A STUDY OF THE ELEMENTS AND EVENTS THAT

INFLUENCE LEADERSHIP AMONG WOMEN OF

COLOR ADMINISTRATORS AT OKLAHOMA

TECHNOLOGY CENTERS

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Chapter I

Introduction

As we recognize the program of vocational education today, it had its origin in the early part of the twentieth century. The unique factors of the vocational movement in education occurred during the nineteenth century, and the historical roots could be traced back to ancient times with rather significant European connections (Gordon, 1999).

During the latter part of the nineteenth century, the need for vocational training produced many private trade schools. Although there were many different kinds of trade schools, organized from many different resources, the schools were described from three types: trade training; general education; and apprenticeships (Gordon, 1999). Manual training, commercial training, domestic science, and agriculture came later. Programs were also established in private business schools throughout the nation, and resulted in vocational preparation for the business world (Gordon, 1999).

Throughout the nineteenth and early twentieth centuries in the United States, vocational educators determined who needed to be taught from the needs and desires of the workplace. However, as women's presence in the workplace increased, a movement for educating women in their new roles was a process that occurred (Gordon, 1999).

Women in the American Workforce

In the early part of the nineteenth century, thousands of women were part of the labor force. They worked in textile factories, or they sold and traded fruits and vegetables. Despite their growing numbers in the workforce, women were perceived as "better" individuals if they stayed home, and maintained their households. As a result, women during this time were trained in domestic and ornamental instruction. It was seen as the duty of females to monitor the needs of their families, and instruction was geared toward making women good mothers or good "mistresses of families." Ornamental instruction for economically disadvantaged women focused on drawing, painting, and "elegant penmanship, as well as music and grace of motion." Such instruction was important because it was felt that female youth did not need "to seek amusements for themselves" because it would lead to problems (Gordon, 1999).

It was not until the American Civil War that women played an increasingly important role in industry and in the production of goods. During the Civil War, women were employed as government clerks for the first time in the history of their rise in the workforce. As well as being trained differently from men, women were now paid differently. Congress appropriated funds for the salaries of these women in 1864, and thus began a new salary payment schedule for women. The appropriation set a cap of $600 a year for female government clerks, which was less than half the salary paid to male clerks (Baker in Gordon, 1999). There was a wage differential that was the norm when doing the same job, but women were typically restricted to only a few jobs. For example, in 1870, 88 percent of women who were gainfully employed were in ten

occupations. Those occupations included domestic servants, seamstresses, teachers, milliners, and nurses. By 1900, of the 252 occupations listed by the U. S. Department of Labor, more than 90 percent of women were in twenty-five of those occupations. (Marshall & Paulin in Gordon, 1999). This gender segregation was such a part of employers' and employee's perceptions that only after the equal opportunities legislation of the 1950's did it become illegal for employers to specify the gender of applicants for job openings listed in the newspaper (Shaw and Shaw in Gordon, 1999).

During World War I and World War II, the shortage of male workers and the industrial expansion necessitated by war created many new jobs for women in factories, sewing rooms, and munitions. It was at this time that women began to play an important role in the workforce. As early as 1874, the Kansas State Agricultural College recognized new, limited opportunities for women. They "allowed women to take courses in drawing and complete shop work in scroll sawing, carving, and engraving." (p.90). They, thus, began to learn the same trades as the men. For most young women, however, this was a period when they learned sewing and worked in the household economy as employees (Gordon, 1999).

In the short history of our country, women were limited in their labor force participation and in their wage earning potential simply because of their gender. Changes, however, were beginning to take place. This lack of economic independence had done little to destroy inequitable policies and attitudes in society. In human capital terms, a dismal picture was painted for all women, especially middle-aged and older women. These women had to struggle a little harder to succeed. There were some restrictions on the type of employment they could secure (Shaw & Shaw in Gordon, 1999). Young

single mothers, too, were a group increasing in numbers and in most instances were economically disadvantaged. Improvements in breaking down barriers had been made. Vocational education enrollments reflected limited labor force roles with narrow, gender-typed enrollment patterns. In 1980, females represented 91 percent of students trained as nursing assistants on a national level, 87 percent of those training for community health workers, and 92 percent of students in cosmetology and secretarial sciences. Similarly, the male population composed 95 percent of students enrolled in electrical technology, 90 percent in electronics, 94 percent in appliance repair, 96 percent in carpentry, 95 percent in welding, and 96 percent in small engine repair. Readily, the males held the higher percentage ranges (Gordon, 1999).

There were several legislative acts that changed the course of history. The Smith-Hughes Act of 1917 provided the first federal funding for public school programs in agriculture, trade, industrial, and home economics education. There was the gender role norm of the times, and the first two programs were specifically designed for males, while home economics was included to provide education for homemaking occupations relating to the homemaker role for women (Gordon, 1999).

Title IX of the Education Amendments of 1972 was the landmark legislation responsible for banning discrimination on the basis of gender in education. The Women's Educational Equity Act of 1974 (Public Law 92-380) provided for the funding of projects to advance women's education as compared to men (Burge and Culver, 1989). Fishel and Potter (in Gordon, 1999) indicated that this act, along with provisions for many aspects of education, specifically provided for expansion and improvement of programs for females in vocational and career education.

Beyond discrimination based on gender, women of color continued to be clustered in low-paying, low-status jobs. They were underrepresented in managerial and executive positions and, with the exception of Asian American women, were grossly under-represented in the scientific, engineering and technical professions. This was not mere happenstance. The unfavorable economic condition of women of color was the inevitable consequence of historical inequities they had experienced as a result of discrimination based on race and gender (Banfield, 1988).

Social Perceptions of Ethnic Minorities

People of color in the United States had traditionally suffered social, political, and economic discrimination based on race and ethnicity. These discriminatory practices evolved to accommodate the economic and political interests of the nation and became institutionalized as judicial decisions and the activities of business and political organizations supported them most of the time. Well-defined negative stereotypes were developed for the express purpose of justifying

the continuing inequitable treatment of African Americans, Asian Americans, Hispanic Americans, and Native Americans (Banfield, 1988).

While a specific set of negative characteristics was ascribed to each group as a whole, within each group certain traits were assigned as typical of the women and men. Thus, the classic stereotypes of the African American woman emerged as the "mammy", who was the dominating matriarch, the tragic octoroon, the woman of easy virtue, and the buxom, good-natured cook. Asian American women were stereotyped as the sinister

"Dragon Lady," which was the female counterpart of Dr. Fu Manchu assigned to males, the sexy China Doll, or the geisha girl. They were also depicted as overly passive, domestic, obedient, and subservient. Hispanic women were stereotyped as hot tempered and troublesome on the one hand, and passive and submissive to male family members on the other. Native American women had been stereotyped either as Pocahontas, considered to be the beautiful "Indian Princess," or as the dull, uncomplaining "squaw" who did all the hard work while her "brave" enjoyed his leisure (Banfield, 1988).

Educational Opportunities and Women of Color

These stereotypes of women of color had no basis in historical reality. Throughout their history in this nation, African American women had worked in varied "nontraditional" occupations. They had smelted iron, laid railroad tracks, and made bricks. These jobs were generally attributed to males. African American women were also among the organizers and developers of the new African American towns in the southwestern United States. In addition, they were some of the earliest doctors in the country and many operated successful small businesses. Native American women had a proud history of political leadership and active roles in shaping their societies prior to European contact. Asian American women, Chicanas, and Puertorriquenas had refuted the stereotype of passivity and submissiveness by their demonstrated courage in working and organizing for better pay in the many sweatshops, factories, and agricultural fields to which they were consigned (Banfield, 1988).

These stereotypes of women of color were perpetuated and reinforced by popular literature, children's trade books, textbooks, and the electronic media. The net result was an almost universal acceptance of the stereotypes as valid by members of the dominant society. Acceptance of the stereotypes had resulted in limited employment and educational opportunities for women of color (Banfield, 1988).

Wireman (1996) wrote that the last forty years in America had been very turbulent. The Civil Rights and Women's movements, the war in Vietnam, the deaths of John F. Kennedy, Robert Kennedy, Martin Luther King, and Malcolm X, the political problems surrounding Presidents Johnson and Nixon, the transformation of the economy; had all characterized a tumultuous time. Since 1960, American higher education had experienced great growth. From three million students in 1960, America had nearly 15 million college students. "We have done a splendid job in opening access in higher education. But now we must turn to the focus, quality and substance of what students are learning. Two concepts are keys to the future of the human race: productive careers and noble lives. We must design academic programs and institutions which unite these two powerful ideas and use them to transform our students' lives. Either concept, alone, is an orphan. Together, the two can become a forceful theme for liberal education in the twenty-first century." (Wireman, 1996).

If any university had tried to feed diverse workers into the tech industry, it would be San Jose State, in the heart of the Silicon Valley in California. In order to understand the challenge faced by the industry, one needed only look inside San Jose State's engineering school. On a recent afternoon in network analysis class of 50 students, all but nine were Asian. However, Angela Uzoma's physics class was much less diverse. For a

brief period, the third-year mechanical engineering student wondered why so many people from the class recognized her around campus. Then a friend offered and explanation: "We are the only African American females in the class." Uzoma's friend said (Fortt, 2003).

Relatively few Latinos and African Americans were preparing for tech careers in the nation's universities. San Jose State, which recruited heavily in Latino school districts and drew two-thirds of its engineering students from community colleges, had enlisted the recruiting help of engineering students and worked with local high-tech companies and helped them to change the complexion of their student bodies. But the results were mixed. In fall 2001, enrollment data showed that 170 African American students were studying engineering at San Jose State, compared with 487 Latinos, 740 whites, and 3,003 Asians. Latinos by far were the most underrepresented. Although they made up about a quarter of Santa Clara County's residents, Latinos accounted for only 10 percent of San Jose State's engineering students. Classrooms like these helped to explain why Latinos and African Americans made almost no progress in the tech industry during the employment boom, barely increasing their share of the workforce (Fortt, 2003).

In the tech industry, Latinos and African Americans were just as hard to find. A Mercury News analysis of federal employment data showed that the proportion of Latinos and African Americans grew from a combined 11 percent to 12 percent in the valley's 10 highest-grossing tech companies during the boom years from 1996 to 2000. In contrast, it became obvious that the Latinos and African Americans made up nearly a quarter of the overall United States workforce in 2000 (Fortt, 2003).

The disappearance of work in the ghetto could not be ignored, isolated or reflected as non-existent. Employment in America had been up since 1996. The economy had offered tens of millions of new jobs in the last two decades from 1976 – 1996. In that same period, joblessness among inner-city African Americans had reached catastrophic proportions. As of 1996, the employment woes in the inner city continued to be narrowly defined in terms of race or lack of individual initiative. It was indicated that jobs were widely available and that the extent of inner-city poverty was exaggerated, even though it was not. Optimistic policy analysts and many African Americans preferred that more attention be devoted to the successes and struggles of the African American working class and the expanding African American middle class. This perspective was understandable. These two groups, many of whom had recently escaped from the ghetto, represented a majority of the African American population. But ghetto joblessness still afflicted a substantial and increasing minority. The ghetto unemployment became a problem that did not go away on its own. Already, it has had lasting and harmful consequences for the quality of life in the cities, and eventually, for the lives of all Americans. Solutions could be found and those solutions were at hand (Wilson, 1996).

Many major cities, such as Los Angeles, Milwaukee, Portland, New York, Tulsa, Washington, D.C., and Memphis all reported significant progress in decreasing the welfare rolls through a different series of specific welfare-to-work programs. Tulsa and Oklahoma City reported that since the inception of the welfare-to-work program, the welfare rolls have decreased by 55 percent (Tulsa World, November 11, 2000).

The National Association for the Advancement of Black Americans in Vocational Education (NAABVE) was attempting to increase vocational training among African

Americans and thereby increase the number of African American entrepreneurs and skilled workers. Research compiled by the NAABAVE indicated that minorities were generally underrepresented in vocational education. This organization was perceived to be functional on a national basis (Young, 1999).

