TOMORROW'S LEADERS TODAY: A PROGRAM FOR ANDROGYNOUS MANAGEMENT

SENIOR HONORS THESIS

KARLA E. KNIGHT

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The purpose of this proposal is to create, or set the stage for, a rare and relatively new brand for leadership, androgynous management. It is believed that this form of management will be the leadership style of tomorrow and beyond. Therefore, androgynous management skills should be taught to tomorrow's, as well as today's, managers in a new training program.

The leaders of corporations in the future must not only be aggressive and self-confident, they must also be empathetic and people-oriented. However, management skills of the past (and many of the present) involve only masculine traits such as confidence and aggression. Only until recently, with the number of women in the management ranks on the increase, have feminine characteristics even been considered as potentially appropriate behavior for individuals in management.

Still these behaviors are only accepted on conjunction with masculine traits. Therefore, androgyny (the combination of both masculine and feminine traits) will be the leadership style of the future. But, how should managers learn or refine their androgynous capabilities?
Androgynous management training should not be incorporated into already existing training programs, but be a separate program altogether. These programs should be directed toward men and women simultaneously so as not to isolate one group from the other. The training will also require interaction, in the form of role-playing, among the participants. One such training program will be described in greater detail at the conclusion of this paper.

**Significance**

"Tomorrow's managers will combine traits traditionally associated with one sex or the other. That is, the effective manager will be one who is able to nurture and shape employee behavior, to balance a concern for people with concern for the bottom line" (Blanchard and Sargent, 1984, p. 83). This statement appears consistent with the trends that are occurring in management today.

These trends have been brought about by an increasing number of women in the workplace. Is this due to differences in leadership style and behavior between men and women? No, field studies provide little evidence
that males and females in similar leader roles behave differently (Adams and Yoder, 1985, Bass, 1981, Nieva and Gutek, 1981, cited in Eagly and Johnson, 1990). This finding is also supported by Matteson (1976) who states that attitudinal differences "toward women as managers reflect not actual sex differences but rather role-differences based heavily on sexual stereotypes" (p. 166). So, if there are no actual differences, only expected stereotypes, upon what are these expectation based?

These expectations are founded in the models of masculinity and femininity. The masculine model contains such characteristics as aggressiveness, dominance, task or goal orientation, and rationality. These traits, which are stereotypically "requisite manager characteristics" (Schein, 1973, cited in Rosenfeld and Fowler, 1976, p. 320), are in direct contrast to the feminine qualities of passivity, people-orientation and, irrationality. It is the expectation of these qualities that impedes the progress of women in the traditionally masculine role of management.

Women As Leaders

These expectations, surprisingly, come not only from
men, but also, from women. In Staley's (1984) review of research on managerial women in mixed groups, she reports "apparently women, as well as men, still think that women should not be leaders" (Gollub and Canty, 1982, cited in Staley, 1984, p. 322). This belief is evidenced by a study in which females and males were paired together based on dominance and in only 20% of the pairs did the woman assume leadership when she was the dominant partner (Megargee, 1969, cited in Staley, 1984). Also, Goldberg (1968) found that college women who evaluated identical work of men and women rated male performance higher (cited in White et al., 1981). The results of Schein's (1975) experiment "imply that female managers are as likely as male managers to make selection, promotion, and placement decisions on favor of men" (p. 343). Thus, it would appear that managerial women must overcome stereotypes held by members of their own gender, as well as those stereotypes held by men.

Men's beliefs can do far more to impede a woman's career as a leader that women's beliefs about each other (Morrison and Von Glinow, 1980). This harm is due to the fact that in most cases it is a man (or a group of men) who evaluates the woman's performance and determines her promotion in the company. Garland and Price (1977, cited
in White et al., 1981) found that men with negative stereotypes about women "accredit a woman's accomplishments to external events (e.g. good luck and an easy job)" (p. 231). Lee (1986) continues this argument by stating "women have to work twice as hard to get half as far...male managers handle exceptions differently when they are dealing with women: positive performance is considered to be specific to one woman; poor performance is generalized to all women" (p. 32). This prejudice can be found at all levels in the hierarchy of the organization (Rose and Andiappan, 1978).

Why does this prejudice exist? The first and most obvious reason is the prevailing social roles of masculinity and femininity. However, another reason could be that men are afraid of successful women. Bowman, Worthy, and Greyser (1965, cited in Staley, 1984) report that women "scare male executives to death...as for an efficient woman manager, this is cultural blasphemy" (pp. 320-321).

Based on this negative affect, men have a variety of coping mechanisms for female dominance. Bormann et al. (1978) found in their case study of a zero-history organization (created in the classroom specifically for the purpose of the study), male reactions of withdrawal
from the group, sarcasm, joking, and fantasy. These fantasies featured either strong dictating males, castration and impotency themes, or women as sex objects. Occasionally, the men in this organization made sexual advances or engaged in some form of sexual teasing towards the women. However, due to the predominance of females in the group, the women let the men “know under no uncertain terms that they would stand for such” behavior (Bormann et al., 1978, p. 151).

