne, was looking for new directions in her life such as paid work after years of financial struggle. Struggles and hardship such as this, Sinclair (1998) suggests can propel women to achieve outside of family. Daphne said she has had a Christian

upbringing and comes from a large family which would possibly influence her motivation to give so much of herself to others who were disadvantaged.

In comparison with the other interviewees, Hyacinth, appeared to be a relatively young leader. Hyacinth said she has always had a passion for voluntary work which she started at 9 years of age.

I was inspired by another volunteer, a lady from Barnados who came to my school to speak about their work. Since then I have always wanted to make a difference, and at that time, change the world. At High School I advocated for change, for example, the gender issue of girls being able to learn woodwork.

Hyacinth said she had also worked for another large voluntary organization which was a feminist organization. Her pathway to leadership had been assisted by business management training at university. Recently she had given a speech on voluntary work on how she had gained the inspiration to do it. After the speech she was told by others that their passion had also started at school and for them, volunteering was 'just part of their life' too.

Each of the participants had considerable involvement with their organizations either as volunteer workers or in a paid capacity. Two leaders had held coordination roles at local branches, one in a paid capacity while the other was unpaid. The other two participants had carried out unpaid client work with their organizations prior to their election.

These leaders were all formally elected into their roles after service on their national Boards for relatively short periods of time. One was on a national board for two years, another for two and a half years, another for three years, and one had served four years, before election as national chairperson. Some of these leaders were making themselves available for re-election at the time of the interview for this study.

Generally it seems that it was a 'progression choice' to stand for election, rather than by 'chance' as was found to be the situation in the Harris study. This current study would indicate that the leaders were all found within the organization itself, bringing skills and knowledge from other experiences in community groups, then progressing up the

structural rungs of gaining organizational knowledge and skills necessary for leadership in these large organizations. Most of the leaders had extensive involvement in other voluntary groups prior to, or concurrently with, their current role. Marshall (1995) suggested that women do work simultaneously on several levels.

Previous involvement with organizations that involved family interests and community concerns were identified by the leaders and this relates to the findings of Wilson (1995) and, Pringle and Collins' (1998) views, that these are influences on women who volunteer and lead.

Participation in the community and also contributing to the enhancement of their own family life, were obvious motives indicated by leaders in this study. Inter-relatedness to community is described by O'Reagan and O'Connor (1989:10,11) as urgently important:

'It is within the context of community that people come to learn the experience of their inter-relatedness and their common future. Without that understanding of what constitutes the common good, people have no interest in government whatever, except where their self-interest appears to be at risk. The building of community, therefore is a highly political undertaking and a necessary foundation for a healthy society.'

Inspired to lead

Some of the women commented that it was other women who inspired and encouraged them to lead but one felt the motivation to lead came from within herself. Three of the women said that their organizations had previously been run by men.

Violet said she was the first woman to be chairperson.

The first male chairperson gave me impetus to keep plugging in there and to stand. The second male chairperson did not offer me much encouragement.

Rose who had many experiences of community organizations said her experiences were influenced by women:

All women. Always women. Women outnumber men hugely. My local branch has a membership of forty nine people, forty three women and six men. At local level, volunteers are women, but men who volunteer are into sport.

Daphne said she was not influenced to stand by previous leaders. It was a personal resolve.

I was not influenced to stand for the position by previous leaders of the organization. The national leadership was predominantly men.

Daphne said when the organization began it was predominantly run by men while women held the secretarial roles. She described a recent gender shift where the committee is now predominantly women.

Hyacinth was grateful to the woman CEO who encouraged her to stand. Hyacinth was the second national president in the organization's thirty-two year history. Hyacinth said

It was the woman CEO who approached me first and encouraged me to stand. Then I was supported by a previous Chairman. These two people answered questions I had about time commitment, expectations and what the job entailed. I believe I am the second women chairperson in the 32 year history of the organization. I wrote my own job description as the first task on being elected. I gained copies of president's job descriptions from other organizations in order to be clear about what was expected.

Coincidentally, writing my own job description was also a task I undertook when new into my leadership role. I understood that job description was passed on to another women President in the voluntary sector on which to base her own job description.

Overall, it would appear that most of these leaders were encouraged or mentored by others in the organization, men and women, but not necessarily by the outgoing leadership.

Impact of gender

The respondents described a variety of opinions on how their gender impacted on their role. Their viewpoints ranged from the expectation of 'submission' to male views,

active feminist promotion, encouragement of women to be confident when having to confront male intimidation, through to the value of a supportive husband.

Violet did not find gender an issue although she felt that when she became the first woman chairperson there was some concern about there being '*a woman in charge*'. She commented:

My gender was not a problem overall. When I became the first women chairperson I thought that some 'dyed in wool' men may have thought 'that women in charge'. I did not let that deter me. It is important for women to not let themselves be intimidated by minority who make comment about 'only being a woman'. It is important to ignore that and do the job.

Gender was not an issue in her leadership role, said Rose. She expressed her gratitude to her husband who was of great support to her in work in which he too had an interest.

This view relates to my own experience of receiving constant encouragement, support, assistance and affirmation from my husband while I was in a leadership role.

Daphne felt that men in the organization had described her as '*stroppy*' in her work advocating for others, a person who always '*had her say*'. She said that she felt that men did not like her to be '*out there*'. Hede (1995) refers to this blocking of women's advancement as a '*glass ceiling*'.

I was told to be more submissive by a male member. I am always protesting about injustices, especially if the person is a (certain type) beneficiary.

Schein (1973:75) suggests that gender stereotyping can often be associated negatively with leadership. Wilson (1995:37) suggested that men may not always allow women to exercise their authority and warned that assertive women can become unpopular.

In response to the question about whether her gender impacted on her leadership role, Hyacinth replied that being a woman had impacted on her leadership style.

I feel it is important that women presidents actively promote their successor to be a woman.

Pringle and Collins (1993 and 1996) suggest that one type of leader they had identified in their study, was the feminist process leader. This is perhaps reflected in Hyacinth's style because she preferred a feminist process and it was evident that she actively promoted and encouraged women into leadership.

Benefits of unpaid status

Leaders described the benefits of their unpaid status as providing the opportunity to value, resource, celebrate, train, respect, recognize special skills and lobby for volunteers. For themselves they are passionate about the choice they have made, they enjoy the community participation, work satisfaction, lifestyle flexibility and personal gain from the challenges of the work.

In commenting on her unpaid status as a leader Daphne said:

I have gained much through my unpaid status, but I will take expenses when they are offered as I struggle financially.

Rose said that her organization has gone beyond the expectation of leaders to work totally without payment. Cull in Olsson (1992:218) states that voluntary organizations often assume that all the expenses will be met by the volunteer and voluntary work becomes viable only for those who can afford it. To be morally fair to volunteers, it would seem important that their goodwill is not exploited to the point that significant costs are incurred.

The level of skill expected from people now is so high that I feel they should be paid. In the early days of my leadership work, airfares were paid and \$10 was the only payment received by Board members per meeting. I am very fortunate that I am personally able to accommodate any extra costs involved.

On the other hand, Violet said that she would not do the job if she had wished to be paid. She said she makes the comment to others in the organization.

I would not do the job if I had not wished to volunteer. I laughingly say

you cannot afford to pay me for the work I do. On the positive side, she said there are benefits: I can make the work fit into my lifestyle. I can work from home and travel around the country and quite enjoy that I can do a lot from home.

Travel to branches at times that suited my family life and meeting 'the grass roots' on their 'own patch' were also non-monetary benefits I gained from the position.

Hyacinth's comments on her unpaid/voluntary status suggested it was something she had chosen as an integral part of her life, rather than separate from it.

I like it, enjoy it because it is voluntary. I believe in it, there is a place for it. I enjoy it because I can give something and gain self- satisfaction. I had a choice to do what I wanted, what I had a passion about.

Personal perception of role

The leaders in the study enjoyed the personal challenge, excitement, stimulation and enrichment from being able to view the 'big picture', provide direction and influence change. Relationships through partnerships and teamwork were identified as one of the key leadership experiences. Connections with volunteers at the 'grass roots', CEO and board partnerships, other networks and central government relationships provided satisfaction and pleasure. Personal experiences were enjoyable because of volunteer goodwill, their passion and simply because they were 'amazing', although one found criticism difficult to accept.

In response to the question about what it was like for her personally in the role, Violet responded that:

The great challenge is in 'getting it right', the challenge is to cover all aspects of the organization - you don't please everyone....I see myself as just one of the cogs that keeps the team together... I don't look at myself as a sole leader, they share in my role as leader. I also can lead from the front if and when necessary. As leader it is enjoyable meeting people. Although it is challenging, exciting and stressful, overall the role is enjoyable. I see it as a partnership

with the Board and the CEO. I am very clear that the role of CEO is management and Chairperson of Board is governance.

Violet saw herself as a member of the team but also as one who has an overview when leading from the front. She is a person who feels comfortable in her role and who is able to give away leadership if the situation warrants it. Tremain (2000) describes a transformational woman leader as one who sees herself as more representative, rather than independent from the group they lead.

Rose described her role in leadership as very satisfying.

I enjoy the role of leader, I feel comfortable with it, I have had the background and know how to lead. The role enriches my life. I am amazed at the goodwill of people, amazed at their skills. If you take on the leadership role, you must be up with the play - totally believe in the purpose, be passionate about the work

In describing what it was like for her personally as a leader Daphne said:

Leadership was about keeping in touch with the 'grass root' level. It is about having the experiences of struggles, committee struggles, working ways out of struggles such as lack of funding and getting the job done, not increasing them. I feel quite good about what I am doing....but the job is big and tiring.

At the commencement of my own national leadership role, the immediate past president advised me to stand only for a two year period as President. She said, in her experience that third year was a "killer" in terms of time and sustaining the energy needed. I took this advice.