As African American women and their abilities to progress were discussed, it was important to point out that Kristen Mack, a summer journalist for the Memphis newspaper, wrote an article on the progress of the African American female entrepreneurs in Memphis. There were numerous Black females who owned their own businesses. Mack stated that she felt that Memphis was a city where Black females could succeed as new entrepreneurs. Federal Express in Memphis was one of the companies touted for a successful welfare-to-work program. Mack stated, "I truly felt that Memphis was a city where persons of color could help to 'save us from us' " (Mack, The Commercial Appeal, June 4, 1998).

The business world had opened up to African Americans and other minorities. Not only was there less discrimination than there once was, but also many companies were actively seeking to reach outside traditional mainstream channels as they hired females in filling the most critical positions in upper management. These companies were striving for greater diversity. Companies were looking for the fresh insights and perspectives needed to compete in today's world, which was characterized both by increasing globalization and by fragmentation (Hull, 1997).

The key to getting ahead in an organization was by learning to be an effective leader. This became very important as women continued to grow in the business world. Leaders were the people who were given and accepted the heaviest responsibilities for

actions that profoundly affected an entire organization or group. Additionally, the key to leadership was not in dominating others, but in eliciting their cooperation (Hull, 1997).

Leadership in the Workplace

Survivors of change in any field were those individuals and organizations who anticipated, understood, and could quickly respond to marketplace needs. Women, therefore, developed the skills that were required to be successful in the marketplace. It followed that organizations that mirrored marketplace diversity were best positioned to meet the needs of the diverse populations they served. Embracing diversity and building on strengths of minority professionals contributed to an organization's continued viability (Johnson, 1995).

Leadership was not a scientific concept. Leadership belonged in ordinary discourse about practical affairs, achievements, and failures. This kind of discussion encouraged women to become creative as they developed their human potential. The best one could do was to recognize the conceptual landscape of leadership and select aspects of that landscape for closer study, scientifically, philosophically and historically. Leadership, and a host of other words like education, creativity, discovering, and teaching, referred both to certain tasks or activities, on the one hand, and to certain achievements or outcomes on the other (Howard & Scheffler, 1996).

A great deal of procedural knowledge ("know-how") about leading, particular strategies, tactics, and skills were also being taught by a variety of instructional means such as training, drill, case study, practice and example. The only aspect of leadership

that could not be taught as an item of "how-to." was procedures. Leadership, therefore

was generally "learned". There had been no distinction between men and women or

women of color. Researchers indicated that everyone learned methods of leadership

whether it was through training or learned behavior (Howard & Scheffler, 1996).

The U.S. population was becoming more diverse, with increasing numbers of

African Americans, Hispanics and Asians. The U.S.Census Bureau indicated that

populations of ethnic and racial minorities were expected to grow seven times faster than

the Caucasian population. This occurred according to prediction. Diversity resulted in

innovation, creativity and better problem resolution. In recruitment of diverse

populations, organizations examined the critical areas of formal qualifications for

participation of its new employees, viewed the organizational inability of their staff as

critical in the assessment of the talent pool of minorities, sometimes refused to recruit

aggressively and often avoided cultural insensitivity (Gordon, 1999).

Leadership in Vocational Education in Oklahoma

At an Oklahoma Department of Career and Technology Education (ODCTE)

meeting held between this researcher and the staff in the fall of 2000, it was a perceived

problem that there were too few women of color in administrative/leadership positions in

the Career Technology Center (CTC) system. The ODCTE admitted that this was a

concern held by their staff. The staff also admitted that the majority of the 438

administrators in the technology system were men. This prompted the need for the

research. The interest of the former State Director, a white female, and the only female

director of the ODCTE since its inception, had a great impact on this study.

Data from the Statistical Research Department of ODCTE revealed that there

were 30 Superintendents, 40 Assistant Superintendents, 53 Campus Directors, 81

Directors and Assistant Directors and 264 Coordinators. To determine the exact

percentage of women of color in administrative positions, the ODCTE Statistical

Research Department provided a breakdown by gender and ethnicity in administrative

positions. The total number of administrators was 468, with 31 being women of color.

This data was taken from the 2001-2002 Career Tech Personnel Directory and the

ODCTE administrators provided the statistics on the women of color administrators. This

data is illustrated in the pie charts of Figures 1 through 6 that follow on the next page.

Superintendents
Figure 1
30:1

3%

97%

☐ CTC Administrators ■ Women of Color

Assist/Deputy Superintendents
Figure 2
40:1

2%

98%

☐ CTC Administrators ■ Women of Color

Campus Directors
Figure 3
53:2

4%

96%

☐ CTC Administrators ■ Women of Color

Directors/Asst. Directors
Figure 4
81:3

4%

96%

☐ CTC Administrators ■ Women of Color

Coordinators
Figure 5
264:24

8%

92%

☐ CTC Administrators ■ Women of Color

Total Administrators
Figure 6
468:31

6%

94%

☐ CTC Administrators ■ Women of Color

The pie charts show a vast difference in gender and ethnicity within the

administrative categories between the white state administrators and women of color

administrators. The Superintendent comparison was 30:1 or 3% women of color, (See

Figure 1), Assistant Superintendents, Associate Superintendents and Deputy

Superintendents were 40:1 or 2%, (See Figure 2) Campus Directors/Principals and

Assistant Principals were 53:2 or 4 %, (See Figure 3), Directors/Assistant Directors were

81:3 or 4%, (See Figure 4) and Coordinators were 264:24 or 8%, (See Figure 5). The

total percentage was 468:31 or 6%, (See Figure 6). This verifies the low percentage of

women of color at the CTC in the State of Oklahoma. In total, there appeared to be 468

CTC administrators in the CTC system. Only 31 of these 468 or 6.6% were women of

color administrators.

Theoretical Framework

The theoretical framework for this study was based on the widely researched

elements associated with leadership. The research was related to the dynamics of what

elements contributed to the Aspiration, Preparation, Acquisition, and Success of leaders.

This study utilized these four concepts on which to study the dynamics of what elements

contributed to women of color becoming and thriving as leaders in the CTC's in the state

of Oklahoma.

Leadership was viewed as a multi-dimensional concept. The elements of

Aspiration, Preparation, Acquisition and Success had been researched in the literature as

important elements in understanding the dynamics of leadership. The framework was

centered on the aforementioned elements based on the data in the research that outlined

these four elements as categories that were utilized in order to pursue relevant

information regarding leadership of women of color. Research on aspiration was done by

Wei Cheng and Bikos (2000); Lewis (2000); and Reyes, Kobus, and Gillock (1999). The

concept of Preparation was researched by the Oklahoma State Regents in Higher

Education (2000); and Haynes (2000). Acquisition was researched by the U. S. Bureau of

the Census (1994), Cho (1999), Chandras (1997); and Ashley and Jarrett-Ziemski (1999).

Success was researched by Whigham-Desir, (1999). Hayes (1999), Bachay and Cingel

(1999), and Fenwick (2001). Therefore, those concepts composed the principle

theoretical framework for this study.

Context

The context of the study was within the CTC's of the ODCTE. The ODCTE was

created to help coordinate a magnet public school system with 27 vocational education

school districts and 53 technology centers. Each vocational school district had a

superintendent or two, a campus director and/or assistant director(s). There was a range

of 3-8 site administrators and other designated personnel according to the size of the

center. Each district's designated superintendent supervised the center(s) in his or her

district. This study focused on the perceptions of the 31 women of color administrators in

the Career and Technology Education Center system.

Statement of the Problem

According to the perspectives of the leadership staff at the Oklahoma Department

of Career and Technology Education (ODCTE), there were too few women of color who

were in leadership positions throughout the state of Oklahoma's Career Technology

Education System. A statistical report was submitted to this researcher listing the total

number of women of color in administrative positions as of September 2001. This figure

had not changed as of July, 2002. Within the Oklahoma Career and Technology

Education system, there were 31 women of color in administrative positions in the 27

vocational education school districts and 53 technology centers. The problem was clearly

identified when statistical analysis showed that there were 438 administrators and women

of color only held 6.6% or a total of only 31 of all administrative positions in the

Oklahoma CTC system. This small percentage was viewed as a perceived problem for the

staff at the ODCTE.

Need for the Study

There was a lack of information about the elements and events that influenced the

aspiration, preparation, acquisition and success of women of color (6.6%) in leadership

positions in Career and Technology Education. This information was scant and especially

in the field of education and more specifically in careers that related to

technology/vocational education (Gordon, 1999). The ODCTE staff perceived a need for

more investigation in order to give women of color the opportunity for growth within

their settings or to be hired more frequently as administrators at school districts and

technology centers in the state of Oklahoma. Since there were only 31 women of color

from among administrators at these sites, it seemed important to study elements and

events that affected the aspiration, preparation, acquisition, and success of women of

color in educational leadership positions throughout the technology centers. The ODCTE staff felt that the many women of color who worked in the CTC system should be given greater opportunity to be placed in more leadership positions at technology centers throughout the state.

Purpose of the Study

The purpose of the study was to investigate the self-reported elements and events that had influenced women of color to aspire to, prepare for, acquire employment, and reach success in leadership positions in the CTC's in the state of Oklahoma. Once the study was completed, the findings, conclusions and the recommendations would be utilized as a resource for the ODCTE in their efforts to increase the number of women of color in leadership positions.

Research Questions

The following research questions guided the study:

1. What were the perceived elements and events that women of color identified as affecting their aspirations to become leaders at the CTC?;

2. What were the perceived elements and events that women of color identified that helped prepare them to become effective leaders based on their credentials?;

3. What were the perceived elements and events that women of color identified as affecting the acquisition of leadership positions?;

4. What were the perceived elements and events that women of color identified as affecting their success as leaders at the CTC's ?; and

5. Do perceptions of elements and events that affect aspirations, preparation, acquisition and success differ according to ethnicity?

Definition of Terms

The following definitions are from Gray and Herr (1998) and Webster (1995).

Acquisition: Act of acquiring; something acquired or gained

Administrator: A leader or an administrator in any given institution that was responsible for the day –to – day operational functions of an organization. One who was a Woman of Color as designated by this study.

Apprenticeships: Years of service spent in training with a mentor where workers became journeymen and worked independently of supervisors.

Aspiration: Earnest desire; longing or ambition

Employability Training: Employment and training programs for the unemployed that focus on the "soft skills" associated with searching for, obtaining and keeping a job.

Manual Training: Commercial training, domestic science training and agricultural training that were usually done with a mentor or through an apprenticeship.

Mentorships: A mentor is a partner who trained staff and on occasion worked with staff personnel on a full time daily basis.

Preparation: The action or process of making something (someone) ready for service … or some occasion.

Success: The gaining of wealth or position

Traditional Employment: Those jobs that were normally held by men. Early in the

twentieth century, those kinds of jobs were ones produced through trade schools that

offered trade training, a combination of trade training and general education, and schools

that apprenticed their students to boards of trustees in addition to offering trade and

general education.

Workforce Education: Method of training the employee while she was on the job. It

was similar to on-the-job training, and enabled employees to develop workplace

competencies. To further define workforce education – it was all formal education

beyond that necessary to achieve literacy and exercise responsible citizenship.

Assumptions

The following two assumptions were made regarding the participants of the study:

1) Women of color were able to clearly identify and verbalize their perceptions;

2) Women of color understood the terms in the written survey instrument in a similar

manner; and

3) Women of color in this study were candid in their reporting of their perceptions.

Limitations

One limitation of the study lay within the context of the study. The number of

women of color in leadership positions (31) was small. This small number of women of

color limited the generalizability of the results of this study to Oklahoma and/or similar states. Further, the terms in the written questionnaire may have been subject to various personal interpretations and thus may limit the reliability of the results.