Perhaps, if women were a majority in the actual workplace this type of behavior, or at least the implications of it, would be reduced. At present, in many cases when a woman has a male mentor “colleagues infer a sexual relationship” (Lee, 1986, p. 32). Hart (1980) states that working women “can attest to offensive...language; sexual harassment; discounting of women’s ideas and contributions; and unrealistic expectations” (p. 7).

These actions towards women can seriously affect their careers. “More women are refused employment, fired or forced to quit salaried jobs as a result of sexual demands and the ramifications thereof than any other single cause” (Harragan, 1977, cited in Heller, 1982, p. 131). This notion may seem a bit dated, yet, gender
discrimination is still affecting career advancement for women (Jaffe, 1985).

However, women are not the only ones who find difficulty in the managerial workplace. The stereotypes that are associated with men hinder them as well. Therefore, the expectations of men in leadership merit discussion.

**Men As Leaders**

As women have stereotypes with which to contend, men have an ideal to which they must strive to achieve. This ideal has its roots in the concept of masculinity, which holds the traits of dominance, strength, and aggression near and dear. This theme of authoritarianism is present in many walks of life in America, including managerial leadership.

However, in today's workplace (and probably past work environments as well), employees do not enjoy the crack of the proverbial whip. A manager who lead in this manner, although in control of the situation, "may be perceived as unwilling or uninterested in delegating power or authority to others" (Hart, 1980, p. 93), thus
creating resentment among subordinates. The result: an office or plant filled with dissent, which leads to an inefficient and ineffective work environment.

Realizing this result, many men have tried to move slowly away from this form of leadership and still be perceived as masculine. This task is far from simple, as Heller (1982) points out in her interviews of six male leaders. Three of the leaders described themselves in strong, masculine terms, while their subordinates describe them as having strong interpersonal skills. For the three remaining leaders, the reports were exactly the opposite for both leaders and subordinates (Heller, 1982). Obviously, these men are displaying both authoritarian and affiliative behaviors, but why do they try to down play one type or the other, while their subordinates report differently?

Powell and Butterfield (1989, cited in Morrison and Von Glinow, 1990) offer a rather simple, yet, very viable answer to why the affiliative or feminine behaviors are discounted: “the ‘good manager’ is still described as masculine, rather than androgynous” (p. 202). Yet, in the masculine stereotype there are many negative images. These images, according to Heller (1982) include: “too focused on procedures; remote, inaccessible;
authoritarian, aggressive, sexist." In all fairness, the positive aspects of this stereotype are: "relaxed, humorous; separate work and social roles; think categorically; work independently" (Heller, 1982, p. 10).

If masculine leadership (the apparent standard) has its pitfalls along with its good points, it makes sense to find a style of leadership that promotes the positive and eliminates the negative parts of masculine leadership. Also, this approach should include feminine leadership as well. This combination of the best of both world's is androgyny.

Program

What needs to happen in today's workplace is for managers to become androgynous in their leadership styles. The reason is so that the manager can use the best masculine and feminine traits to become a more efficient and effective leader. The best way for this brand of androgyny to be achieved is through formal training, sponsored at the corporate level.

Design

The design of this program will be simple and straightforward. It should be approximately 16 hours
long (2 days) and is to include both men and women. The reasoning behind the inclusion of both genders is so that neither group feels neglected, ostracized, or that they need to be fixed (Lee, 1986) in some fashion.

The program should include lecture, video, and interactive role-playing. There should be an equal number of women and men presenting information in the lecture and video sections of the program. For the interactive role-playing to be effective, the minority group (either males or females) needs to constitute at least 30% of the entire group.

The material to be presented in this program will be directed to both men and women, and at times it will specifically target each of the two groups. This direction will be an attempt to eliminate the stereotypical behavior that members of either section may elicit. By removing the stereotypes that the participants have (in varying degrees), this program will be a success.

**Lecture**

The lecture section of the program will be divided into two parts so that each day may begin with live speakers. For the entire program there should be one female and one male speaker who will both speak on each
day. The male speaker will address androgynous issues for men, and the female speaker will discuss issues of androgyny for women. These issues are:

For men,

1. Communicate. Listen empathically and actively without feeling responsible for solving other’s problems; use discreet physical contact with both men and women to demonstrate warmth and approval.

2. Express feelings. Become aware of, accept and express tender feelings; recognize feelings as a basic and essential part of a fully functioning person; express the need to be nurtured when feeling hurt, afraid, vulnerable, or helpless; accept the risks and vulnerability associated with sharing one’s feelings.

3. Examine attitudes. Accept the vulnerability and imperfections that are part of every person; assert the right to work for self-fulfillment; value an identity that is not defined by work; maintain self-confidence when faced with failure; learn to personalize experience.

4. Change attitudes toward men. Build support systems and close friendships with other men; share competencies, feelings, and needs without being competitive.
5. Exhibit behaviors. Actively nurture and support others in their efforts to change; view sexuality as a personalized trait, not as a goal-oriented characteristic.