Drucker (1992:179) suggested that leadership needed will and required work. Daphne commented that she feels upset when branches are critical, for example, when they do not see the work that has been done in between the meetings such as on employment issues. However, Daphne said she gains personal satisfaction from seeing necessary things being done.

Seeing what needs to happen, happens. Such as a branch closure.

I recognize patterns in my life where I have gone into organizations

where change is needed. I can see what changes are needed. I believe the leadership skill is to get others on board to see what and why they need to change.

Schermerhorn (1999) suggested that leaders have to have courage to be innovative and make changes. Visionary leaders are able to identify the gaps and overlaps and have the gift for identifying a pathway for a future state of the organization. Communication of this vision and why change needs to happen is a leadership task.

Hyacinth also enjoyed the role and her passion for her position was clear.

It is a real pleasure seeing the 'big picture', seeing what government is doing, other organizations are doing. I love the strategic and political aspects of the job.

Personal traits of these leaders are evident in these responses. The desire to lead, drive, motivation, honesty and integrity, self-confidence, intelligence, knowledge and flexibility are all traits that Schermerhorn (1999) considers to be important leadership traits.

In summary, although two leaders found the work challenging and stressful, overall they all found it was satisfying, enjoyable, exciting work, feeling privileged to have an extensive panoramic view of the 'big picture'. Naylor in Wilson (1976:186) described volunteering as an exciting, growing enjoyable experience.

'It is truly gratifying to serve a cause, practice one's ideals, work with people of like interest to solve problems together, see benefits and know one had a hand in them.... they feel a stake in community achievement'.

Leadership skills

More than one leader identified communication and listening skills, decision making, team building through encouragement, skills utilization, and planning/vision/focused direction, as important for leadership effectiveness.

Violet said she believed effective leaders have the skills of:

- *Listening*
- *Communication*

- *Knowledge of organization*
- *Training*
- *Building teamwork*
- *Respect and support for those elected to board and CEO*
- *Support board and organization*

Rose said leadership skills were those of :

- *a listener*
- *an observer recognizing people's strengths while observing and encouraging people to show initiative*
- *knowing the effect of decisions that affect people personally*
- *consultation*
- *recognizing effort*
- *knowing staff members' birthdays and acknowledging them*
- *choosing the 'right' staff - recognizing and making use of their skills*
- *not doing everything yourself - build teams*
- *giving feedback on what needs to change.*

Daphne said she believed the skills needed to be an effective leader were those of:

- *creating a vision of a better future for the organization*
- *having skills to get others to see what she is saying along with clear direction. It is important to let people have their say, but they must be kept focused on what is best for the organization or for the people in it.*
- *of continually communicating all the time to branches and committees to keep them informed and to avoid them feeling excluded.*
- *the need to see things in a big political picture...not isolated but much more inclusive...to have political savvy...it is political...can't get away from it.*

Hyacinth also described a wide range of necessary skills which she said were:

- *people skills*
- *managing networks*
- *strategic planning*

- *looking for 'value added'*
- *facilitation*
- *governance skills and knowledge*
- *imparting knowledge*
- *following the VIRO model - value, imitability, rarity, organization - model is a strategic planning/management tool.*

More than one leader identified the ability to teach, coach, educate and impart knowledge and train others, as being important skills in voluntary sector leadership.

Billis and Harris (Eds) (1996) also referred to the need for leaders to listen and understand the importance of creating a learning culture and negotiating an order acceptable to others. The leaders interviewed viewed training opportunities as being the essential elements that motivated people to becoming and remaining involved.

One leader also mentioned skills of 'added value' which originated from path goal theory. The leadership 'adds value' by contributing things missing from the situation, e.g. by being friendly, setting challenging goals or being consultative, depending on the situation, activities associated with a transforming leadership style.

Leadership style

These leaders identified characteristics of an interactive transforming leader and again some placed emphasis on education and training of themselves and others as part of their leadership style.

Violet described her decision making style as:

*Probably more democratic, not autocratic. I recognize that we are unable to get consensus with many groups - never going to get 100% agreement on issues
Like to consult then get and give information then round it off and make final decision.*

Rose believed her style was inclusive, consultative and that she was good at reading the situation (visionary), it was not a 'thou shalt not' style. She said she strove for an inclusive style which was about being available, to include the feeling of 'family', balanced with being professional. She also believed that part of her style was the consequence of her own ongoing education and skill learning, as well as having good systems. Also the knowing when to be firm when a situation warranted it.

I can see ahead - what can happen...I believe in using outside expertise e.g. for job scoping. I lead by example. I like to be positive. Like a child, others pick up negativity.

Daphne said her style is conciliatory and she likes to reach consensus.

I believe in consensus but not too extreme as making decisions is necessary. My organization has been consulted to bits and is perhaps not decisive enough.

The size of the organization and the culture of consultation in women based organizations was mentioned with regard to deciding on the length of the consultation process before final decisions are made and of being careful not to 'consult the membership to death'.

Daphne said she believed in shared leadership.

I believe in sharing the role and responsibilities and giving others the opportunities to lead.

In response to the question about her views on her leadership style Hyacinth said she also preferred a consensus decision making style.

I try to summarize everyone's point of view and then the decision is made. I aim at participation building relationships and respect. I aim to be flexible and not controlling. I believe that imparting information and generating information was a big part of the organization's work. I believe a feminist viewpoint and voluntary sector go together.

Clearly the utilization of a democratic and a consensus decision making style was perceived as a preferred style. The leaders described their style as conciliatory, shared, inclusive, consultative, visionary, available, professional and positive.

Conclusion

In conclusion to this chapter, the findings of the person-centered response to leadership firstly illustrates an extensive involvement in other voluntary groups as a hallmark of their pathway into their role. The majority of women in this study had replaced males in the role and had been inspired to lead by others in the organization, both men and women. These women leaders chose to stand for election after, on average, three years on their Governance Board. They were keenly aware of the governance/management split. These women found the role enjoyable, challenging, stressful and inter-relational. Their gender impacted both negatively and positively on them. The skills identified were wide ranging clusters of communication, team building governance and decision-making skills. These in turned helped with the sharing of knowledge and information and the creation of a learning environment for others.

These leaders described their style as inclusive, conciliatory, visionary and one identified clearly as feminist in style. Decisions were made democratically and through consensus. The leaders viewed themselves as having the responsibility to educate and inform themselves and others, to strive for a balance between social and professional activity, to be consultative to a point - then decisive. Their decision making style was described in the context of the Board's role and responsibilities.

They enjoyed seeing the 'big political picture' and 'getting it right' for the membership. They were passionate about their unpaid work, committed to their organizations and 'amazed' at the skills and goodwill of both management and volunteers.

They described important relationships: internal relationships with CEO, Governance Board, branches, regions and external relationships with clients, government, other social services and networks.

These descriptions closely compare to the transformational leadership style described by Furniss (c.1993) as one of creating a vision, communicating high expectations and focused effort, personal attention and treating people as individuals, having the ability to generate higher commitment through a belief in the capabilities of others. It is suggested that the focus on training and sharing information, identified in this study, generates commitment and develops leaders.

Overall, this traditional leadership experience 'enriched' their lives personally.

'...to emerge as a leader, one must participate; to remain acceptable to others as a leader, one must exhibit competence. These are not traits as such, but about the interaction between leader and group.'

Bass (1990:96) cited in Wilson (1995:155)

CHAPTER SIX

‘VOLUNTEERS ARE THE MOST IMPORTANT PART OF THE ORGANIZATION’.....Voluntary sector leader

Introduction

The purpose of this chapter is to hear the voices of women in the leadership situation of large organizations. This chapter describes organization-centered findings. The findings relate to questions around the nature of leadership in voluntary organizations, the volunteers, governance boards and paid staff. The social status of voluntary work, organizational issues and community trends which impact on the leadership and the organization are described. Discussion on leadership succession in the organization and advice to those considering leadership roles in their organization, conclude this chapter.

Provision of a social service for disadvantaged groups in the community was the basis of three of the four leader’s organizational work, while the fourth leader led an ‘umbrella’ coordination type of social service agency.

Valuing volunteers

The leaders in the study emphasized the importance of training, resource provision, ethical practice, job descriptions and valuing volunteers as being key to the question as to what it was like for leaders working with volunteer membership. Aspects of governance boards, its membership and paid staff were also discussed.

In response to the question as to relations with volunteers, Daphne said there can be frustrations.

It is frustrating when systems are not in place or when volunteers do not realize what hard work goes on, or when the organization lacks resources, such as statistics to back up their applications for funding.

Despite these frustrations she advocated for the volunteers:

Volunteers should be offered out of pocket expenses. Volunteers are the most important part of the organization. Paid staff at branch level are necessary to support volunteers.

Rose suggested that volunteers need to be supported in kind rather than cash.

Volunteers need to be acknowledged and funds found for petrol vouchers for instance. Government have milked voluntary services and should put more money into the sector. People would like to give more but cannot because of the costs involved.

Rose suggests the social aspect of working with volunteers was considered important.

It is very necessary to give time to socializing. This is the time you value people.

In addition to knowing volunteers on a social level, Rose said that leaders needed to know about themselves and learn and develop themselves. In relation to training volunteers and developing their networks she believed that

It is important to resource volunteers and support them through training and recognize special skills. Volunteers needed to network and it was important for them to gain knowledge from other organizations. The sending off as many as possible to conferences to gain skills, knowledge and networks should be considered.

Rose also identified other ways of valuing volunteers. She described how their organization constantly reminded each member that

Our organization adheres to the Declaration on Volunteering (Appendix IV) and to the Declaration of Human Rights and proudly displays these Declarations in our offices.

Violet expressed the importance of being clear about voluntary roles with the boundaries clearly defined in job descriptions. She enjoyed working with and valuing skills and life experiences which volunteers brought to the organization.

Working with volunteers was enjoyable fun and exciting. It is important to value their skills and life experiences. Everyone has job descriptions. It is difficult with people's mind set e.g. paid staff who say that you can't expect a volunteer to do this, but I say we can expect that if these have been spelt out and agreed

to. I have been in the country 13 years and realize what a 'lot of slack' volunteers pick up - in early childhood, health and welfare.