Significance of the Study

This research would help to address the problem of few women of color in leadership positions in that the findings, conclusions and recommendations would help the ODCTE develop better strategies and programs to support women of color within and outside of the Career and Technology Education system to aspire to, prepare for, acquire and succeed in educational leadership positions.

Chapter II

Review of the Literature

This study focused on leadership as viewed and experienced by women of color at

Career Technology Centers (CTC's) in the state of Oklahoma. The leadership aspects

studied were aspiration, preparation, acquisition and success. In addition, the researcher

attempted to discover how these facets of leadership functioned at Technology Centers.

Actually, one should ask the questions: With the preponderance of employees in

leadership positions being white and male, what elements and events had empowered

women of color to aspire to, prepare for, and acquire leadership positions at the CTC, and

what characteristics have enabled them to succeed and thrive in these positions?

In order to fully understand the issues of leadership for women of color in

vocational and technical education, a wide ranging review of the literature was needed.

An understanding of the dynamics that influenced women of color's presence in

leadership positions was wide in scope.

In a review of leadership and occupational related research literature, the themes

of aspiration, preparation, acquisition, and success became evident as subjects of the

research. This study was based upon the findings from a number of related professional

journal articles as well as other publications that dealt specifically with the study of the

aforementioned themes as they related to women of color.

The first section explored the research with regard to the job aspirations of women of color. This section is followed by sections focused upon the career preparation, employment acquisition and work success of women of color. These sections provide the research upon which the theoretical frame work for this study was developed. The next sections explore the research in various related topics in order to provide an understanding of the context of this study. The treatment of women of color by researchers was reported. Current data regarding Native Americans in higher education was presented. The final sections address workforce research regarding women of color.

Job Aspirations of Women of Color

Wei Cheng and Bikos, (2000) examined the relative importance of school, family, personal/psychological, race, and sex variables as they predicted educational and vocational aspirations of students. The educational aspiration model was shown to be more of a challenge to women of color than their occupational aspirations. Overall, students showed increased educational and occupational aspirations, regardless of sex and race as compared to 1990. Compared with other groups, Asian Americans had the greatest increase in educational aspirations. Female students, on the average, had higher educational and vocational aspirations. For both educational and occupational aspirations, results of their study indicated that the clusters of school, family, and psychological variables were significant predictors. It was interesting to note that when these variables were statistically controlled, the cluster of race and sex continued to predict educational and occupational aspirations.

In a study by Reyes, Kobus and Gillock, (1999), cultural values played an important role and exerted significant influence in the lives of adolescent females and the decisions they made about major events such as career choices. Their aspirations for higher paying jobs continued to be prevalent. The particular study by the above authors attempted to fill this gap by hiring adolescent females from urban Mexican American backgrounds. It further provided a description of this group's career aspirations and examined associated factors. Due to the homogeneous ethnic nature of the school setting and its resident community in the number of students in 1999, it was indicated that females selected female-dominated career aspirations.

Robertson-Courtney (1989) focused on the aspects of the student/school district interaction which Hispanic students cited as being most influential in their decisions to complete high school and enroll in post-secondary studies. Relationships with members of the school faculty and participation in extra-curricular or specialized academic programs, including vocational education, were identified as the most potentially influential factors in the student/school district interaction. Ethnicity did not appear to be a factor in students' determination of a role model or a mentor. Administrators in the school were viewed primarily as disciplinarians or attendance monitors. Counseling was considered beneficial. Many programs designed to facilitate minority student achievement were not identified as influential forces in the students' decision making. Conclusions reflected that suggestions for program improvement existed and recommendations for further research were presented to aid educators in improving the educational delivery system with respect to disadvantaged Hispanic students.

Reyes, Kobus and Gillock (1999), examined roles of Hispanic American females and determined how they related to the norms of the dominant culture. The authors attempted to determine how those values exerted significant influence in adolescent females' lives and the decisions they made about major events such as career choices. Variables that were examined were expected to operate strongly against Hispanic American females aspiring to non-traditional careers. The extent to which mainstream (Anglo) culture influenced Mexican American youth's decisions and choices depended on the degree to which they had acculturated and adopted the values, norms, attitudes and behaviors of the dominant culture.

This information provided the basis for this researcher to formulate the elements related to the aspiration of women of color. This information related to personal/psychological and family issues, cultural values, aspirations of women of color, educational and vocational aspirations and the influence of the dominant culture on all of these aspirations. The next section deals specifically with the preparation of women of color in terms of the methods they utilized in order to progress through better preparation for employment.

Career Preparation of Women of Color

The following data reported the elements regarding the career preparation of women of color. The research provided specific data on the statistical information related to the graduates in the state of Oklahoma who received advanced degrees beyond the Bachelor's level during the years of 1999-2000. As a result of receiving advanced

degrees, women of color should be able to move up the career ladder and/or receive promotions. If women of color were present and eligible for new jobs at the workplace site after completion of advanced degrees, then they should be promoted to leadership positions. Once in leadership positions, women of color would be able to assist their peers as they sought promotions. This section also provided the basis for several elements that were included in the survey instrument. Those elements were: university courses, technical training, and mentoring. This section also suggests the importance of knowledge of technological systems as an important element in preparation for employment.

There was a significant number of women of color earning advanced degrees such as Master's and Doctoral degrees in education in the state of Oklahoma. There were 125 African Americans, Hispanics, Asians, and Native Americans earning Master's degrees in 1998-99 and 116 earned Master's degrees in 1999-2000. In the doctoral programs, there were 8 women of color in the same population who earned education degrees in 1998-99 and 3 who earned doctoral degrees in the 1999-2000 school years (Oklahoma State Regents in Higher Education, 2000).

These data indicated that there were a good number of women of color eligible for leadership positions. These women could climb the career ladder and assist other peers in learning how to advance in leadership positions. These persons were potentially qualified for leadership positions. The demographic and anecdotal data from ODCTE supported the need to investigate issues that affected women's aspiration and preparation in their efforts to ascend to higher levels of leadership positions. There was a total of 252 women of color who earned advanced degrees just within the past two years who could be

eligible for leadership positions. For these women, at the Bachelor's level, there were 371 women who earned this degree in 1998-99 and 339 women who earned this degree in 1999-2000. These women positioned themselves for leadership positions, and they could have entered leadership roles. This further warranted a study in determining factors that affected minority women in their aspiration, preparation, acquisition and success in leadership roles in the education system (Oklahoma State Regents in Higher Education, 2000).

Black Issues, an African American magazine publication had performed a great service for the American people by sharing the results of its annual survey on African Americans who had earned college degrees. Behind these data were great stories of human sacrifice, faith, perseverance, hard work, luck, love and dedication. One readily envisioned the need to examine the variables listed previously in order for women to successfully complete formal long-term degree programs to remain important. These data provided important perspectives and contexts for the African American experience in higher education, and it was important that it not be ignored (Haynes, 2000).

Haynes (2000) believed that success in today's technology-based global work world required people who understood the advancements as well as people who were familiar enough with how to operate the technological systems that were so prevalent at this time. African Americans remained under-represented and under-employed in all career fields and this illustrated that this societal problem had not been solved. One of the fields faced with a critical shortage of African Americans was teacher education. At a time when the public schools were becoming more black and brown, the number of African Americans heading into the teaching profession had declined. Haynes (2000)

maintained that more must be done for minority education and the hiring of minorities in educational fields. He felt that every effort should be made to find ways to defray the cost of postsecondary education, especially for those who were without the means to support themselves, even though they possessed the capability and potential to succeed in their efforts to achieve an education. Many minorities possessed the capability to succeed but simply lacked the financial resources. The gender distribution remained uneven and the women received less money than their male counterparts. Native American women were portrayed as single mothers and welfare recipients.

By the provision of corporate support systems and development programs that emphasized succession for high-potential minority women, human resources professionals broadened the top leadership pool to better reflect the workforce. In 1988, Tenneco developed a program called Integrated Leadership Initiatives, a comprehensive set of components designed to increase the number of minority women in management. Prudential Insurance also implemented an accountability program that tied compensation directly to managers' performance in developing and promoting women and minorities to senior-level positions. Some provided a fast-track program for women professionals. Chubb and Son, Inc. used mentoring to develop its changing workforce. Those businesses that reshaped their senior management teams to include the best talent from the total workforce were far ahead of the competition in the global marketplace (Martinez & Neely, 1991).

Employment Acquisition of Women of Color

This section dealt with the acquisition of employment by women of color. In general women developed a growing desire to have the same jobs that men held in order to be properly paid for the work that they did in various occupations. It denoted entrepreneurs who acquired positions and cited how they kept their jobs. It was also pointed out that female participation increased in the labor force (U. S. Census Report of 1994). This section also discussed the hiring tactics utilized with the Asian minority group. Affirmative Action and work experience were two elements that were selected from this section and were utilized on the survey instrument.

Native Nicaraguan Jacqueline Patterson had established herself as an engineering entrepreneur with Patterson & Associates, Inc., a growing California-based rail work-engineering firm. She was cited by many as a textbook example of a minority woman who used the controversial role of affirmative action in the way advocates envisioned, as a springboard and not as a crutch (Cho, 1999). Jacqueline met the criteria as a successful Woman of Color.

Female participation in the labor force had increased steadily over the years, and there was evidence that women had a growing preference for careers that were traditionally dominated by men. There was a wide range of occupational choices to accommodate such preferences. The gender distribution of jobs remained vastly disproportionate, especially among minority groups. Women continued to be over-represented in jobs that were traditionally occupied by females and under-represented in many high-status, high-paying occupations (U. S. Bureau of Census, 1994).

Chandras (1997) stated that Asian Indians arrived in the United States and were highly skilled professionals. For most Asian groups, the percentage of highly skilled immigrants had declined in the 1990's, and the percentage of immigrants with fewer skills had increased. Despite their skills, Asian Indians encountered oppressive politics related to hiring because they were a minority group and they often socially distanced themselves from the dominant group, particularly when it came time to apply for jobs.

Ashley and Jarrett-Ziemiski (1999) examined the misunderstanding of the ways American Indians were consistently stereotyped. Indian policy was constantly questioned, as federal guidelines were not being followed in relation to job placement. "It was through social construction that people of color, single mothers, welfare recipients, and many more were often portrayed as the "other" – groups of people who were viewed as second class citizens within the dominant culture" (p.5).

Many of the problems facing Native Americans today stemmed from bias, stereotypes and basic misunderstanding on the part of non-Indians. The biases, stereotypes and misunderstandings caused continuous problems for the Native Americans. The way in which Native American issues were addressed in some of the leading American government and democracy textbooks being used at the college level was discussed. Native Americans were presented with a great challenge to succeed (Ashley, Jarrett-Ziemiski, 1999).

The second area of concern was the failure to recognize the unique status of American Indians in the United States' legal and political system. There was failure to recognize their status as an independent subnational government that left nothing but race as a defining factor. When race was the only remaining characteristic of tribes, it was

easier for those who did not know any better to view Native Americans as the "other" (Ashley & Jarrett-Ziemiski, 1999).

The Federal Communications Commission (FCC) adopted new rules intended to increase job opportunities for minorities and women in the broadcasting industry. The previous guidelines were seen as barriers. Minorities had only received these types of jobs through the federal appeals courts because the courts were lenient in assisting minorities in their aspiration to become professionals in this area of communication (Lewis, 2000).