For women:

1. Communicate. Develop skill in self-expression; use body posture, vocal tone speech rate, and eye contact to convey a message; state exactly what is desired and face the risk of being contradicted. Self-disclosure thoughts and feelings accurately and forcefully; use feedback to let others know they have been heard accurately; leave an opening for a dialog between the two positions and become invulnerable to destructive feedback. Deal directly with anger; not laugh or allow interruptions after making a serious statement; reject feelings of suffering and victimization; respond with "I" statements rather than "you" statements.

2. Make a visible impact. Use unilateral or legitimate power to produce compliance; use socialized power to produce alliances; be proactive; trouble shoot; use entrepreneurial skills.

3. Take action. Respond impersonally to problems; take risks and attempt to solve the problems without being overcome by feelings.
4. Expand problem-solving skills. Acquire skills in decision making, analytical methods, and assertiveness; grasp the overall picture and use creativity for synthesis (Sargent, 1981).

**Video**

The video portion of the training seminar will present simulated, yet, realistic interactions (involving the issues discussed in lecture) between the members of an organization. The relationships between these members include:

1. manager - subordinate
2. manager - subordinate group
3. manager - supervisor

Both men and women will be represented in each relationship pair, acting in similar manners.

As with the lecture portion, the video section of the program will be divided so as to be presented each day.

**Role-play**

Again, both days of the seminar will include ample time for interactive role-playing. The purpose of role-playing in this program is twofold. First, it will allow the participants to practice and sharpen the skills learned earlier in the day. Second, the gender groups
must interact. The reason for this association, according to Corroon and Black, and insurance brokerage house, is that people won’t become androgynous dealing with their own gender, but with the other (cited in Lee, 1986).

**Method**

Sample schedule included (see appendix A)

**Results**

The participants should be pre- and post-tested for androgyny and their attitudes towards androgyny. (see appendix B)

This androgynous training program, if executed well, should increase the leadership capabilities of the trainees. Perhaps this program will also lead to the reduction or elimination of gender stereotypes in the work-setting. Hence, these stereotypes may, in the future, be abolished altogether.
REFERENCES


White, M.C., Crino, M.D., & DeSanctis, G.L. A Critical Review of Female Performance, Performance Training
APPENDIX A

Day 1

8:30-9:00 Registration & Continental Breakfast
9:00 Welcome, Introduction of Speakers
9:15 Pre-test Questionnaire
9:45 Lecture #1 Androgyny for Men:
  Communication Behaviors
10:30 Discussion & Break (opt.)
11:00 Lecture #2 Androgyny for Women:
  Communication & Taking Action
11:45 Discussion
12:15 Lunch (catered box lunches)
1:00 Video #1 Androgyny In Action: Female Leader
  Topics Include:
  *praising male subordinate
  *praising female subordinate
  *reprimanding male subordinate
  *reprimanding female subordinate
  *challenged by male subordinate
  *challenged by female subordinate
1:45 Discussion
2:15 Video #2 Androgyny In Action:
Male Leader  Topics Include:

*Same as Video #1

3:00  Discussion & Break (opt.)

3:45  Introduction to Role-playing

4:00  Role-playing

Scenerios similar to videos

*each trainee with opposite sex trainee for at least one scenerio

5:15  Wrap-up, Announcements

5:30  End of Day 1

Day 2

8:30-9:00  Continental Breakfast

9:00  Lecture #3  Androgyny for Women: Problem Solving and Making an Impact

9:45  Discussion

10:15  Lecture #4  Androgyny for Men: Feelings & Attitudes

11:00  Discussion

11:30  Lunch  (catered box lunches)

12:15  Video #3  Androgyny in Action: Male Leader  Topics Include:
*challenged by male subordinate group
*challenged by female subordinate group
*reprimanded by male superior
*reprimanded by female superior
*praised by male superior
*praised by female superior

1:00  Discussion
1:30  Video #4 Androgyny in Action: Female Leader Topics Include:
      *Same as Video #3
2:15  Discussion & Break
3:00  Role-playing
      scenerios similar to videos
      each trainee with opposite sex trainee at least once
4:00  Post-test Questionnaire
4:45  Wrap-up Closing Remarks
5:00  End of Seminar
APPENDIX B

Evaluating the Program

Both the pre- and post-tests will be in questionnaire form. However, the pre-test will be an objective, 5 item Likert-scale questionnaire. The responses include: strongly agree, agree, undecided, disagree, strongly disagree. The questions will be concerning androgyny, stereotypes, and managerial behavior. These questions will be similar to the following:

*I consider the feelings of my subordinates when making decisions.

*I would rather have a woman for my direct superior instead of a man.

*I deal directly with anger.

*The opinions that my subordinates have about me do not effect the decisions I make.

*Both men and women can be effective managers.

*It is alright to admit my shortcomings to others.

*I use legitimate power to produce compliance.

*I actively listen to what others have to say.

*I respond impersonally to problems.
It is important to build close friendships with members of your gender.

The post-test, however, is to be an open-ended response to three scenarios. These scenarios will be in the same format as the role-playing scenarios in the program, and will attend to the same issues as covered in the pre-test. These two questionnaires should give the researcher, or program director, adequate feedback as to the efficiency, and effectiveness of the program.