Hyacinth said in response to the question as to how it was for her working with volunteers she replied *that it linked into her values*. She felt there was an in-built need (in her), an internal drive and need to change things especially those relating to gender issues.

The findings in this section on volunteer relationships relate to the literature which describes altruism and the motivation through intrinsic rewards, which provide the drive for people to work towards enhancing the lives of others in their communities. It is evident that these leaders are there because they want to transform their communities and partly because they wish to perform satisfying and enjoyable work. Burns (1984) describes the drive behind transforming self-interest into community interest as intrinsic goals. Although recompense for expenses is a need for some of these leaders, overall they are unmotivated by extrinsic lower level goals such as salary.

These leaders value the privilege of the 'big picture' kaleidoscope on their pathway. They recognize the increasingly shrinking valuable resource of volunteer labor. It is clear that these leaders saw the need to continually attract and retain the volunteer workforce by aiming to find ways to meet social, moral, learning and knowledge needs and ensure skill utilization. At the same time, ensuring that volunteer goodwill is not exploited by the internal or external systems. They do not wear rose colored glasses and recognize that organizational advocacy at a political level is essential for resource provision for their particular social service continuity.

Gender struggles and worth

The following theme firstly describes the findings on struggles which appear to have built power/gender/class barriers in what has traditionally been a woman's domain. One leader expressed disquiet and resentment of the intrusion into the traditional gender domain of women's work by males in CEO positions.

In describing the struggles in her organization and own personal struggles, Daphne identified what she calls a class structure in the 'caring for people' organizations, or what she called the 'human misery' organizations. Daphne describes a class structure to voluntary organization service provision.

Poor organizations working at the grass roots where most of the work is done by women. Then organizations working mainly for women by women. There are (also) some bureaucratic (voluntary) organizations with men as CEOs who have had little or no experience at the grass roots.

Daphne suggested some leaders were not working at the front line with the very poor, disadvantaged and negatively stereotyped groups, but female leaders and volunteers tend to be involved in service delivery work. However, whether men in voluntary sector leadership have a little grassroots experience is a matter for further study.

A question on the perceived status of voluntary work brought forth the response that generally voluntary work was considered by society of lesser worth than paid work. These were similar views to those of McKinley (1992) and Waring (1988) in Furniss (c.1993). McKinley states that our society defines the value of work in terms of financial payment attracted to it, while McKinley and Waring suggest that unpaid work is considered less worthy and less deserving or may not appear as work at all. However, some leaders thought that the celebration of the International Year of the Volunteer had increased the profile of volunteers and enhanced community understanding of their value to society.

Despite recent media promotion, the leaders felt that the notion 'just a volunteer' is still a stereotype for the sector, but also that voluntary organizations themselves know they are more than that. They are in fact a valuable and indispensable asset to society, an asset which some perceive is growing in recognition. Despite the recent attention, Daphne said she is of the view that voluntary work does not have the same social status as paid work.

We are still seen as 'just a volunteer' and not taken seriously. This view happens within the organization as well. There is not a lot of impact this year

on how important volunteers are. I feel the government was talking to the wrong people in the sector about voluntary work.

Rose also said that the 'only a volunteer' phrase is still 'out there'.

I believe the expectations are different for paid persons, than for volunteers. Volunteers need to be given resources and supported through training and their special skills recognized.

She commented that people in paid positions had to be very careful and wary about managing volunteers - as their negative feelings towards them will come through. She also cautioned against misuse of volunteer goodwill. She warned others to *be careful not to use people for things they did not volunteer for.*

Violet's response to the question on the social status of voluntary work was that:

In New Zealand society itself voluntary work possibly does not have the same status as paid work but within the organization itself, we value volunteers as much, if not more, as they have the front line work, the crisis work with our clients. Now and again I hear the 'just a volunteer' comments but mainly in other organizations I have worked with. Our organization values its volunteer workforce.

Hyacinth believes that there is growing recognition of voluntary work, in all roles, particularly so in the 2001 year - International Year of Volunteers.

More is now being written about how much volunteers contribute... the economic impact of voluntary work and GDP level and voluntary contribution to sports has heightened (public) awareness. The skill set of voluntary work is not valued. People can attach to voluntary organizations on a personal level. People now having new awareness about volunteering e.g. coaching a football team, these people previously had not thought of themselves as volunteers. Volunteering was seen as part of who we are and not a separate part of their lives. Recognition of sports contribution has heightened the awareness of social service contribution, which is seen by women as an extension of their lives.

At this point in the interview we had a discussion about transferring the skill set learned in voluntary work to 'sell self' to an employer. Hyacinth asked the question of me as to what voluntary work 'was worth' when applying for paid positions, her next step on her career pathway. I suggested that in my experience I had to put these skills in 'business speak' to gain employment. I also described how I became a mature student and gained academic qualifications, as a result of difficulty in gaining paid work based on my voluntary leadership experience as it was not recognized as 'real work' or 'professional' enough. I shared my observation that although now in paid work I recognize the enormous range of skills, training and experience I gained in the voluntary sector. On the flip side, I discussed an example of how the Board of which I was President, decided not to use the term Business plan but instead use 'volunteer speak' and so we called it our development plan instead.

Governance boards and paid staff

In discussing her role as board Chairperson, Rose said it is important to know the Board members well and to have an understanding of what personality types they may offer:

Governance Boards - who is on them? Myers Briggs - essential for national Board members important to know where people come from....

Myers Briggs Personality Type Indicator training has been offered to many social service organizations in this country over recent years to enhance self knowledge and in my view create understandings of the importance of a balance of personality types on Boards. Knowledge of the situation and matching it with a personality mix, enriches the outcome for the organization.

Rose makes the point that it is not only important to know yourself but also to know your Board members. Her views also relate to affiliation theory, (Ausubel 1969) which suggests that increased knowledge and increased confidence lead to increased satisfaction for all. Gilligan (1987) in Wilson (1995:173) states that women's affiliation needs are stronger than self-enhancement needs which could account for their need to make connections. These views also relate to social change and structural analysis

theory. Munford in Briar, Munford & Nash (Eds) (1992:90,91) suggests the productive aspects of power relationships may be based upon relationships of reciprocity. She suggests that women's perceptions of 'technologies of power' in organizations includes the observation, examination and comparison of women, the use of knowledge to determine and maintain women's current position and the use of language to provide meaning to women's experiences. She suggests this use of knowledge has the effect of reinforcing women in organizations.

Rose expressed the need for a gender, class, geographical balance in organizational and committee membership, as well as client representation and recruitment for skills gap, if that was possible for organizations to achieve.

Gender balance is very important - we are perceived as white middle class so other balances are needed. I also think clients need to be represented on management, this is part of our Constitution. Also important for geographical representation, people from large and small branches being represented.

Rose thought it was equally important to *identify possible candidates which could be brought onto the Board to fill the skill-gap* leaders had identified.

Leaders need to 'head hunt' committee members with skills - recognize what new skills can be developed along with provision of opportunities for training.

In my experience the skills and knowledge that are often missing in Board members are understanding of financial matters, contractual arrangements, marketing, sponsorship and promotional skills. The absence of the balance suggested, contribute to weakening the voluntary social services.

Hyacinth expressed her enjoyment of working with other Board members and again identified the need to train and develop Board members for the governance role.

Utilization of skills through portfolio groups to build skills and training is important, an example of which was the provision of a training manual. The plan was to develop leadership, share the workload, relieve overworked paid staff, promote values such as the principles of the Treaty of Waitangi and to utilize the skills and knowledge of Board members.

I enjoy working with the board, who are a neat bunch of amazing people passionate about the voluntary sector.

The literature in this study describes an alternative governance structure to the traditional bureaucratic structure, as a vehicle for citizen's participation (Marquis & Huston 1996), and Malcolm (1991:35) refers to the importance of the governance role of Social Service Boards. In this study reference was consistently made to the importance of the relationship with the paid staff. On an organizational level Rose found working with her National Office reassuring, because of her location in another town, away from the National Office. She valued being able to work closely and participating with paid staff.

Hyacinth also expressed pleasure in the relationship she has with the Chief Executive Officer of her organization, *I enjoy working with the knowledge and skill of the CEO.*

Leaders identified the need to 'head hunt' and utilize skills needed for Board responsibilities, train and develop the skills of Board members and to know members well. In selection of Board membership it was seen as important to try and achieve a gender and class balance, to include client representation and geographical spread.

Impact of organizational issues

Lack of funding to pay staff at local, regional and national levels and insufficient resources such as information technology were issues identified that generally affected the leadership function. Great need for training resources, research, publicity and promotional resources, networking and size of organization were also identified as being issues.

Daphne described the key organizational issues impacting on her leadership as

...those of money and resource limits, such as lack of information technology systems, the training needed for them and updating of systems. One issue was lack of resources to gather information about volunteers and client needs. The organization wishes to survey its volunteers and it needs answers on how it is for clients, for volunteers. A one-off request allowed for some research.

Daphne identified another issue as being the *employment conditions of paid staff, their low wages and overwork.*

Again 'no money' was an issue when Rose's organization started from scratch. It was seen to be important to get the right staff and not to be 'dumping' on them. Also it was important to know when to bring in outside expertise and to have external reviews to help keep the organization on track. Networking with other branches and groups, branches having relationship with local Members of Parliament and having a Publicity Kit available, were seen by Rose as important organizational issues.

The bringing in of outside trainers, the provision of training programmes, attendance at training opportunities such as Annual Conferences, being accredited to New Zealand Qualification Authority, were important issues for Rose with regard to providing social services.

Rose also made the comment that her organization worked with a range of different cultures, that have different learning styles and approaches to learning, and that religious beliefs can strongly color attitudes to learning. We discussed our shared view that Polynesian cultures preferred a circular rather than a linear learning style associated with European culture. She was also very aware of the challenges these factors brought to client work, volunteer training and leadership development.