Lewis (2000) also asserted that the chairman of the FCC, William E. Kennard, retained pressure on the broadcasting industry to seek members of minorities and women as job applicants. There was a ruling by the FCC of 4-1 that records of companies in their hiring of women and minorities who aspired to work in the area of broadcasting would not be a factor in deciding whether to renew a broadcaster's license. In the past, women and minorities were hired based on the population of the areas where they resided. If they were not hired based on a representative number from the population where they resided, a review of the company's recruitment practices occurred. The FCC wanted women to be represented as often as men. "The new rules developed by Kennard roughly fit what had sometimes been called the original concept of Affirmative Action. The rules reached out broadly and advertised jobs and made them available to minorities and guidelines were not being followed in relation to job placement. It was through social construction that people of color, single mothers, welfare recipients, and many more were often portrayed as the 'other' or groups of people who were viewed as second class citizens within the dominant culture" (Lewis, 2000)

Many of the problems facing Native Americans today stemmed from bias, stereotypes and basic misunderstanding on the part of non-Indians. The biases, stereotypes and misunderstandings caused continuous problems for the Native Americans. The way in which Native American issues were addressed in some of the leading American government and democracy textbooks being used at the college level was discussed. Native Americans were presented with a great challenge to succeed (Ashley & Jarrett-Ziemiski, 1999).

The next section dealt specifically with the Success of women of color. This section discussed how women achieved despite lack of capital, diminished access and outright racism. One of the largest Black-owned companies used imagination and drive to seize opportunities and break barriers. Also presented was a discussion related to specific strategies utilized by special companies that aided the success of women employees. There was also information that women revealed factors that affected their success. The subsequent research provided a basis for the elements utilized in the Success section of the survey instrument. The elements listed included vision, order, focus and passion. Finally, the section points out that more women were becoming franchise owners than men.

Success of Women of Color

Achieving despite lack of capital, diminished access, and outright racism, the men and women who ran the nation's largest Black-owned companies used imagination and drive as they seized opportunities and broke barriers. The companies had revenues

exceeding 14 billion and more than 55,000 employees on their payrolls. Whether they were bootstrappers, innovators or financial engineers, common traits shared by these business titans included vision, order, focus, and passion. Three titans of the BE 100's , John H. Johnson of Johnson Publishing Co., Inc., Russell Simmons of Rush Communications, and Emma C. Chappell of United Bank of Philadelphia shared their trials and triumphs on the climb up (Whigham-Desir, 1999).

Black Enterprise's Advertising Agency of the Year was the Carol H. Williams Advertising firm in Oakland, California. Chairperson, President and Chief Creative Officer Carol H. Williams exhibited an uncanny ability to package her goods and marketed them with creativity that was unusual and appealing. She packaged her wares in such a way that made her strategic profits from her customers. This made her one of the most laudable advertising executives around. Williams had consistently pleased her consumers with fresh, innovative advertising that stood the test of time. She delivered on both the business and creative sides. She also utilized a talented team of artists and marketers and was envied by many advertising agencies (Hayes, 1999). Hayes alluded to the fact that Carol Williams was a strategic creator. She was grounded in the knowledge of the brands that would sell. She also utilized a marketing firm from Atlanta to work with her on various marketing strategies. "She instilled that philosophy in her people, and had a very open and interactive agency. The exchange of differing ideas added a bit of flavor that you probably would not see on the East Coast. Her talented team of artists and marketers were the envy of any advertising agency "(Hayes, 1999).

Bachay and Cingel (1999) presented a qualitative analysis of the voices of minority women in which the women revealed five factors that enhanced their success:

strong measures of self-efficacy, well-defined faith lives, and the ability to reframe barriers and obstacles. The analysis resulted in an emergent design that generated the following themes: 1. Adherence to constitutional rules and regulations or the usage of survival strategies that were within individual variables; 2. Relationships, including familial, peer, and social; 3. Catalyzing events or turning points; 4. Cultural and racial-ethnic conceptualizations; and 5. Environmental or social factors within the broader social context. The contextual basis of the analysis focused on the interaction and strength of these variables. These themes emerged as the mediating determinants of resilience that led to success.

It had been more than 30 years since minority franchisees became part of the McDonald's system. During that time the burger giant had offered various support avenues to help ensure the success of those licensees. The National Black McDonald's Operators Association (NBMOA) first got started back in the early 1970's. As of 2000, McDonald's had similar franchisee organizations that represented Hispanic, Asian and women operators, but the NBMOA was the chain's oldest and largest minority franchise group (Zuber, 2000).

Leon Oldham heard the same message repeatedly: franchising was the best way to start your own business without being in business by yourself. But, before he could chart this new territory called franchising, he was asked to serve as special assistant to the CEO and director of minority affairs at AFC Enterprises. While at AFC. Oldham had been attracting employees, vendors and franchisees and became heavily involved in community activities. As part of AFC's diversity program, Oldham initiated the PLUS

Program (Programs Launched Universally for Success), which helped women and minority entrepreneurs to acquire their own franchises (Fenwick, 2001).

The next section dealt with women of color in research. This section discussed abrogated people of color, which included specific groups of people. There was also an indication that these people were excluded, omitted, misrepresented or were invisible in history and other areas when it came to leadership and professional roles in the workforce. This was very true for women of color.

Women of Color in Research

According to Optogow (1990) many of the abrogated peoples were excluded from the scope of justice, which included enslaved peoples, children, women, the aged, African Americans, Jews and the mentally insane. This systematic exclusion of people had led to their omission, misrepresentation, or invisibility in history, education, textbooks, media, leadership and professional roles in the workforce. This was particularly true for women of color. Exclusion, however, was not the only way that specific groups of people were invisible. Women of color as members of some of the abrogated groups described above occupied a unique position in society and the workplace. Their history had not been acknowledged or studied by the dominant culture. Research studies tended to focus on white males, but even African American males and White women were studied more often than women of color in the study. Women of color were typically hidden in statistics dealing with African American males or white women, but seldom were they the focus of research studies. Ironically, the two traits that

made women of color most visible in society, race and gender, systematically interacted to cause them to be excluded, frequently rendered invisible and silenced in some aspects of life, especially including their lives in the workplace (Optogow, 1990).

African American women were characterized as being assertive, resourceful and charismatic. More importantly, they chose to use their talent, intellect and leadership qualities to make their communities and cities a better place for all residents. The December 2001, Ebony listed the top 100 African American leaders in the country. The nation's most talented African American movers and shakers were indicated. From among these 100 leaders, 37 were African American women. They proved with their actions, deeds and hearts that they had much to offer. Ebony also asked established leaders in civic, political, religious and creative arenas to recommend young people who were already leaders or who had the potential to be great leaders. The 30 adults featured were by no means the only African-Americans age 30 and younger that were making waves and giving back to their communities. However, they were representative of the wealth of talented young people who were giving back to their communities and preparing to move to the forefront of American society (Norment, 2001).

The next section provided information on Oklahoma minorities in higher education. Statistical information was outlined to indicate the numbers of formally educated minority females.

Oklahoma and Southwest Native Americans in Higher Education

A challenge for many modern Indians is keeping hold of their culture along with their traditions and language. Long ago, an attempt was made to eradicate their way of life and replace it with more of a Caucasian philosophy. Today, persecution of the Indian people for their way of life was not as deliberate, but the struggle could still be difficult.

A Native American woman from Broken Arrow, Oklahoma was a pillar of strength for her community and her tribe, even at the age of 19, as she started on her life's journey (Tackett, 2001). Rachel Clarkson was a sophomore at the University of Central Oklahoma in Edmond in 2001 and is Cherokee. On many occasions, she will visit local schools and share Cherokee stories, culture and give performances by playing the Native American flute. During the month of November, 2001, which was designated as American Indian Heritage Month, Clarkson visited several elementary schools, told stories, and played songs on her flute. "I feel that education is the seed that provides spiritual and individual growth. I believe that education is so important for all people and especially for my tribe. The Cherokees since the beginning have always felt education was important. The Cherokees allowed the missionaries to work with their children because they believed that reading and writing were so important," she said. "I believe that for our tribe to remain strong for our future generations, we must keep our traditions, culture and language alive and pass them along to our young people. Education must be a priority among peoples" (Tackett, 2001).

Clarkson was the 1999-2000 Miss Indian at the University of Central Oklahoma (U.C.O). In November, she was the recipient of the Catch a Dream scholarship, which

was given in Albuquerque, N.M. This scholarship was given to an outstanding Native American who had contributed to the Cherokee tribe and community with emphasis on academic achievements. In addition, this particular scholarship will aid in Clarkson's education all the way through graduate school. She was awarded the Presidential Leadership scholarship at UCO, also in November. Her academic performance and leadership roles in organization on campus and in the community helped her in the selection process (Tackett, 2001).

Lastly she received a four-year minority scholarship to UCO, was a recipient of the Trail of Tears scholarship and also an academic scholarship through the Cherokee Nation. Clarkson is a pre-med major and said she would like to work at an Indian hospital or facility to help serve Native Americans. Membership of community organizations for Clarkson include: a member of the President's Leadership Council, a member of the Sigma Kappa sorority where she hold the public relations office, a member of the University Center Activities Board, a member of First American Student Association, and a member of First American Student Association, and member of the Auxiliary Enterprises and Fellowship of Christian Athletes. Furthermore, Clarkson is a member of the Cherokee National Historical Society, Indian Territory Arts and Humanities Council and had served as a tribal youth member for the Cherokee Nation. Clarkson was chosen as one of the 12 Cherokee women for the 2000-2001 Cherokee calendars. She is the daughter of Randy and Mary Clarkson, granddaughter of Pete and Hazel Clarkson of Broken Arrow and Bernice Drywater of Tahlequah (Tackett, 2001)

A self-empowerment leadership program used a metacognitive approach to provide Native American participants with a process for dealing with life's challenges,

both personally and within their communities. Interviews with 42 participants explored their move toward self-sufficiency and how far they were able to go in transforming individual-self-sufficiency into community change (Hassin & Young, 1999).

Essie L. Lee explored mother-daughter relationships across time, across generations, and across cultures. Using retrospective interview data, the author studied 17 women and their 19 daughters, spanning 13 distinct ethnic groups. Her book viewed women who defined themselves as successful and at their relationships with their own mothers and daughters in the context of being women of color living in the United States (Rastogi, 2001).

The book took an ethnic-focused approach and was organized into six parts. The first four deal with African Americans, Asian Americans, Hispanic Americans and Native Americans. The women were chosen on the basis of their ethnicity and their designation as "Successful" by the referral person or agency. Additionally, all women were employed and were mothers of daughters. Women were asked questions on the topic of education, achievement, family relationships, and ethnic values. The 17 participants were mainly middle class and married, and their daughters ranged in age from pre-teen to adult. Data included the achievements of both the mothers and their daughters (Rastogi, 2001).

The next section discussed women in the workforce. It provided relevant information from the 1960's and projections to the year 2005. There was discussion related to leadership among these women in the workforce and how they became successful.

Women in the Workforce

Historically, there has been a lack of opportunity to include equity in leadership positions for these minority women. The percentage of women entering the workforce began increasing in the 1960's and the trend is expected to continue, though at a slower rate, through the year 2005. By that time, the number of women in the labor force is expected to outnumber men. Three fifths of all women older than the age of sixteen are expected to be working by the year 2005. Despite this gain, there is evidence that the true talents of women are yet to be fully utilized. Women still earned on the average seventy cents to every dollar earned by men. Women were not only facing a "glass ceiling" in gaining access to the corporate offices, but, more importantly, even larger numbers were finding it difficult to escape what was called the "sticky floor" of low-skilled/low –wage assembly and clerical work. Women, for example, accounted for just 9% of all precision metal, craft, and specialized repair workers, a group whose average annual earnings were exceeded only by college graduates who were managers or specialized professionals (Gray & Herr, 1998).

In 1994, nearly 3 of 5 women (58 %) participated in the labor force. In the past, African American women participated in the labor force at a somewhat higher rate than white women; but as delayed marriage and divorce became more prominent factors in the lives of white women, the rates became similar. Taeuber (1996) further indicated that African American women had been more than twice as likely as White, non-Hispanic women to be unemployed since 1980. For example, in 1994 the unemployment rates were 12 % and 5% respectively (Gray & Herr, 1998).