Violet said their organization was at a cross roads as there were over sixty branches, all of which were Incorporated Societies. To develop as an organization Violet said
we formulated a new strategic plan - consultation process throughout the country - worked as a united organization.

Hyacinth noted that lack of resources was a key issue for her organization and for her the key organizational issue was

how to grow the organization's resources to support others. We have no internal issues - work well together. A key issue however is the demands on our

CEO. 's time. She is brilliant, but the demands on her as a guest speaker are great.

Clearly, lack of resources to develop their organizations were key issues for all these leaders of large organizations.

Trends and challenges to leadership

A wide range of trends and challenges to the leadership were described by the respondents in answer to a question on the impact of community trends on their leadership role. Stereotyping, prejudice, establishing and maintaining a public profile, decline in volunteer numbers, skill deficit, lack of funding, changing relationships, the increase in lobbying and advocacy work, as well as the increase in reporting requirements were all trends or 'givens' that impacted on the leaders and their organizations. Sub-headings are used to signpost these trends as identified by women leaders in this section of the findings.

Stereotyping and prejudice

Daphne felt the biggest impact on their work was the stigma associated with the work of the organization with a particularly large number of disadvantaged people, which she described as being an increasing growth industry. I have not identified the particular category of disadvantaged people with whom Daphne's organization works, as this could compromise her anonymity.

This group find it hard to advocate or speak out for themselves because of the general public's attitude to them (the disadvantaged). The leadership has found that by changing the focus from adults (mainly women) onto children, this was one way of promoting their needs.

Lack of community support for working with disadvantaged groups was also identified by Rose. *My organization has never been 'top of the pops' for the work we do with people culturally different from the norm.*

Profile raising, advocacy and community education

She also considered that education of the community plays a big role in the work of the leadership. It is necessary to work hard to establish a good public profile for her branches, and she as leader is always available to talk with groups and write articles on their service for the newspaper. Rose said she is very aware that people want to be associated with the positive so they strive to '*celebrate cultural diversity*'.

Hyacinth saw part of her leadership task as being public and government education. Advocacy for voluntary groups was very important to her. *Other sectors do not understand the frugality of life in the voluntary sector*, she said.

She felt strongly about the label of Third Sector or Non Government Organizations (NGOs) given to the voluntary sector. Her message to those outside the sector is:

If you are talking about the voluntary sector, say so -we are not the third sector - we are not third in the pecking order or an NGO - NGOs can include Universities.

Decline in volunteer number and skill lack

Violet expressed a concern about the decline in volunteers offering their services.

Our organization has noticed a decline in volunteer numbers. People are working longer hours, life is busier for people in recent years therefore lack of time to volunteer, volunteers having access to paid employment. The necessary skills are lacking .

Funding challenges

Funding challenges were described by Violet as a continuing trend which affects the organization's development.

Funding is always a challenge - a decline in sponsors and less community funding available. Need to access further funding to pay staff. We are fundraising to pay staff locally. Eventually we hope to look for national funding for salaries.

Lack of funding and resources for developmental work were generally key issues for the

leadership of voluntary organizations. There was a lack of funding to increase the number of paid staff; for technology; for social research; publicity; promotion for ongoing recruitment and training and for compensation for volunteer expenses, all key issues affecting the leadership and organizational functions.

Constant change

Violet said that her organization works closely with one government department on whom they rely for some resources. She said that whatever happens within that department impacts on their organization, for example, availability of office space, policy changes, staffing changes and having to continually build new relationships.

Hyacinth noted that continual change created more work and uncertainty.

Policy change, funding criteria change, volunteer turnover and training environment changes, change in service delivery and availability, had implications for those having to do the contracted work for the voluntary organization.

Consultation and promotion

Hyacinth stated that she saw her organization as being an information broker, a task they are willing to carry out, but the undervaluing of which dampens their spirit of good will.

The Government is wanting to consult all the time which is quite a good thing and our organization is willing to do that freely. Voluntary organizations are treated as having no value in terms of non-payment for these types of services.

I personally have experienced a similar reaction to Hyacinth with a voluntary organization that had pulled out 'all stops' to provide information to Government. The expectation that volunteers are kind hearted and have a vested interest in responding leaves voluntary organizations feeling that they are treated unfairly. This feeling is enhanced particularly when similar types of information that voluntary organizations are asked to provide freely, often at short notice are purchased from other types of organizations.

are in agreement to role preparation. Leader bounces ideas off her. Leader lets her stand as leader from time to time. Leader 'hangs in there' until successor thinks she is ready.

Violet also spoke about the importance of the current leader reflecting on the need to identify a successor.

For my organization it is difficult to encourage people to take on the leadership role. I know the skills needed and I would try to target a person with these skills. Our board is made up of one appointed and the rest elected members at the Annual General Meeting.

Hyacinth also felt that succession planning and preparation was important and indicated that she would look for a woman to succeed her. *It is important to talk about time commitment and expectations in preparation for the role.*

Mentoring of a successor through such a the process is identified by Larcy (1999:10) in the literature. She describes mentors as people consciously motivating, supporting, teaching, counseling, promoting and protecting the development of another person.

In conclusion, for successful leadership succession these leaders suggested that planning had to commence early, involving the appointment of a vice-chairperson with time to give in preparation for the role.

Tips for emerging woman leaders

All leaders responded positively to the question of what advice they would offer those contemplating taking on a leadership role. In the literature Sinclair (1998) discusses how positive gender stereotyping on leadership is an early influence on women, such as the positive phrase that 'girls can do anything'. Other writers such as Conger (1992) in Inkson and Kohl (1996:386) assert that leadership skills, abilities and attitudes can be taught and developed in motivated individuals. It is clear that whether other influences impact early or later in a woman's life cycle, there is a relationship between emerging leadership and a sense of purpose. When asked what message she would give to potential leaders Daphne laughingly advised it. Then in contrast she said

In describing her organization's relationship with Government, Hyacinth said *being in Wellington we walk around wearing political glasses, we talk to Government all the time*. Hyacinth explained that lobbying, promotion and advocacy requires considerable administration work.

The Government Treasury office has written documents for government officials on how to contract with NGOs. We had even offered to train them to do this. We have written documents also asking Treasury to consider outcome rather than output based long term contracts. We advocate for the sector not spending so much time doing paper work and to realize the implication this has on volunteers.

Outputs are the services, products or programmes which result from the activities of organizations whereas the outcomes are the planned consequences for the community. Hay (2000:43) states that with performance based contracting purchasers tended to require organizations to provide specific inputs and outputs on the production of goods and services, rather than outcomes such as the quality of service (Cheyne et al, 1997). Further Robbins, (1997:68) in Hay (2000:45) states that contractual relationships with nonprofit organizations can impose the government's own priorities and management principles in the name of tight accountability. The community sector's traditional strengths of community participation and responsiveness may be diminished in the 'aggressive instrumentalism' of the State suggests Hay.

Leadership succession

Although not a question asked of the participants, the leaders did comment on the need to plan for succession. One leader described how important it was to not leave the leadership without having nurtured someone to come into the role *to take the helm*.

Rose described this as *a step by step gentle process*.

'Head hunt' by identifying the person with leadership qualities. Discuss these qualities and position with her. Ask the person to consider the position - be honest - don't say to person - 'it just involves a few meetings and a bit of reading...'. Explain that the job involves a lot of traveling, supervision of others, performance appraisals. It involves close rapport with the Chief Executive Officer (CEO). Have the person appointed Vice-chairperson if they

I think it is very important women lead in the voluntary sector. I really believe women can do anything.

Although a paradoxical comment, her advice to women considering the role was that communication and ensuring that people felt they could participate, have a sense of belonging and felt that they were able to make changes, even small ones, was important. Her advice to women on Boards and in leadership was to

...have the confidence to say what you think, even if you think your view is not acceptable and say it irrespective of whether it is valid or not. It is too late after the meeting to say 'I should have said that....'.

Daphne said leaders need also to be able to say they are not the source of all information and when asked should respond...*I need time to think about that.....not trying to be a source of all information.*

This encouragement to use abilities, to accomplish something, to achieve, are the key values that Gold and Webster (1989) identified and Naylor (1976) in Wilson(1995) suggested as the reasons why people are motivated to work, paid or unpaid. Further, Herzberg (1971) suggests that if achievement, accomplishment recognition, increased responsibility, challenging work and growth and development, are missing, then people are de-motivated.

Rose encouraged other women contemplating leadership to

Go for it - I think it is very empowering. Lead by example. Be prepared to learn and listen. As you get older you are more balanced and see the other person's point of view. Get a good team around the leadership and support each another.

As identified by the leaders earlier in these findings, leading is about listening and learning in voluntary organizations. Tanner (1990) in Marshall (1995) refer to the importance of communication skills to encourage equal participation and relationship building.

A vision, purpose and mission were identified by Rose as vital ingredients for leadership
Be well informed about your organization, be aware of governance/management issues and not have blurred lines between the two. Avoid staff getting into governance. Plan strategically... You need to keep a vision, purpose and mission in mind. This is very important.

A similar message from Violet was for leaders to focus on the original purpose of the organization.

Go for it - there is no reason why a women can't lead and that is shown by the number of women leaders out there. You need to be focused on what the organization stands for. You need to be ready for a challenge. You need to be open minded. You need to be willing to learn. You need to be empathetic. You need to be a good communicator. You need to have a vision and be able to sell it.

This call to other potential leaders to believe in themselves and inspire them to bring about change in themselves or others, is one aspect of transformational leadership style as described by Drummond (1998).

Hyacinth encourages other women to embrace the challenge of leadership.

Do it - definitely - embrace the challenge have a good network - work in a team have a good relationship with CEO/executive make sure you have supports in place.