The Bureau of Labor Statistics projected 72 million women would be in the labor force by 2005. That was 63 % of women 16 years and older. That would be a 24 % increase in the size of the female labor force since 1992, compared to a projected growth rate of less than 14 % for men during that time. Every age group among women is expected to have higher labor force participation rates in 2005 than in 1992. The highest group is to be women aged 35-44 increasing from 77 % in 1992 to 86 % in 2005 (Taeuber, 1996).

Troupe (1996) completed a study to identify the extent to which African Americans were serving as vocational administrators at the state level and to determine the path taken by them to achieve career advancement. Data for this descriptive study were collected using an instrument containing ten questions that focused on ten major topics: gender, race, age, education, vocational training, administrative certification, current title, work experience, life experiences, and perceived barriers. African American and white vocational administrators were part of this study. The African Americans represented the total population of vocational administrators while the white respondents represented a random sample of vocational administrators. Complete anonymity and confidentiality were maintained for respondents. Findings and conclusions indicated that African Americans were under represented as administrators in vocational education. Mobility was the most statistically significant barrier that African Americans perceived was a hindrance to administrative advancement. Education, advanced training, and networking were considered essential to advancement in vocational administration. Older administrators, who were career vocational educators and African American females, appeared to be more successful when advancing as administrators.

The next section discussed the employment trends of women and minorities. It explained the traditional role of women and characterizes the new roles of women up to the year 2000. This section further outlined the visibility of women in the workforce after World War II.

Employment Trends for Women and Minorities

The traditional role of women was that of homemaker with the exception of those who became involved in the workplace during World War II. Their services were needed in many areas because the men were at war. Through the nineteenth and early twentieth centuries these women became "visible" in the workforce. They took on industrial or "non-traditional jobs". Women of color were also members of the workforce. These jobs included varying kinds of instruction that generally was not common for women. As was indicated previously, many of the new jobs for women had been formerly held by men. World Wars I and II placed minority women in the workforce as higher paid employees. Other jobs included skills/employability training, manual skills training and some jobs where they were mentored on a regular basis (Gray & Herr, 1998).

As reported repeatedly in the press, the percentage of minorities in the workforce continued to climb. Nonwhites were expected to constitute twenty-seven percent of all new entrants to the labor market by the year 2005 compared with twenty-three percent in 1992. In total, this equated to an increase of 12.6 million minority workers, or roughly a million a year. As a result, by the year 2005, the labor force would be seventy four

percent white, eleven- percent African American, eleven percent Hispanic and four percent Asian. Despite this growth, the unemployment rates of nonwhites continued to be significantly higher that that of whites. In 1993, for example, the unemployment rate for African Americans was 12.8 percent, twice that of whites. Like women, minorities tended to be underrepresented in higher paying occupations (Gray & Herr, 1998).

Though women were entering most employment areas at a greater rate in 1999 than previously, the promotion of women vertically in employment areas continued to be problematic. . This was an impressive increase only because there were so few female managers over twenty years of age. In fact, the rate of increase of upward movement of women and minority managers provided clear evidence of nothing less than the abiding racism and sexism of the corporation (Morrison & Von Glinow in Wolfe, 1999).

The Rainbow/PUSH Coalition, which is headed by the Rev. Jesse L. Jackson, bought stock in five of the six major record companies in an effort to stop racism and sexism in the music industry. Jackson's group bought shares in PolyGram, Time Warner, Seagram, Sony and EMI so that his organization gathered more information about why African Americans and other minorities were not allowed to participate in leadership roles within the companies, even though they brought huge profits as recording stars. Jackson told the *Los Angeles Times* that minorities had been excluded from upper levels of the corporate industry even after reaping the revenues from the products that were created by minority artists. He went on to say that his organization was going to place pressure via consumer and stakeholders to get the industry to break down the barriers that had excluded minorities and specifically women of color (Anonymous, 1997).

Union leader Linda Chavez-Thompson had told the story of her life many times since she was elected executive vice president of the 13-million member of AFL-CIO in October, 1995. The vice presidential post was a new position created by an insurgent group of labor leaders headed by John Sweeney, the AFL-CIO's new president. Chavez-Thompson had told her story again and again as she traveled across the country in an effort to attract women and minorities to new jobs (Lewis, 1997).

The white male union leaders who wanted control of the union memberships in many organizations were a forceful group who were to a large degree, battling for the allegiance of women and minority workers. In fact, three out of every five people who accepted a union membership card now were women or members of a minority or both. The statistic highlights the biggest challenge of all for the feuding leaders: to embrace the new diverse membership vital to reinventing unions while not antagonizing the white male workers who had always been the base of power of U.S. Labor. On the one hand, the new women and minority recruits had bolstered union efforts to reverse the decline of organized labor, the new female and union members were pressing the leaders to welcome unionists of a different color, sex and race (Tyson, 1995).

Opportunity presented itself seemingly at every turn, experts said choosing the right career would most likely mean a bit of soul-searching for new African American and women graduates. Record-low unemployment and a labor force hovering at roughly 140 million meant that the year 2001 was ripe with possibilities for young minority workers. While the top fields continued to be in computer engineering, information sciences and systems whose starting salaries ranged from about $44,000 to $50,000 in some positions. African American organization leaders indicated that money should not

be the only concern. "Personal fulfillment, going where you were needed and doing something you enjoyed should play a large part in what position you took "(Davis, 2001, p.1).

This next section outlined the job opportunities in occupational education careers for women. The section also discussed the lack of occupational skills that failed to enable minorities to advance to careers in occupational education. It will be pointed out in this section that two-year technical degrees increased promotions among minorities.

Job Opportunities in Occupational Educational Careers

Yearly earnings for African Americans and Hispanic/Latinos continued to lag behind whites during the mid-1990's. Discrimination aside, one reason for this was the lack of occupational skills that enabled minorities to compete for high-skills/high wage work. Gray, Huang and Jie, 1993 also found in their research that two-year technical education was particularly effective in increasing the earnings of African Americans. Technical education presented new opportunities for minorities. Industries, particularly large successful industries that paid high wages were actively recruiting both minorities and women with skills in the crafts. There was a labor shortage of these workers and, therefore, great opportunity. An obvious role for workforce education was to assist women and people of color in qualifying for these jobs (Gray & Herr, 1998).

Overall, the number of women in high-paying jobs remained small. Women, however, held some types of jobs, almost exclusively. Women constituted more than 90 percent of all receptionists, child care workers, bank tellers, nurses, secretaries,

bookkeepers, private household workers and typists. These were jobs that women had held for years. Taeuber (1996) continued by asserting that women increasingly joined the ranks of managers and professionals during the 1980's, although they remained heavily concentrated in the relatively low-paying professional fields of teaching and nursing. A higher proportion of White women (30 percent), versus Black women (20 percent) were employed in managerial and specialty jobs in 1994. About 17 percent of Hispanic women were in these fields. Most women who left jobs in managerial, executive and professional fields took new jobs in the same broad employment group, but about 30 percent in the 1990-92 period entered technical, sales and administration support occupations when they returned to the workforce. At this time, they had relevant training to perform well in these positions.

Women who were the financial support of their families faced several serious economic problems. Earnings were their chief source of income, but they tended to earn less than men did on a regular basis. The white median income for single white women was $16, 020, and for African American women, it was $10,380. For white married couples, the earnings were an average of $46,380 and for African American married couples, the earnings were $36, 660 (Taeuber, 1996).

A variety of federal, state, county, tribal groups and agencies were involved in providing adult vocational education for Seminole Indians living on Florida reservations. It became apparent that there was no clear understanding among the various parties as to the goals, needs and purposes of Seminole adult vocational education. This study concluded that Seminole students mainly enrolled in business and industrial education programs and these programs had not been properly evaluated. Administrators thought

the students preferred to work on the reservations. There was low correlation between Seminole administrators' and students' reasons for enrolling in vocational programs. Both groups agreed that business, health, agriculture and public service education were the areas of vocational training most needed. The vocational programs did not keep students from dropping out. Administrators and students disagreed in their opinions as to the degree of difficulty in securing employment on reservations, and the study of the participants reflected that they generally felt that vocation education was meeting the Seminoles' needs (Morris, 1991).

The next section deals specifically with leadership among women of color. The section outlined the programs for women of color since 1988, which were designed to train them to be in leadership positions.

Leadership for Women of Color

In 1988, United States West (US WEST) of Denver, Colorado launched its Women of Color project. This project identified women of color to fill leadership positions and provided them with the training and development necessary to advance within their organizations. An important part of the project was that the participants associated with the company officers on a regular basis. This program was likely one of the first mentorship programs. Their association with company officers was done in a number of ways. For example, the women chose mentors from higher up in the organization who gave advice and helped plan their career paths. The women also participated in survival training similar to Outward Bound. Outward Bound was a project

that enabled women to progress to leadership positions. Juanita Cox-Burton, Director of

Leadership Succession for US West, indicated that nonparticipants in the company were

given workshops and additional opportunities to develop. While the program did not

guarantee promotions, it gave women of color the tools and skills they needed to be

promoted. As of 1989, forty-six percent of the first group had been promoted at least

once to a leadership position (Feldman, 1989). Based on these statistics presented by the

US West program and with more women of color entering the workforce, certain

estimates could be made. It was estimated that sixty percent of the women of color would

be promoted to leadership positions by the year 2005 (Gray & Herr, 1998).

A number of national programs for thousands of minority students, LEAD,

INROADS< the PHD Project, NACME's Corporate Scholars Program and the GEM

Consortium, hoped to draw minority students' interests toward corporate America and

nurture future corporate leaders by giving students financial and educational experiences

necessary to their development. These groups' intent was to fund "the best and the

brightest "minority students. However, the cultures or ethnic groups that many of these

students came from tended to steer them toward law, medicine, teaching or the ministry.

There were no corporate role models to follow (Allen, 1997).

The next section dealt with career patterns of women of color. There was a

discussion of how outdated myths and assumptions can limit possibilities and impact the

way individuals think about their futures to succeed in their jobs.

Career Patterns

For Chris Wright, the final ticket to the superintendency was a driver's license. Not hers, but her daughter's. The former high school history teacher had all the right work experience. She had been an assistant principal, a personnel director, and an assistant superintendent. But it wasn't until her youngest daughter was old enough to drive that Ms. Wright felt she could take on the demanding life of a district schools chief. In weighing such factors in her career moves, Ms. Wright was hardly alone as at least among the estimated 12 percent to 15 percent of district superintendents who were women. Initial results from one of the largest surveys ever conducted of female administrators in the U. S. education suggested that the dearth of women superintendents related more to the conflicting norms of society and the profession than to any lack of qualifications or interest on the part of candidates (Archer, 2003).

A study was completed by the American Association of School Administrators (AASA) in 2002. Questionnaires were sent to virtually all of the country's 2,500 female superintendents, as well as to all women deputy, associate, and assistant superintendents. In all, the project polled 5,500 women leaders, of whom 1,250 responded. A detailed examination of education's "glass ceiling" was long overdue. At the AASA conference held in February, 2003, female superintendents described numerous hurdles they had to overcome to reach their positions. Among them: bias in the superintendent search process, male-dominated professional networks, and the frequent class between their roles at home and at work. While much of what confronts a district leader was gender-neutral, women clearly faced their own set of challenges (Archer, 2003).

Preliminary findings from the AASA survey confirmed that a woman's climb to the top rung of district-level administration often means reconciling professional expectations with her personal life. The women superintendents who were surveyed indicated that times may be changing in their favor. The emphasis on instructional leadership could lead more boards to actively seek out candidates with stronger backgrounds in curriculum and instruction. If so, that could spell an advantage for women, who tended to have more years of classroom experience (Archer, 2003).

Beliefs and assumptions acted as filters. These filters assisted minorities in evaluation of information and aided minorities in creation of their worldview. The assumptions that individuals embraced as reality connected them to their past and shaped their perceptions of the present. These powerful beliefs from one's past colored their thinking and continued to influence their decisions even when they were no longer true. Outdated myths and assumptions limited possibilities and impacted the way individuals thought about his/her future. When individuals had commonalities, some had difficulty sorting out the myths from the realities of life. One of the myths was that if the good-paying jobs were available without a higher college education, one should forego college. While there were exceptions, most good-paying jobs required some specialized higher education. The earnings gap between college graduates and those without specialized skills continued to widen. Family income for high school dropouts fell 10 percent over the late 1990's. For college graduates, the rate had soared up to 28 percent, said Cleveland-based John Burke. Clearly, workers with the best earning potential had specific marketable skills or skills learned and honed through higher education (Tuck, Price & Robertson, 2000).

The skills required for almost all jobs were increasing. It was important to specialize in some areas of technical education. One out of every four new jobs was technical. Almost all work required the use of computers or other sophisticated electronic devices. The typewriter had become almost obsolete. Even jobs that were once thought of as nontechnical now required computer literacy. Automated technology had replaced factory workers and manufacturing jobs—the jobs associated with high pay for brawn, not brains. The work of the future demanded mental, not manual dexterity. Manufacturing work in the future will require engineering, computer, and other technical skills (Tuck, Price & Robertson, 2000).

The next section discussed career resiliency, self-confidence, adaptability and creativity. Women became more responsible than in previous generations for management of their careers. They had recognized the need to be far more resilient and to become good at managing their own careers as opposed to allowing someone else to do this for them. The elements of spousal and children's support from this research were included in the survey instrument of this study. Income was also a factor in terms of the money earned for the work accomplished. Women were concerned with promotions, more money, job challenges and changing family needs.

Career Resiliency

The ability to manage one's career was a paradox. On the one hand, remaining employable required an individual to be more responsible than previous generations. On the other hand, work was changing rapidly. It was success that determined one's future.

Many people were pessimistic about the events of life. Pessimists explain life's events as permanent ("These things always happen to me"), pervasive (Everything was ruined"), and personal ("It was my fault"). Optimists responded to adverse events by explaining them as temporary setbacks, limited to those events, and external (not their fault). Many studies had been conducted that demonstrated that optimists were more successful than pessimists (Tuck, Price & Robertson, 2000).

Almost everyone had some areas where they did not feel competent. This lack of a feeling of competence often presented opportunities that improved the skills of individuals and also it reframed their beliefs. There was a building on strengths in small ways that increased self-confidence. One of the ways that self-confidence was built was through the acquiring of additional education or promotions. Building self-confidence came from repeating successful behaviors. Self-confidence determined the choices individuals made and the actions they took in order to be successful. Without self-confidence or resiliency, individuals left them open for failure, and might compromise dreams and desires. Self-confidence motivated women to move forward to create a new reality. It was important to set realistic career goals, but it was more important to be careful that expectations were not lowered due to a lack of self-confidence to attain them. Self confidence was necessary for leadership. Leadership was especially important to educational organizations in the midst of reform. Because there were relatively few women in top leadership positions in vocational educational areas, leadership was examined based on how women function once they achieve top-level administrative positions (Tuck, Price & Robertson, 2000).

Darden (1991) examined the demographic characteristics, employment concerns, and career path characteristics of women administrators of vocational education, and identified relationships that existed among these variables. Some conclusions were that spousal support; children, parents' educational levels and their occupations were instrumental in family factors of women vocational education administrators. Also, being from the southern and western regions of the United States impacted on the career path and employment concerns of female vocational educational administrators. Other items of interest were those educated women who were concerned about their levels of salary. Total gross family income and individual income were associated with women's employment concerns and their career path characteristics. Career plans for women included the possibility for career changes based on promotions, more money, job challenges, and changing family needs.

Some administrators found that leadership qualities and excellent skills related to communication were important. The mastery of communication skills was the key to success in administration. This asset was one of the most important skills that should be maintained by leaders. It was also necessary to develop competencies in all areas that were important to being a leader such as in decision-making, critical thinking skills, as well as written and oral skills. A leader should have the energy to achieve an upper level position once she had developed the competencies as listed above. (Rolle, Davies & Banning, 2000).

Darden, 1991 examined the underrepresentation of minority female vocational education administrators in California community colleges. There were more community colleges in the state of California than in any other state. Its purpose was to investigate

the perceptions of men and women about barriers and biases that impeded these women's careers. The study dealt with the womens' perceptions of gender. It also dealt with these biases and barriers specifically in terms of women. Internal and external biases and barriers and career paths were considered first. The scores indicated that the African American group perceived more bias than did other groups. They perceived more bias on advancement possibilities and career aspirations, and as administrators. Administrators in computer science and the trades perceived more bias on role conflict. Male administrators perceived more bias on role conflict. Regarding demographics, there were more African American females than males, more divorced females than males, more males than females in the trades' disciplines, and more females than males in health fields. Additional analyses revealed that women, more than men, perceived that employment was a lifetime career and that their intellectual achievement was viewed by society as competitively aggressive behavior. Further, they realistically expected to have lifelong careers, and those employees' negative attitudes toward gender were a barrier.

By the provision of corporate support systems and development programs that emphasized succession for high-potential minority women, human resources professionals broadened the top leadership pool to better reflect the workforce at the current time as well as that of the future. In 1988, Tenneco developed a program called Integrated Leadership Initiatives, a comprehensive set of components designed to increase the number of minority women in management. Recently, Prudential Insurance implemented an accountability program that ties compensation directly to managers' performance in developing and promoting women and minorities to senior-level positions. Some provided a fast-track program for women professionals, Chubb and Son

Inc., uses mentoring to develop its changing workforce. Those businesses that reshape

their senior management teams to include the best talent from the total workforce were

far ahead of the competition in the global marketplace (Martinez & Neely, 1991).

The next study focused on the aspects of the student/school district interaction

which Hispanic students cited as being most influential in their decisions to complete

high school and enroll in post-secondary studies. Relationships with members of the

school faculty and participation in extra-curricular or specialized academic programs,

including Vocational education, were identified as the most potentially influential factors

in the Student/school district interaction. Ethnicity did not appear to be a factor in

students' determination of a role model or a mentor. Administrators in the school were

viewed primarily as disciplinarians or attendance monitors. Counseling was considered

beneficial. Many programs designed to facilitate minority student achievement were not

identified as influential forces in the students' decision making. Conclusions suggest that

suggestions for program improvement existed and recommendations for further research

was presented to aid educators in improving the educational delivery system with respect

to disadvantaged Hispanic students (Robertson-Courtney, 1989).

Literature Impact

The review of the literature provided the leadership themes of aspiration,

preparation, acquisition, and success from which the study's theoretical framework was

developed. Within each of those themes several specific elements as they emerged

concerning women of color were identified which then served as the basis for the

development of the written research instrument.

Chapter III

Methodology

Introduction

The purpose of the study was to investigate the elements and events that had influenced women of color to aspire to, prepare for, acquire and reach success in leadership positions in the Career Technology Centers (CTCs) in the state of Oklahoma. After an initial meeting with the State Director of the Oklahoma Department of Career and Technology Education (ODCTE), strong support and permission were received to complete the study within the CTCs.

Population and Sample

The potential participants were identified from a master list, provided by the Research Department of the ODCTE, of women of color in leadership positions and who worked at the CTC's in the state of Oklahoma. The total population of women serving in administrative capacities was 31. This researcher decided to study the entire population of women of color in administration positions. The population consisted of one (1) superintendent, one (1) assistant superintendent, two (2) campus directors, three (3)

directors/assistant directors, and 24 coordinators. This study used the entire population of women of color in leadership positions as the sample.

General Research Procedures

The study utilized quantitative and qualitative methodologies. Based on the review of the literature, the variables that affected the elements of aspiration, preparation, acquisition, and success of people in leadership and/or school administrative positions were selected as the framework for this study. Quantitative data was gathered via a written, mailed survey instrument that listed each of the four previously mentioned themes with elements that could impact each theme. These lists were followed by two open-ended qualitative questions that requested further written information by the participants for each theme. Subsequently, based on the results of the written survey, a series of qualitative questions were developed for telephone interviews to gain greater understanding for the basis of the results of the written survey. Based on ethnicity, a purposive sample of the participants who completed the written instrument was interviewed by telephone. These interviewees were to represent each of the ethnic groups who participated in the written survey. Four African American and four Native American women of color administrators agreed to be interviewed. Attempts to include Hispanic Americans were not successful. The qualitative data from the telephone interviews were then jointly considered with the results of the written questionnaire to develop conclusions and recommendations for further study and practice.

Appropriateness of Survey Methodology

Researchers administered questionnaires to some sample of a population to learn about the distribution of characteristics, attitudes, or beliefs. In deciding to survey the group of people chosen for study, researchers made one critical assumption – that the characteristic or belief could be described or measured accurately through self-report. In using questionnaires, researchers relied totally on the honesty and accuracy of participants' responses. Although this approach limited the usefulness of questionnaires in delving into tacit beliefs and deeply held values, there were still many occasions when surveying the group under study could be useful (Marshall & Rossmann, 1999).

Questionnaires typically entailed several questions that had structured response categories and might include some that were open-ended. The questions were examined for bias, sequence, clarity, and face validity. Questionnaires were usually tested through administration to small groups to determine their usefulness and, perhaps, validity. Sample surveys consisted of the collection of data in a standardized format, usually from a probability sample of the population. The survey was the preferred method if the researcher wished to obtain a small amount of information from a large number of subjects (Marshall & Rossmann, 1999).

Survey research was the attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Populations might be widely defined, such as the American voting public, or narrowly defined, such as all grandparents of elementary school children in Stillwater, U.S.A. Determining the current condition or situation with respect to some variable(s)

might involve the assessment of a variety of data such as attitudes, opinions, characteristics and demographic information (Gay, 1996).

After determining who would be surveyed and the method to be used in the collection of data, the next step was to construct the survey instrument or instruments. The survey instrument was the tool used to actually gather relevant information. The primary method of gathering survey information was via a written questionnaire. With a questionnaire of this type, a series of questions was posed with the intent of eliciting responses regarding specific issues. Written questionnaires required the participant to read questions, and they replied in written form. There were three types of surveys: mail, telephone, and personal interview (Marshall & Rossmann, 1999).

Questionnaires were administered via mail almost exclusively, while interviews were conducted by telephone. Mail surveys were the oldest and the most widely used survey instruments. Government institutions, market research firms, politicians, schools and nearly any organization seeking information or data used them. Mail surveys were used when time was not necessarily of the essence, but detail and specificity were needed in most cases (Nesbary, 2000).

In an interview, 1) questions were asked by the survey administrator, 2) the respondent answered the questions, and 3) the survey administrator wrote down the answers. Written questionnaires were nearly always used as the source of questions for an interview. (Marshall & Rossmann, 1999).

This researcher decided to utilize a mixed method approach in order to gain the advantages of both types of research approaches. A quantitative written survey would prove specific baseline data that would describe a sense for the dynamics of the subject of

this research. A qualitative interview would then provide more in depth and personal information which would lead to greater understanding of the basis for the reported perspectives and the perceived existing state of affairs.

Instrumentation

Development of Written Questionnaire

The first research method relied on the usage of a written survey instrument that included a four-point Likert-type scale that yielded quantitative data regarding degree of perceived impact of a list of elements that affected the aspirations, preparation, acquisition and success of women of color administrators. It was felt that if the usual five-point Likert-type scale was utilized, many responses might be neutral or undecided. The four-point Likert-type scale was utilized because the researcher did not want to have a number of neutral or undecided responses.