Conclusion

These leaders felt it was important to make sure the role between governance and management was clear to all, the leader was knowledgeable about the board, the organization and the sector along with a realization of the political reality of the role. They expressed enjoyment in their role and gained pleasure from their personal and organizational achievements as well as promotion and information brokerage within and outside the organization at a community and political level. They found numerous challenges in a climate of constant change. The findings and conclusions are discussed more fully in the following chapter.

CHAPTER SEVEN

DISCUSSION OF FINDINGS

‘Women hold up somewhat more than half the sky....’ Gill (1990)

Introduction

The objective of this qualitative study was to examine the perspectives of four women leaders of large voluntary organizations in Aotearoa New Zealand. Three of the four woman leaders worked directly for a social service with national networks while the fourth woman led a national umbrella group of voluntary organizations. All the women studied were in unpaid roles, elected as national presidents or chairpersons. Literature on women in leadership of large voluntary organizations is limited.

The findings in this study are grouped under two key themes, person-centered and organizational-centered leadership. Person-centered findings are reported in terms of the women’s pathways to leadership, mentors, their experiences in the role, the impact of gender and unpaid work on them as well as their perceptions of skills required and their leadership and decision-making style. The organizational-centered findings are summarized under the themes of volunteer relationships, governance boards and paid staff relationships, the impact of organizational issues on the women leaders in the study and leadership succession and tips for emerging leaders.

The theme that has emerged is the impact of mutually influencing systems on the role of these women. The women studied described the influences in their immediate and background environment (micro-system), other settings in which they were involved (meso-system), influences of change in which they had little control (exo-system) and the ‘big political picture’ of ideology and culture that influenced all other levels of their leadership (macro-system). As mentioned in the introduction to this study, the ecological framework was drawn upon (Bronfenbrenner, 1979; Germain and Gitterman, 1980) in the framing of the research questions.

(1) Person-centred leadership -

Pathways and mentor influence

The leaders in this study brought accumulated knowledge, skills, wisdom and experiences from other community groups and organizations to their leadership role. This finding is supported by Harris (1990:164) who suggests that those most likely to be well-disposed towards voluntary sector leadership were those who place value on participation in and contribution to community activity and collective forms of welfare provision. Drawing on the ecological framework the community group influence from other systems can be seen as a meso-system influence impacting on leadership pathway. Overall, these leaders were encouraged, inspired or mentored by both men and women from their organizations, to stand for election, but not necessarily by the incumbent. The majority of women in this study had replaced male leaders in the role.

The findings suggest that a board member's pathway to leadership was nearly three years (35 months). Daniel's (2001) study of committee members of small self-help organizations in Christchurch Aotearoa/New Zealand found President and Vice President served nearly five and a half years (65 months) before attaining leadership, which he considered a positive indicator of motivation. Although a topic for further study, this comparison tentatively suggests that it could be a shorter journey to leadership at board level, than for those in smaller organizations, although it is likely that national leaders may have also served at local and/or regional level before being elected to the board.

One leader worked extensively with other community groups on several levels before and simultaneously with the national leadership, as well as running a home. Marshall (1995) suggests this interactive leadership style is a possible pattern of women in leadership. This however places dual expectations on women leaders. They are expected to be efficient and effective, decisive and strong and simultaneously demonstrate care, nurture, support and understand family considerations. This can either be seen as a woman's advantage or alternatively as a double bind which places unrealistic expectations upon women leaders. This combination of energy focus, is a perspective on leadership not generally expected from male leaders.

Gender Impact

The findings suggest a variety of viewpoints regarding the impact of their gender on their role. The viewpoints ranged from the subtle pressure of an expectation to submit to male board members' viewpoint, confrontation of male intimidation, active feminist promotion of women into leadership, through to the expressed value of a supportive husband. One respondent had heard a comment made about 'only being a woman in charge' and another believed that a male board member 'did not like her being out there'. These were gender biases they were willing to tackle. Jane Lewis (1981:70) said that often women had to prove themselves to be better than men before gaining acceptance. Further Furniss, Hills, Paterson & Hackman (1992) suggest there was a lack of willingness to give credit to women who had demonstrated the same leadership behavior as men. Although there was awareness of some negative gender attitudes in their organizations, the women in this study were not deterred from the role.

Several leaders commented that they were either the first woman leader in their organization or one of a few which suggests a possible trend towards more women in voluntary sector leadership. Another leader said that in her experience, community social service organizations are generally run by women but voluntary sports groups by men. These findings are similar to information from Statistics New Zealand which shows significant gender differences in paid and unpaid social service work.

Unpaid status

The findings suggest that the leaders valued their unpaid status. It provided them with the opportunity to advocate for volunteer needs and the voluntary sector which they were passionate about. The findings suggested that these women considered themselves in a privileged position, with the responsibility to ensure that unpaid work and volunteer skill was recognized, respected and celebrated. This altruistic behavior was aimed at helping others without direct benefit to themselves.

For themselves, one leader felt the skill expectation was so high that they should be paid for the work they do. Another woman expressed the need for financial recompense for her work to assist her limited single low income household. From a feminist perspective

it may be perceived that without recompense for expenses or time expended on the leadership role women may develop feelings of exploitation and resentment.

Leadership perspectives

In the literature, Inkson (1995) describes four clusters of reasons as to why people are motivated to volunteer - social, community, personal or other reasons. He is of the view that people acting for community reasons, are acting in an altruistic way. If leaders are acting for community reasons but also have some personal or social needs met, they have a balanced relationship with the organization. He suggests that if leaders are working totally for community reasons, they will find the work too draining and stressful as their internal or social needs will not be met. Overall the findings indicated that these leaders are both community and personally motivated.

The findings suggest the women were driven by passion about their choice of role, acting freely for others in an altruistic way. Motives identified for carrying out unpaid work indicated community betterment reasons as their first priority. They indicated that building a better society through community participation, helping the disadvantaged, promoting other's welfare, providing support, promoting social change through political avenues and working with others for something they believed in, were motives for their community service. Generally they felt privileged for the opportunity of 'seeing the big political picture' from the leadership viewpoint.

Personal reasons such as self education, social and political networking and travel were other motivating factors that rewarded them with personal satisfaction. Overall they described their role as personally satisfying, enriching, enjoyable, challenging, exciting and stimulating. Naylor in Wilson (1976:186) also described volunteering as an exciting, growing enjoyable experience.

The President's job was described by some of these women as big, challenging, tiring and stressful. Drucker (1992:179) also suggested leadership was a lot of work. The leadership challenge includes working with elected rather than selected colleagues in an environment of constant change and subtle pressures from stakeholders. One leader gained much personal satisfaction from identifying where change was needed, seeing

things happen and encouraging insight from others. Schermerhorn (1999) suggested that leaders have to have courage to be innovative and make change.

The findings suggest the leadership role is one where relationships and teamwork were important valuable experiences. These leaders placed value on strong relationships with 'grass root' volunteers, a partnership with the Chief Executive Officer and the Board, other networks and at central government level. Information sharing, openness of communication, teamwork and networking were all mentioned, as they are in Bass, Waldman, Avolio and Bebb's (1989) inspirational motivation dimension of transforming leadership.

Leadership tasks identified by the participants were to ensure the creation of an on-going learning culture for others as well as the inclusion of their own self-education. The provision of training opportunities was seen as an essential element of leadership to enhance the motivation for initial involvement and retention of a volunteer workforce. Billis and Harris (1996) noted leaders needed to listen and understand the importance of creating a learning culture.

The findings suggest that the leadership tasks included constant survey and preparation of plans to accommodate organizational needs - to fill the skill, technological and financial 'gaps' in an organization where size created its own complex problems.

Transforming Skills

The findings indicate that these women had similar skills to those associated with transformational leadership style. Kurt Lewin in Bartol & Martin (1991) described a transformational leader as a listener. Tracey & Hinkin (1998:222) described a dimension of transformational leadership as individualized consideration which is reflected by leaders who listen attentively and pay special attention to follower achievement and growth needs.

The women identified communication skills, decision making, team building and governance as essential core skills for the leadership role. Communication skills to ensure inclusion, to give feedback, to encourage change and to manage networks were

identified. Other skills identified in the findings included encouragement, support and recognition of effort, initiative and recognition of other's individual strengths. An ability to focus on a direction and vision for a better future for the organization was identified as important skills for leadership effectiveness and inclusion.

Leadership style

The findings suggest a leadership style described as conciliatory, shared, inclusive, consultative, visionary, available and positive; a balanced style between social and professional. Hawkens (1996) identified a similar cluster of style descriptions when she examined women in social service management. Hawkens identified the styles as consultative, participative, collective, collaborative, open, consensual and negotiable. Pringle and Collins (1998) found that 69% of leaders from a variety of organizations in New Zealand were consultative and interactive in style.

Leadership traits are a small but necessary component to the leadership construct. Emerging from these findings is the desire to lead confidently, driven by strong motivation, values of honesty, integrity, intelligence, knowledge and flexibility, all traits which Schermerhorn (1999) has identified as important leadership behaviors.

This study suggests that the utilization of a democratic and consensus style of decision making was preferred. There was a belief that consultation had an end point and it was important not to '*consult people to death.*' These leaders appeared not to be afraid to tackle the '*hard*' decisions and one leader suggested it is important to understand the effect of these decisions on others. Having a vision of a better future for the organization was important for planning and focused decision making processes these women indicated. Tracey & Hinkin (1998:222) suggest the third dimension of transformational leadership is the provision of intellectual stimulation to problem solve and find creative ways of tackling difficult issues.

The women did not see themselves as leaders in a hierarchical sense, but rather as members of a team. One leader said part of the enjoyment of the job comes from sharing her role, at times '*being one of the cogs or leading from the front, if and when*

necessary'. Tremaine (2000) describes a transformational woman leader as one who sees herself as more representative, rather than independent from the group she leads.

One leader also suggested her leadership style was to '*add value*' to the situation, or to provide missing elements, such as friendliness, a term sometimes seen in management and marketing literature. Path goal theory (House, 1971) of successful leadership suggests that leaders add this value by contributing things missing from the situation, e.g. by being friendly, setting challenging goals or being consultative, activities associated with a transforming leadership style.

(2) Organizational-centred leadership

Volunteer relationships

The findings suggest that the women leaders' other levels of experience added to the understanding of the needs of volunteers and paid staff and enhanced their advocacy ability. Sinclair (1998) suggests that women leaders will be judged by their ability to meet the unconscious needs of individuals and groups and not by the fulfillment of their duties. She also suggests that greater nurturing is expected of women leaders for this reason.

In this study the leaders gave emphasis to training and valuing volunteers for their skills and life experience. The task of providing resources, celebrating, socializing and recognizing voluntary contributions and individual strengths along with respectful and ethical treatment were seen by these women as elements that contributed to building volunteer relationships. One leader described volunteer goodwill as '*amazing*'. Another leader found criticism of their leadership difficult to accept, when such critics were unaware of the unseen, but necessary work undertaken by the leadership.

The provision of job descriptions for volunteers, a transactional leadership task, was viewed by some leaders as a mechanism for setting clear expectations of volunteer behavior. Tracey and Hinkin (1998:222) in describing the second dimension of transforming leadership, would suggest that it is a leadership task to convey optimism and enthusiasm, model goal setting behavior, that provides inspiration, meaning and challenge to the followers, rather than the job description. Behavioral models of

leadership would suggest a successful leader would generally be able to provide structure and guidance while caring for the needs of followers suggests Inkson & Kolb (1998:369).

Volunteers are in a unique position to evaluate leadership effectiveness and make judgments on leadership ability through the mechanism of the annual democratic election process. The fact that the women in this study were intrinsically motivated to undertake the risk of standing for election and were elected into the leadership role, the inference is made that their election was a measure of the respect, trust and acceptance of their leadership credibility by the electorate. This democratic process relates to the transforming leadership dimension of idealized influence which is described by Tracey & Hinkin (1998:222) as behavior that results in follower admiration, respect and trust. Drucker (1992) links personal integrity, the earning and keeping the trust of others with transforming leadership.

Governance Boards and paid staff

The literature in this study describes an alternative governance structure to the traditional bureaucratic structure as suitable for voluntary organizations. The findings suggest that the chairpersons in this study clearly understood the governance/management divide and associated role boundary issues. Similarly, Schermerhorn (1997) distinguished leadership from management in that leadership was to promote adaptive change and management was considered to promote stability and make organizations run smoothly. Leaders identified the need to 'head hunt' board members with special skills that could be utilized, as well as members open to training opportunities to enhance and develop new skills. One leader identified the usefulness of the Myers Briggs Personality Type Indicator scale as an aid for selection of people for positions that suit their abilities. In the identification process of potential board members one leader suggested it was important that leaders encourage nominations that may result in providing the board with a gender and class balance, geographical spread and client representation. Although she did not elaborate on how a class balance may be achieved, it would be influenced by the organizational recruitment and selection policy.

The leaders stressed that one of the most important relationships that supported them, was that with the Chief Executive Officer.

Impact of organizational issues

A lack of funding to pay staff at local, regional and national levels and insufficient resources such as information technology were organizational issues that impacted on the leadership function. More training and technological resources, research, publicity and promotional resources were needed to enhance recruitment and to develop and grow the organization. Networks and 'life' stage of the organization were identified as issues which also impacted on leadership. Compensation for volunteer and leadership expenses was identified as an issue for some leaders.

One respondent suggested that unwelcome stereotyping of voluntary organizations as third sector or NGOs, rather than voluntary sector was unhelpful and a few respondents mentioned prejudicial attitudes towards being '*just a volunteer*'. The decline in volunteer numbers and establishment and maintenance of public profile and community education, were identified as needs to be addressed. Lack of governance skills and insufficient funding, changing relationships, increase in lobbying and advocacy work as well as reporting requirements, impacted on leaders and their organization's responsiveness.

Constant change in policy, funding criteria, volunteer turnover, training environment, service delivery and availability and stakeholder relationships were identified as creating more work and uncertainty for the leadership.

In summary, the findings from an organizational centered approach to leadership constant change was identified as a key theme. Change often stemmed from external influences in the exo-system, which meant constant re-focusing on the work to implement changes in systems, procedures and in one instance, structure of the organization. Volunteer turnover coupled with the trend of constant change meant that training and education were large components of internal organizational needs which impacted on these leaders.

Leadership succession and tips for emerging leaders

Although not a question asked in this study, leaders offered comments on the importance of planning early for leadership succession. This was described by one woman as a '*step by step gentle process*' in a supportive environment when the out-going chairperson mentors a vice chairperson and is prepared to '*hang in there*' until that person is ready. Larcy (1999) describes mentoring as consciously motivating, supporting, teaching, counseling, promoting and protecting the development of another person, and also describes mentoring as an informal process, as these findings suggest. However, this process of successor identification could be seen to be at odds with the democratic process.

Conclusion

The ability to visualize conditions for the better, to see what changes were necessary and the leadership challenge of 'making improvements' by drawing on previous experiences, appeared to influence motivational drive for these women. The aspect of one's own private vision overlapping with the needs of the organization, relates to Martin's description (in Wallace 1998:47) of a person who wants to achieve something that is partly for them.

The leaders in this study suggested that emerging leaders embrace the challenge of the role, have confidence, a focused vision, purpose and plan, good networks, supports in place and work as a team. They described the importance of achieving a good relationship with the CEO and Board as mutually influencing meso-systems, along with the realization of the '*big picture*' and political reality of the role. Leadership of a large voluntary organization was seen as providing them with life enhancement at all levels from a micro level through to the advantage of an ideological and institutional view at a macro systems level.

The next chapter discusses the conclusion and recommendations for further research.

CHAPTER EIGHT

CONCLUSION AND RECOMMENDATIONS

These findings make a clear point that the women in this study are driven by passion and intense commitment to a cause, on a pathway of enjoyable challenge. It is clear that communicating and inspiring a vision, building relationships, nurturing, supporting and encouraging others and sharing information contributes to the enjoyment they experience. These women found satisfaction in role flexibility that accommodated personal and family commitments, other community interests along with their leadership responsibilities. Leading large national voluntary organizations, through constant change, without extrinsic rewards expanded the leadership challenge for the women in this study.

It is clear that these women were leading in an altruistic way. The findings suggest that their unpaid work for community betterment reasons is the first priority for these leaders' contribution to society. Motivated by concern for others, working to build a better society through community service, helping disadvantaged groups and promoting others' welfare through dedication to a cause and striving for goals of social change were community motives driving them. Secondly, the findings suggest these women had personal positive indicators of motive, that is interest, satisfaction and sense of achievement from work that offered them self-development and skills learning. It is concluded that these women are likely to have a balanced relationship with their organizations. This is consistent with Inkson's (1990) view that volunteer leaders who work for both community and personal reasons are likely to achieve this balance.

The women in this study appear to be interactive leaders who value strong internal and external relationships. The findings note these women favor both consultative and democratic decision making styles.

These leaders identified communication, participation and teamwork as vital elements of their view of leadership, three essential elements identified by Shadur, Kienzle &

Rodwell (1999). Dedication, caring and participation by leaders, multiplied outwards from these women through others, is described by Bass 1981:26) as a cascading model.

These women considered that a learning culture was an essential elements in organizational success. More than one leader identified the ability to teach, coach, educate, impart knowledge, inform and train others as important elements in a voluntary sector leadership style.

The women in this study clearly understood the divide between governance and management. They identified similar leadership governance abilities to those described by Kotter (1990). They believed they were able to establish a direction for others to follow, they were able to align people, motivate and inspire them and able to produce change as opposed to the management role of Chief Executive Officers.

These leaders saw the importance of providing and articulating a focused vision that guides activity for organizational development. Communication of expectations, the desire to create a team spirit, motivational understandings and flexibility through changing times were all evidenced in this study. These along with personal attention to the needs of individuals, the ability to generate commitment through belief in the strengths of others and focused effort through inspiring enthusiasm are evident in the findings, elements which are closely comparable to a transformational leadership style. Inkson (1999) referred to transformational leadership as characterized by the ability to share a compelling vision and values along with the people skills to potentially influence and motivate volunteers.

The study suggests the majority of women were transformational in style, although management behaviors such as clarifying, inspiring, supporting and team building, as identified by Yuki (1989) cited in Tracey & Higgins (1998:224) were also identified.

The research suggests that these women work towards change for individuals, community groups and volunteers, against others defining their reality, market values and unequal distribution of resources, often through political advocacy at personal and

policy level. This relates to Burn's (1984) view of moral leadership of a transformational nature.

This study utilized systems theory in framing the research questions. In terms of broad practice principles of social work drawn from an ecological framework (Bronfenbrenner, (1979); Germain & Gitterman, (1980) these leaders strove to influence at all levels of the framework from client need at micro level, through to wider ideological influences at work in society. Their leadership was mutually influenced by involvement in many changing systems, their immediate work environment (their home and family systems), their local and regional structures, voluntary sector networks, funding and political systems. The findings suggest the leaders understand the broad economic, ideological and political forces impacting on their role and the organization. It is suggested that the relationship between the state and voluntary sector is mutually dependent. The leaders in this study appeared to be aware that their organizational ability to make an altruistic response to community need was mutually dependent upon volunteer goodwill and state funding.

These women enjoyed the year by year challenge, changes and opportunity to appreciate the vantage point of surveying the 'big picture' from a leader's viewpoint.

The sample of leaders was small and therefore validity is in question. However, it is concluded that these findings offer some contribution to enhancement of understanding of women in leadership in voluntary organizations in Aotearoa/New Zealand.

These findings suggest a concurrency with Gill (1990) that voluntary sector women

'hold up somewhat more than half the sky...they should not be taken for granted, and they must be accorded the status and dignity they deserve.'

Recommendations:

Analysis of the data suggests several recommendations for further research:

- There appears to be a need for further debate as to whether there is an overlap between transformational leadership and management practices, or whether these

behaviors are complementary between leaders and Chief Executive Officers in voluntary organizations.