The quantitative section of the written survey instrument was based on data from the review of the literature, which revealed why women aspired to, prepared for, acquired and succeeded in their efforts to become administrators. Each theme of aspiration, preparation, acquisition and success was addressed by presenting each theme separately followed by a listing of elements to be rated on the scale of impact by each participant. At the end of each rating list, the qualitative section of the written survey instrument took the form of two open-ended questions that asked participants to add further elements of impact that were not included in the list and to comment on an event that had made an

impact regarding the theme of that question (See Appendix A). The mailed packet

included first s a letter requesting their participation in the study (See Appendix C). The

second document was the research consent form for each recipient to sign and return to

the researcher should she decide to participate in the written survey (See Appendix D).

A pilot test was conducted to test content validity and readability of the written

survey instrument that was utilized. The pilot test group was composed of individuals

who reflected the population of this study in that there were two women from each of the

ethnic populations defined in the study and who had an educational background that

enabled them to judge the soundness of the instrument. There were eight women

educational administrators of color who completed the survey instrument and reviewed

the instrument for content validity and readability. Six women were selected from among

the administrative ethnic groups of Hispanic Americans, African Americans, and Asian

Americans at Oklahoma State University. For the pilot test, these six participants met in a

conference room in the Human Environmental Sciences Building. Two women

administrators of Native American descent were solicited from the Iowa Nation. The

researcher took the survey instrument to their job site for completion and analysis. There

were a total of eight administrators representing all four ethnic groups that completed the

pilot test. The pilot test participants are listed in Appendix E. None of the women had any

suggestions for change.

Development of the Telephone Interview Questions

The results of the completed written survey served as the basis for the development of questions to be asked in subsequent telephone interviews of the study participants. The researcher, with guidance from the dissertation director, developed the first draft of the telephone interview questions in early August, 2002. The written survey was administered in the spring of 2002. The researcher reviewed the survey instrument responses. The data was charted and reviewed, and the first draft of questions was developed based on those results. Questions were written based on the differences between the most and least frequent responses regarding each of the themes of aspiration, preparation, acquisition and success from the survey. To pilot test these interview questions, the questions and the data results from the written survey were given to two Assistant Professors in the College of Education for review of the content validity between the written survey's findings and the interview questions and the understandability of the questions themselves. The reviewers were given 48 hours to review the questions and return their suggestions to the researcher These reviewers suggested that some of the questions be stated on a more personal level. The researcher followed specific suggestions and made adjustments to several questions. For specific information regarding the reviewers see Appendix F. The final set of telephone interview questions was then developed (See Appendix G).

The dissertation chair had the researcher to complete a practice session of the entire interview after the final version of the telephone interview questions was completed (See Appendix A). This practice session took almost an hour and a half. The

researcher recognized that she would have to limit the time frame for completion of the interviews. It seemed practical to try to limit each interview to one hour in the interest of time. The eight women who were interviewed solicited from the 19 women of color administrators who had completed the written questionnaire. They were contacted at their jobs and agreed to respond to the interviews at their job sites.

Specific Research Procedures

After a letter was a letter to the Oklahoma State Director of the ODCTE to secure her permission to complete the study (See Appendix B) and receiving permission from the Oklahoma State University Institutional Review Board, (See Appendix H), then, this study followed the following procedure:

1. Once women of color in leadership positions were identified from the provided master list from the ODCTE, a letter was mailed to all 31 women of color administrators soliciting their participation in the study. Accompanying the letter was a consent form to be returned to the researcher prior to the receipt of the gathered data;

2. A pilot test was conducted to determine the appropriateness of the questions and to determine if the information sought would answer the research questions;

3. Based on the return of consent forms, the written research instrument was mailed to 19 women of color administrators (61.3%), along with instructions on how to complete the instrument. A self-addressed stamped envelope was

also included for the return of the instrument. It was requested that the

instrument be returned from the participants within a two-week period;

4. At the end of the two-week period, the researcher contacted the State Director

of the ODCTE, who sent her personal e-mails to participants encouraging

them to return the instrument. This effort on her part resulted in the receipt of

completed survey instruments from all 19 women of color administrators;

5. After the collection of the data from the instruments, these data were analyzed

in an appropriate manner. The quantitative data were analyzed by the creation

of data tables. The qualitative data was analyzed by coding similar and unique

responses;

6. Based on the results of the written survey, the first draft of the telephone

interview questions was developed;

7. A pilot-test of the telephone interview questions was conducted for content

validity and understanding which resulted in a final version;

8. All 19 respondents to the written questionnaire were telephoned by the

researcher to determine if they were willing to complete a telephone

interview. Eight women of color administrators agreed to respond to a

telephone interview. These women were four Native Americans and four

African Americans. The interviewees were then contacted by telephone at

their offices to schedule a time for the telephone interview;

9. The telephone interviews were conducted during the months of August and

September, 2002. Seven interviews were conducted from the offices of the

interviewees. The eighth interview was conducted from the home of one of

the interviewees. Each interview took from one to one and a half hours to complete. During each interview, the researcher transcribed of all responses and repeated each response to verify its accuracy;

10. Analysis of the data from the telephone interviews was conducted and synthesized with the data from the first written survey; and

11. Conclusions and recommendations for further study and practice were developed by the researcher.

Analysis of the Data

Analysis of Quantitative Data

The responses to the written questionnaire were analyzed using non-parametric statistical analysis techniques. The data were analyzed using frequency counts and distributions and percentages. These analyses were represented in data charts that are presented in Chapter IV.

Analysis of Qualitative Data

The qualitative data from the open-ended written questionnaire and the telephone interviews were analyzed using accepted qualitative analysis techniques. The data sets were grouped into common and different responses in order to reveal trends of responses. For example, one of the questions that was related to the element of Aspiration asked for

the perceived impact that Friends/Family and Schooling had as compared to the impact of Personal/Psychological variables. "From your experience, do you agree that Friends/Family and Schooling have less impact on Aspiration than the category of Personal/Psychological issues? Why?"

Four of the eight interviewees agreed that the statement was true based on the perception that intrinsic drive was more important and came from within. An interviewee stated, "I aspired to do a good job as a result of the intrinsic drive as opposed to what someone else expects of me. In addition, my parents were non-supportive and gave no encouragement for the seeking of education."

Four interviewees did not agree that Friends/Family and Schooling had less of an impact on their aspiration to become an administrator. They felt very strong support from friends and family as they aspired to succeed. For example, an interviewee stated, "I had family support in my schooling. I received support from my husband and my children." Thus, the groupings of responses lead this researcher to question the survey results that showed that Friends/Family and Schooling had less impact on the aspiration of women of color administrators than the category of Personal/Psychological variables.

This kind of analysis of the data continued throughout the responses to the telephone interview questions. Each category of Aspiration, Preparation, Acquisition and Success were analyzed in this manner. The findings of this analysis were reported in Chapter Four of this study. Thus, recommendations for further research and practice were developed from the conclusions drawn from the data analysis.

Chapter IV

Findings of the Research

This chapter presents the data from the survey instrument, and the findings of the telephone interviews. Quantitative findings for the elements of Aspiration, Preparation, Acquisition, and Success in terms of survey ratings will be presented. Further, qualitative findings for open-ended questions that relate to the elements of Aspiration, Preparation, Acquisition, and Success will also be presented.

Demographic Data

This section reports the demographic data from the written survey instrument. These data include job titles of the participants, educational profile of the participants, participants by 10-year range of work experience, years of administrative experience, an age breakdown of the participants, and ethnicity of the participants.

Demographic Data by Job Title

There were 19 women of color participants. These women served in various areas of administration. The following Table 1 represents a breakdown by job title of the 19

women who completed the survey instrument. This table presents the job titles for the 19

participants at Career Technology Centers in the state of Oklahoma as defined by the

Oklahoma Department of Career and Technology Education.

Table 1

Job Titles of Participants

Numbers	Titles
1	Assistant to Superintendent for Human Resources
2	Web Design and Multimedia Specialist
3	Director of Human Resources
4	Assistant Coordinator/Campus Director
5	Adult Student Advisor
6	Assistant Director
7	TANF Program Coordinator
8	Training Coordinator
9	E.E.C. Coordinator/Counselor
10	Manufacturing Agent
11	Campus Director
12	Graphics/Marketing Specialist
13	Coordinator/Transition Specialist
14	Staff Development Coordinator
15	Tech Prep/Curriculum Resources Coordinator
16	Assistant Director
17	Assistant Principal

Table 1 (continued)

Numbers	Titles
18	Superintendent
19	Federal Coordinator

Education Profile of Participants

Table 2 presents demographic data that describes the educational profile of the participants at the Career Technology Centers in the state of Oklahoma. This table shows the number of participants with specific degrees, as well as the percentages for each category. (See Table 2)

Table 2

Education Profile of Participants

	#	%
Masters of Arts	6	31.57
Masters of Arts +60	1	5.26
Masters of Science +30	1	5.26
Masters of Science +18	1	5.26
Masters of Science	1	5.26
M.Ed. and Administration Certification	1	5.26
M.Ed.	1	5.26
Doctorate – Ed.D.	2	10.52
Doctorate – Ph.D.	1	5.26

Table 2 (continued)

	#	%
Bachelors of Arts	2	10.52
Bachelors of Science	1	5.26
Sr./College	1	5.26

There were six women of color with Master of Arts degrees; one with a Master of

Arts + 60 credits; one with a Master of Science +30 credits; one with a Master of

Science; one with an a M. Ed. and Administration Certification; one with a Ph.D., and

two with Ed.D. Degrees; one with a Bachelor of Science, two with a Bachelor of Arts and

one who was a senior in college. The data show that the majority of the women had

Masters' Degrees (12); three had doctoral degrees, two had Bachelor of Arts degrees; one

had a Bachelor of Science degree and one was a senior in college.

Administrative Experience

The following two tables present the 19 participants and their years of experience

at their jobs. Table 3 shows that the vast majority of the participants (12) or 63% had

between 1 and 10 years of work experience. Four (4) participants, or 21%, had between

11-20 years of experience and three (3) participants, or 16%, had over 20 years of

experience. The average number of years of experience was 10.5 years (See Table 3).

Table 3

Numbers of Participants by 10-year Range of Work Experience

Years of Experience	Participants	Percentage
1-10	12	63%
11-20	4	21%
20+	3	16%

Table Four presents the 19 participants and their years of experience at their jobs. The table also shows an average number of years for all participants in administrative positions.

Table 4

Administrative Years of Experience of Participants

Participant #	Years of Experience
1	10
2	7
3	22
4	1
5	12
6	6
7	7
8	21
9	4
10	1
11	6
12	14

Table 4 (continued)

Participant #	Years of Experience
13	19
14	6
15	9
16	6
17	5
18	17
19	26
Total Average	10.50

This demographic data presents the 19 participants and their years of experience at their jobs. It also shows an average number of years for all participants in administrative positions. The average number of years was 10.5 years.

Age Categories of Participants

Table 5 presents the categories, frequencies and percentages of participants who completed survey instruments for this study. Most participants (10) were in the 41-50-age range, or 52.63 %. The 51-60 age group had the second highest number, with four (4), or 21.0%. The third age group, 31-40, had three (3), or 15.7%. The 60+ age group had two (2) participants, or 10.5%, and had the fewest participants.

Table 5

Categories, Frequencies and Percentages by Age of Participants

Categories of Age	Frequencies	Percentages
41-50	10	52.63
51-60	4	21.05
31-40	3	15.78
60+	2	10.52
		100%

Ethnicity of Participants

Table 6 presents the ethnicity of the participants. Nine were African Americans (47.4%). Eight were Native Americans (42.1%). Two were Hispanic Americans (10.5%). There were no participants of Asian American ethnicity. African American women were the greatest number of participants to this study. (See Table 6).

Table 6

Ethnicity of Participants

Ethnicity	F	%
African Americans	9	47.4
Native Americans	8	42.1
Hispanics	2	10.5
Asian	0	0

Findings of Rated Section of the Questionnaire .