- Pringle & Collins concur that women lack management skills in the social services. It is suggested there is a skill gap in areas such as financial governance, marketing and media work by those engaged in voluntary social service leadership. Further research may advance this proposition.
- Further study is recommended which makes a comparison between leadership of small voluntary organizations with larger voluntary organizations to provide a broader approach to developing an understanding of the complexities of leadership of various sizes of voluntary organization.
- A comparison study between voluntary sector leadership and business leadership experience, and employers' expectations of leadership abilities in job recruitment processes is recommended.
- Intergenerational differences in social service voluntary sector leadership expectations between women of different age groupings have been noted by Fawcett and Pringle (2000:235) and are areas for further study. Maynard (1999:13) suggests there needs to be a greater focus on age and ageism in leadership studies and she feels that older women have been left out and marginalized in analysis of gender and leadership. The recommendation is made in the light of data that suggests that women in voluntary work average over the age of 45 years. This raises the question as to whether there are self efficacy, financial or organizational 'glass ceilings' which leave older women out of leadership opportunities in the voluntary sector.
- It is unclear as to whether men or women predominate in the voluntary sector leadership arena. A question raised in this study was seeking information as to whether men in voluntary sector leadership had 'grassroot' volunteer experience. These are matters for further study.

Relevance to social services:

Although this current study is a limited study of four leaders, the message is clear: social service voluntary agencies do not like to be referred to as charities, not-for-profits, NGOs, or third sector agencies, because of the accompanying negative connotations of marginalization. The leaders described their organizations as voluntary organizations. Due to such limited evidence this message cannot be generalized.

It is suggested by the findings in this report that mature leaders are more likely to be high on leader competencies and leader behaviors, confident in their own abilities and therefore clearly able to show confidence and develop the strengths and full potential of others. Analysis of the data describing the leadership pathway of women in this study would suggest that much of their learning was arrived at through previous involvement with other community organizations, linked to family interests, in which they learned many leadership competencies and behaviors, in most instances modeled by other women.

Feminist methodology is concerned with the ways women tell of their experiences through narratives and texts. Unpaid women leaders as a category was deliberately chosen, but not because of a biological fact, but because of the social, political and cultural constructions of the category of 'women' in voluntary work and prevalence of women in the social services in Aotearoa/New Zealand. By making this distinction it is hoped that this focus will in a small way assist other women contemplating, or indeed carrying out a leadership role in the social services.

Application to women leaders or potential leaders:

A few of the leaders in this study felt it was very important to give consideration to succession planning for leadership and significant information has been gathered for future dissemination to assist this process.

In conclusion to this study, a wide range of variables influence this complex, multifaceted phenomenon of leadership. However, it is evident that these women through their passion, commitment and dedication have the ability to listen to the wisdom of others.

They demonstrate the ability to understand, predict and influence behavior. Through strong interpersonal relationships and wide networks they inspire motivation, aspire to life long learning and demonstrate a multiplicity of leadership skills in a challenging, changing, fluid environment. These are special women. Their unique leadership role deserves acclaim in a world where altruistic voices are fading.

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MASSEY UNIVERSITY
HUMAN ETHICS COMMITTEE

APPLICATION CONTENT

DESCRIPTIONJustification

The year 2001 is designated by the United Nations as International Year of the Volunteer, so it is timely and appropriate to make a small contribution with this study. There is not a great deal written about the voluntary sector nor the elected women leaders of large voluntary organizations. There has always been acknowledgment of the importance of the voluntary sector in local and international literature but less of an interest in what it is like for leaders who have a voice in the sector. I have personally been a volunteer/leader with more than one large social service organization in Aotearoa/New Zealand. This project will aim to provide some information and understanding of what it is like for elected women leaders who have a voice in large voluntary social service organizations.

Objectives

The objectives of this study are:

- To examine the views of elected women leaders of voluntary organizations and discover what it is like for them as well as learn of their pathway to their elected leadership position.
- To draw out any common themes and discuss them.
- To examine the results obtained in terms of how the role, skills needed, issues faced, views on their status as unpaid workers, organizational patterns of elected leadership by gender and views about organizational and community trends can assist other women.
- To provide a study that may provide information which contributes to the encouragement of women either in the role or contemplating it.
- To apply theoretical constructs that are applicable.

Procedures for Recruiting Participants and obtaining Informed Consent

Participants will be recruited by a written request to the NZ Association of Voluntary Welfare Agencies to provide names and contact details from their published list of members. The letter will request a list of member agencies with a national geographical spread, male and female members, majority of volunteer (unpaid) members who currently have elected women as leaders. The letter will include an Information Sheet. From the list provided every third person on the list will be telephoned to seek their interest in being a participant. Four people will be selected from the list. Those interested will be sent a copy of the Information Sheet and copy of research proposal if they wish.

They will be given my contact phone no. and/or e-mail in order to answer any questions and provide any further information required. At the end of a week, I will contact the potential participants asking if they wish to participate. If there is an affirmative answer a Consent form will be sent. An Information sheet will then be sent to the participant's organization and a letter informing the organization of their leader's agreement to participate and request them to also sign the Consent form. Upon receipt of the Consent form arrangements will be made for a suitable interview time with the participant.

The recruitment of three former leaders of volunteer based social service agencies will be carried out by the snowball method and by my own personal knowledge of former elected leaders.

Procedures in which Research Participants will be involved

There will be one or possibly two interview session of a three hour maximum, which will be tape recorded.

Interviews will be preferably held in the participant's own home or another agreed upon place at a time to suit both the researcher and the participant.

Procedures for handling information and material produced in the course of the research including raw data and final research report(s)

The tapes of the interviews will be transcribed by the researcher at the researcher's home. When the material is not being worked on it will be kept in a locked filing cabinet.

A copy of the final research report will be sent to the participants and their organizations as well as the Federation of Voluntary Welfare Organizations.

1.6 Procedure for sharing information with Research Participants

The procedure for sharing information with participants will be to send the participant a copy of any quotes by the participants used in the context of the thesis, in order to allow them to correct for accuracy. Secondly the procedure will be to convey in a comprehensible form the findings with those who participated in the research.

1.7 Arrangements for storage and security, return, disposal or destruction of data.

The arrangements for storage and security of the data will be under lock and key in a steel filing cabinet in the researcher's home. At the conclusion of the study the raw data tapes will be returned to the participants.

ETHICAL CONCERNS

Access to Participants

Access to individual elected leaders of social service organizations will be gained by contacting the Federation of Voluntary Welfare Organizations and requesting their cooperation in providing a list of member organizations with woman leaders. The list sought will be confined to organization that have geographical spread over the North and South Island. The four participants will be individuals selected on the basis of research convenience such as location and availability. It is likely the initial contact with the participants will be through written contact via the address of the organization to which they belong. The research will not be restricted to non-Maori or other ethnic group leaders as I will not be able to determine who is pakeha from written information supplied about their status in the organisation.

Participants will be contacted by telephone as per 1.3. The potential participants and their organization will be posted or faxed a copy of the Information Sheet. I would also be happy to provide a copy of the research proposal so they will know what the research is all about, and to have a clear picture of the proposed study. Any questions will be answered via phone or fax or possibly e-mail. I will be careful to ensure potential participants feel under no pressure to participate in the research.

Informed Consent

Once those approached have identified interest in being a participant a Consent Form will be sent. The receiving of the signed Consent form by the researcher would indicate to the researcher that consent is given and the person is willing to participate in the study. As the participants will be accountable to their own organizations to which they belong I would seek a second signature from the organization on the Consent Form

Anonymity and Confidentiality

Due to the nature of the research in that the participants are likely to be identified it is not possible to guarantee confidentiality and anonymity. However I will be discrete and observe confidentiality where appropriate throughout the process of investigation. As the participants will be from large organizations they may wish to be personally identified or use a pseudonym. I will check on both the anonymity as it applies to the organization and the participant at the beginning and end of the interview. In terms of reporting the research the participants will need to decide as to whether the organization name remains anonymous or not or a pseudonym used. I will make it clear to the participant that the research will be documented and placed where other people can have access to it.

Potential Harm to Participants

I will be clear that the goal of the research is to hear the voices of women and to study aspects that encourage, assist and empower women to stand for election and to identify a possible pathways to leadership and at the same time avoid the use of harmful statements to that goal.

I recognize that in-depth interviews can bring to the surface difficult or painful experiences or relationships for some people. Awareness of this possibility will alert me to carefully frame my questions and take special care to ensure participants know they can exercise their right to decline to answer any questions and to withdraw from the study at any time.

If issues are raised that require further resolution I would suggest appropriate referrals sources. I will treat the data with the respect it deserves, but I am not in a position to control what readers of the thesis may do with the information contained therein about participants who may wish to be identified.

Truthfulness and social sensitivity to the age, gender, culture, religion and social class of the subjects will be abided by to avert potential harm. I will be mindful to avoid their vulnerability to the risk of criticism.

Potential Harm to Researcher(s)

My own exposure of my 'voice of leadership' in the project could be potentially harmful as I cannot control what readers of the study may do with the information.

Potential Harm to the University

I will conduct this research in a professional sensitive manner and I understand that I am accountable to Massey University Human Ethics Committee. I do not anticipate any harm to the University, or to my thesis supervisors.

Participant's Right to Decline to Take Part

Potential respondents will be fully informed of their right to decline to take part and their right to change their mind and decline further involvement at any time during the process. Their right to request for the tape recorder to be turned off at any time will be adhered to. These points will be made clear in the letter and on the Consent form.

Uses of the Information

The participants own words will be included as much as possible throughout the final research report. These words will be presented in a language, style and format that makes it meaningful to the participant.

A copy of the final report in full will be made available to each participant and the group to which they belong. It may be used by the participants themselves or their organizational bodies. The information collected and reported will be used primarily for the research report and publishing purposes of academic work and future publications. Publishing purposes may include activities such as public speaking or workshop delivery at national or international conferences by the researcher. I would also undertake to submit the research findings in summarized form to the NZ Federation of Voluntary Welfare Agencies.

Conflict of Interest/Conflict of Roles

I do not anticipate any conflict of interest. Although it is likely I will know some of the participants personally, I will delineate between past friendship and the current role of researcher.

Other Ethical Concerns

I am concerned that the study may encounter organizational gate-keeping in terms of access to obtaining Informed consent from the organization to interview an elected leader in the organization which they may possibly be considered a threat.

LEGAL CONCERNS

Legislation

Intellectual Property legislation e.g. Copyright Act 1994

It is not my intention to apply for copyright under the Copyright Act 1994.

Human Rights Act 1993

I will abide by the Human Rights Act 1993 and ensure the avoidance of discrimination on the grounds of sex, marital status, religious or ethical beliefs, colour, race, or ethnic or national origins.

Privacy Act 1993

I understand that this Act affects any information research participants give me about themselves, or about other people. However, there may be exceptions to this rule whereby some participants may wish to be identified by name for various reasons. It is likely that what the specific individuals from a group say will be linked back to their organization.

Health and Safety in Employment Act 1992

I understand the key points of this legislation. The research is being undertaken in the capacity of a private person and not as an employee. I believe the only point that may apply in this situation is that relating to computer usage and I have equipment designed to meet these standards.

Accident Rehabilitation Compensation Insurance Act 1998

This legislation could allow a claim of medical costs in the case of accidental injury during the period of research but not loss of wages. The research is being undertaken in the capacity of a private person and not as an employee.

Employment Contracts Act 1991

This research is being conducted in my own time and is not funded by an employer.

OTHER LEGAL ISSUES

I do not anticipate any legal issues arising in relation to this research.

CULTURAL CONCERNS

As a Pakeha women researcher I would need to consider whether I ought to attempt to include a Maori or Pacific Island perspective which may come out of the random selection and snowball process of finding the research population. I would discuss with my supervisors the option of either following Maori cultural frameworks by asking a Maori person to provide support during the interview process, or signaling that this is important research to be done under a Maori kaupapa. The same ethical consideration

would need to be discussed with my supervisor in the case of Pacific Island cultural concerns.

OTHER ETHICAL BODIES RELEVANT TO THIS RESEARCH

There are no other ethical bodies relevant to this research that I am aware of.

Ethics Committees

There are no other ethics committees to which this application will be submitted.

Professional Codes

I am a member of the Aotearoa New Zealand Association of Social Workers. I was re-assessed (after 5 years membership) in 2000 as competent to practice social work. This research study will adhere to the Association's Code of Ethics.

6. OTHER RELEVANT ISSUES

There are no other relevant issues I wish to discuss with the Human Ethics Committee.

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Protocol 01/55.

INFORMATION SHEET

Dear

My name is Patricia (Trish) Hanlen, a widow, with four adult children. I have been involved in leadership in voluntary organizations in Aotearoa/New Zealand for many years. I am a former president of a large voluntary organizations in New Zealand.

I am presently studying at Massey University towards a Masters in Social Work in the School of Sociology, Social Policy and Social Work. My supervisors are Dr. Mary Nash and Dr. Jocelyn Quinnell who can be contacted at 06-3505222.

This information sheet is for you to consider your availability to participate in a study entitled "Voices of elected woman leaders - voluntary organizations". As you will know 2001 is International Year of Volunteers so I feel it is timely and appropriate to ask the question of what it is like for women in elected leadership of a few of these organizations.

The aim of the study is to hear the voices of four women who are currently elected leaders in social service organizations whose organizations belong to the New Zealand Federation of Voluntary Welfare Organizations.

My research questions

The questions will be framed around leadership pathway, historical leadership patterns by gender, role, gender impact, skills, style, status, working relationship with volunteers, key organizational issues, community trends impacting and advice for other women leaders. The first two questions can be answered in writing in tabulated form prior to the interview if a participant wishes to.

Please do not feel under any pressure to accept participation in this study as I suspect you are a very busy person. However, if you do decide to participate I would like to talk with you about:

- What pathway did you take in the organization to be in your elected position?
- I am interested in the gender pattern of former elected leaders of your organization. Can you tell me whether the last four elected leaders of your organization were men or women? I do not need to know their names. Did any of these people influence you to stand for this position, if so, how did this happen?
- How do you view yourself in this role and what is it like for you as an elected leader?
- How does gender impact on your role?
- What are the main skills you need for this leadership role?
- Do you think you have a particular style of leadership?
- What are your views on the nature of working relationships with volunteers?
- Do you think voluntary work has the same status as paid work in New Zealand society?
- What are your views on your unpaid/unsalaried status?
- What are some of the key organizational issues you face?
- What community trends impact on you as leader and the work of the organization?
- What advice would you give other women considering this role?

What is required of participants:

If you decide to take part in this study, I will send you a Consent Form which will be required to be signed by you and a representative of your organization.

I would like to meet with you for one or possibly two private interviews. The total interview time will not be more than three hours. The time and place for the interview will be set according to your time availability and venue suggestion. I am prepared to travel to your home town or meet at a central location. The interviews are to be tape-recorded.

After the interview(s) any quotes from your interview to be used in the study will be sent to you for checking for accuracy. You will receive a copy of the summary of the study if you would like it.

What you can expect:

If you decide to consent to being part of this study, you have the right to -

- withdraw from the study at any time or refuse to answer particular questions
- to ask further questions about the study as they occur to you during your involvement have the tape recorder turned off at any time during the interview
- your identity not being disclosed unless you give permission for this
- the assurance that the organization will not be identified although the study will likely involve organizational issues.
- the interview tape returned to you at the conclusion of the study.

The results of the study will be used for publication purposes to assist other women in or contemplating leadership roles such as yours.

Thank you for giving this request your consideration. I will contact you within the week for a response.

Trish Hanlen.

MASSEY UNIVERSITY LETTERHEAD

CONSENT FORM

PROJECT TITLE:

VOICES OF ELECTED WOMEN LEADERS - VOLUNTARY ORGANIZATIONS

I have read the Information Sheet for this study and have had the details of the study explained to me. My questions about the study have been answered and I understand that I may ask any questions at any time.

I also understand that I have the right to withdraw from the study at any time, and to decline to answer any particular question in the study I wish to.

I agree/do not agree to be interviewed by the researcher on the understanding that my identity will not be disclosed unless I give permission for this.

I agree/do not agree to be interviewed by the researcher on the understand that the organization's confidentiality is assured.

I agree/do not agree to the interview being tape recorded. I understand that I can request for the tape recorder to be turned off at any time during the interview process.

I understand that at the conclusion of the study I will have the interview tape returned to me.

I consent to participation in this study under the conditions set out on the Information Sheet.

Participant's signature:..... Date.....

Signature of representative of
organization:.....Date.....

UNIVERSAL DECLARATION ON VOLUNTEERING

Just like human rights and the rights of the child, volunteering now has its own Universal Declaration. Issued at the 1990 Conference of the International Association of Volunteer Effort (IAVE) in Paris, the Declaration marks a turning point in international understanding of the meaning of volunteering.

Preamble

- Volunteers, inspired by the 1948 Universal Declaration of Human Rights and the 1989 Convention of the Rights of the Child, consider their commitment as a tool for social, cultural, economic and environmental development in a changing world, and believe that
“each person has the right freely to assemble and associate for peaceful purposes”.

Volunteering

- *is based on personal motivation and choices, freely undertaken*
- *it is a way of furthering active citizenship and community involvement*
- *takes the form of individual or group activities generally carried out within the framework of an organisation*
- *enhances human potential and the quality of daily life, building up human solidarity*
- *provides answers to the great challenges of our time, striving for a better and more peaceful world*
- *contributes to the vitality of economic life, even creating new jobs and new professions*

Basic Principles of Volunteering

Volunteers put into practice the following principles.

They:

- *acknowledge the right of every man, woman and child to associate freely regardless of their race, religion or physical, social or economic condition*
- *respect the dignity of every human being and his/her culture*
- *offer services, without remuneration, to others by mutual effort or by belonging to voluntary organisations in a spirit of partnership*
- *detect needs, and elicit the involvement of communities in the resolution of their own problems*
- *may, through volunteering, grow as persons, acquire new skills and knowledge, and develop their personal potential, self-reliance and creativity, enabling people to take an active role in problem-solving*
- *stimulate social responsibility and promote family, community and international solidarity*

In view of these basic principles, volunteers should:

- *encourage the expression of individual commitment through collective movements*
- *actively seek to strengthen their organisations by being fully informed of and adhering to - the organisation's goals, objectives and policies*
- *undertake to carry out the jointly-defined tasks, taking into consideration personal aptitudes, time available and accepted responsibilities*
- *co-operate, in a spirit of mutual understanding and respect, with other members of the organisation*
- *undertake training as required*
- *maintain confidentiality in their activities*

Organisations, taking into account human rights and the basic principles of volunteering, should:

- *lay down the policies needed for volunteer activity, define the criteria for volunteer participation and ensure that everyone observes the ascribed functions*
- *entrust to each person suitable tasks and ensure appropriate training*
- *provide regular evaluation and recognition of their work*
- *provide adequate protection against risks to volunteers during the exercise of their duties, and seek cover against damages that may be caused to third persons*
- *facilitate access to volunteering for all by reimbursing expenses*
- *define the conditions under which the organisation or the volunteer can end their commitment*

Proclamation

Volunteers, gathered at the initiative of IAVE in a world congress, declare their faith in voluntary action as a creative and mediating force.

- to build a more humane and just world, furthering international co- to respect the dignity of all people and their ability to improve their lives and exercise their rights as citizens
- to help solve social and environmental problems operation

Therefore they invite governments, international institutions, business and the media to join in partnerships with volunteers to create a worldwide environment that promotes and sustains effective volunteering by all people as a symbol of solidarity among people and nations.

Paris 14 September 1990.