Findings of Aspiration Element Ratings

Table 7 presents frequencies and percentages of responses of Aspiration Elements. The most frequent "Strong Impact" responses in the subcategory of Personal/Psychological were: ambition (15); fulfillment (15); success (14); responsibility (12); and higher salaries (10). The most frequent "No Impact" responses were ethnicity and gender, which were 8 and 6 respectively. The most frequent "Strong Impact" ratings under the subcategory of family/friends were: friends/peers (10) and parents, spouse, children and others, all with 6 responses. The most frequent "No Impact" responses were: siblings (11); others (9); and spouse (8). Under the subcategory of Schooling, the most frequent "Strong Impact" ratings were teachers (5), and courses (4). The most frequent rating for "No Impact" was counselors (12). Overall, when examining the "Strong Impact" rated elements across the subcategories, the following elements emerged: ambition, fulfillment, success, responsibility, higher salaries and friends/peers. When examining the "No Impact" elements across the subcategories the following elements emerged: counselors, gender, siblings, spouses, ethnicity, teachers and others (See Table 7).

Table 7

Frequencies and Percentages of Ratings of Aspiration Elements

Categories	Strong		Good		Some		No Impact	
	F	%	F	%	F	%	F	%
Personal/Psychological								
Ambition	15	78.94	3	15.78			1	5.26
Fulfillment	15	78.94	1	5.26	2	10.52	1	5.26
Success	14	73.68	3	15.78	1	5.26	1	5.26
Responsibility	12	63.15	6	31.57			1	5.26
Higher Salary	10	52.63	5	26.31	3	15.78	1	5.26
Cultural Values	6	31.57	6	31.57	2	10.52	5	26.31
Ethnicity	5	26.31	5	26.31	1	5.26	8	42.10
Gender	3	15.78	7	36.84	3	15.78	6	31.57
Family/Friends:								
Friends/Peers	10	52.63	1	5.26	5	26.31	3	15.78
Parents	6	31.57	3	15.78	4	21.05	6	31.57
Spouse	6	31.57	2	10.52	3	15.78	8	42.10
Children	6	31.57	6	31.57	3	15.78	4	21.05
Others	6	31.57	3	15.78	1	5.26	9	47.36
Siblings	4	21.05	3	15.78	1	5.26	11	57.89
Schooling:								
Teachers	5	26.31	1	5.26	6	31.57	7	36.84
Courses	4	21.05	6	31.57	7	36.84	2	10.52
Counselors	1	5.26	4	21.05	2	10.52	12	63.15

Findings to Open-ended Questions about Aspiration

Most of the participants related personal and psychological reasons as important elements that they felt had a strong impact on their aspirations to become Career and Technology Administrators. There were several unique responses that were not on the Aspiration chart of the survey instrument. These responses are listed in the paragraphs that follow. The first question posed was:

Please describe any elements that you feel had a strong impact on your aspiration to become a Career and Technology Administrator.

There were some answers to this question that could be grouped under the theme of supervisors (11) who had a strong impact on their aspirations to become Career and Technology Administrators. For example, one participant stated, "A former administrative supervisor had a strong impact on my aspiration to become a Career and Technology Administrator." A second participant stated, "A supervisor had a strong impact on my aspiration to become a Career and Technology Administrator." A third participant wrote, "One of my former bosses had a strong impact on my aspiration to become a Career and Technology Administrator."

Under the category of aspiration, two participants felt that a sense of fulfillment, responsibility and success were important for them in a personal and psychological manner. These responses can be included under the personal and psychological category of the aspiration chart in the survey instrument. One participant stated, "I hold a great deal of respect for what Career Tech can provide for our students. I respect the system and the contribution it has made to improve the earning power of those we serve."

Another stated, "I had the opportunity to have a stronger, bigger picture with an impact on students."

There was an additional set of answers that could be grouped. These two responses were in the category of family and friends and personal and psychological categories from the aspiration chart. One participant stated, "To be quite honest, I had no aspiration to become an administrator. It was purely based on the need to be with my family." A second participant stated, "Family and personal ambition had a strong impact on my aspiration to become a Career and Technology Administrator." The next two grouped participants stated, "Seeing the success of other women who had achieved their goals had a strong impact on my aspiration to become a Career and Technology Administrator." Another stated, "A supervisor influenced me."

Two participants had different answers that could be grouped together. These answers were under the category of family/friends in terms of support from a spouse and others in the aspiration chart of the survey instrument. The participants indicated other different answers that were not on the chart. On participant wrote "My strong sense of service to my community through alternative educational venues had a strong impact on my aspiration to become a Career and Technology Administrator. The salary was better than other education career salaries in my local (area) community." Another participant wrote, "My spouse, undoubtedly, had the greatest impact on my aspiration to become an administrator. His unfailing belief in my abilities was what kept me going. We talked and strategized on what I needed to do to move forward in my career. He is my best advisor, as well as my biggest fan. I would not be where I am now, without his support. In 1993,

he <u>made</u> me apply for that very first position. He told me constantly that the job of my dreams was just around the corner waiting for me."

Two participants had different answers. Their responses were in the personal and psychological category of the aspiration chart of the survey instrument. Within the aspiration chart, the elements that related to ambition, fulfillment, success and ethnicity were related to her response. One stated, "Having served as an administrator in the public school system before joining the technology center family as a Guidance Counselor had a strong impact on my aspiration to become a Career and Technology Administrator. I knew that I had the qualifications to serve as an administrator if the opportunity ever presented itself. After applying for several positions at the technology center, I was told that one day there would be a position for me. When the position of Assistant Director opened on the campus, I applied for the job. At the time, there were no African American administrators in any administrative positions and I knew that I met the qualifications for the position. The time was right for a black to be in an administrative role at the technology center." Another wrote, "I needed a job."

The second question posed was:

Please describe an important event(s) that positively affected your Aspiration to become a Career and Technology Administrator.

There were a total of 12 responses to this question. The remaining seven participants left the space blank. The information that follows outlines the responses from the women of color for this question. Some of the responses can be grouped, while others were unique or new responses and could be placed under a new element.

One participant stated, "Working for an administrator who was fair to all and truly cared for others and her job." A second respondent wrote, "Working with another woman assistant director for the five years I served the center as a Counselor." A third respondent stated, "Support from my local administrator was an important characteristic that positively affected my aspiration to become a Career Technology Administrator." Another respondent wrote, "The support of my mentor who thought I should be his replacement when he retired was the general event and when he shared that with our Board of Education that made my opportunity available in advance to an administrative position more likely to happen." Another commented, "Leadership opportunities were made available to me." Another stated, "Meeting current employment and top administrators was an important event that positively affected my aspiration to become a Career Technology Administrator." These responses were under the category of administrative support and leadership.

Two participants referred to particular events that related to education. One commented, "I had a college course that was entitled ABSED/The World of Work, which was designed to assist college freshmen in selecting careers. This course was uninteresting and uninformative and I almost received a failing grade when all I had to do was attend. I decided that there had to be a more effective way to help people find their niches. It was my opinion that assisting people in finding their niches was perhaps the most important service one could provide." Another respondent stated, "Completing my Masters of Science in Occupational and Adult Education was a major accomplishment. As a member of the staff of a technology center, the degree was a major accomplishment. The degree was also a symbol of success and the hop of greater things to come. At that

time, few people - and particularly few women- had Master's degrees and even fewer had administrative credentials. I was out to prove that I was totally prepared to move upward in the organization."

Some responses related to work experience, which was an element on the rating chart. The first participant stated, "As a facilitator of support groups, I experienced success and positive results from the students and this encouraged me to return to get my Master's degree." A second participant stated, "Getting this job and seeing the positive impact we had on students positively affected my aspiration to become a Career and Technology Administrator." A third participant wrote, "I was given the opportunity to join the staff, even though my background and experience were in common education." A fourth participant indicated, "When we moved, my husband had a job, but I did not. I took a secretarial position at the technology center and ultimately returned to school and received my Master's."

Findings of Preparation Element Ratings

Table 8 presents the frequencies and percentages of the rated responses for the elements of preparation. The most frequent responses that received "Strong Impact" ratings were: On the Job Training (11); Self -Study (11); Mentors (9); and Peers and Colleagues (9). The most frequent "No Impact" responses were Mentor Programs (15), and Internships (10). (See Table 8)

Table 8

Frequencies and Percentages of Ratings for Elements of Preparation

Categories	Strong		Good		Some		No Impact	
	Sum	%	Sum	%	Sum	%	Sum	%
On the Job Training	11	57.89	4	21.05	1	5.26	3	15.78
Self-Study	11	57.89	5	26.31	0		3	15.78
Mentors	9	47.36	5	26.31	2	10.52	3	15.78
Peers/Colleagues	9	47.36	6	31.57	3	15.78	1	5.26
University Courses	5	26.31	9	47.36	3	15.78	2	10.52
Seminars/Conferences	3	15.78	11	57.89	4	21.05	1	5.26
Internships	3	15.78	2	10.52	4	21.05	10	52.63
Mentor Program	3	15.78	1	5.26	0		15	78.94
Technical Training	2	10.52	6	31.57	8	42.10	3	15.78

Findings of Open-ended Questions about Preparation

The first question posed was:

Describe any important other elements that affected your preparation to become a

Career and Technology Administrator.

There were a total of 19 participants. Seven left this question blank. From among

the remaining 12 participants, some of them could be grouped, while others were unique

responses. There were three responses that were not related to the list of elements under

preparation in the survey instrument. These responses were related to previous work

experience. For example, one stated, "Being the Chief of Operations of a business in

Oklahoma City is probably the biggest preparation I had in my entire career." Another

unique response was: "Probably the opportunity to try different things than in the positions that I had held was important. A lot of positions in Career Tech are unique and I have appreciated being able to be creative in the activities in these positions." Another unique response related to geographic influence. The location of my home was an element that affected my preparation to become a Career and Technology Administrator. Some participants wrote about how their higher education course work had influenced their preparation. This category was included in the preparation chart." One participant wrote, "As a public school administrator, I had the necessary credentials for any administrative position; however, I took three vocational classes after being hired by the technology center that I felt would help me to better understand the vocational system." Another participant commented, "I am a competitive person! I attended graduate school with a female co-worker. We became very close friends, but also were very competitive with each other. She was rarely unprepared for class or assignments, therefore, we kept each other motivated and on task! I believe that I would have completed without her influence, bit I do know that having that competitive edge made both of us better students." Another stated, "My preparation actually started after I took a secretarial position at the center. So, I guess the desire was for continuing my education and just learning on my own was important. I learned all of the "ins and outs" of the system." Another stated, "Completing my Master's internship at an alternative high school, after being a private catholic high school teacher for 8 years. My decision/desire to work with both high school and the adult population was a good one." Another stated, "A class at OSU in The Principalship was inspirational and positively affected my preparation to become a Career and Technology Administrator."

The second question posed was:

Describe an important events(s) that positively affected your preparation to become a career and Technology Administrator.

A participant commented, "Dr Harris' Class which was " The Principalship" helped me. A second participant wrote, "I wanted to participate in the leadership program." Still another participant stated, "Completing my Master's internship at an alternative high school, after being in a private Catholic high school for 8 years was an event. This gave me the desire to work with both high school and adult populations."

Findings of Ratings of Acquisition Elements

Table 9 presents the frequencies and percentages of the ratings for the elements of Acquisition. The most frequent "Strong Impact" responses were: Credentials and Qualifications (16); Communication Skills (16); Experience (15); and Personality (15). The most frequent "No Impact" responses were: Affirmative Action (10); Transfers (10); Political Involvement (8); and Ethnicity (8) (See Table 9).

Table 9

Frequencies and Percentages of Ratings for Elements of Acquisition

Categories	Strong		Good		Some		No Impact	
	Sum	%	Sum	%	Sum	%	Sum	%
Credentials/Qualifications	16	84.21	1	5.26	2	10.52		
Communication Skills	16	84.21	3	15.78				
Experience	15	78.94	4	21.05				
Personality	15	78.94	3	15.78	1	5.26		
Promotion	7	36.84	6	31.57	5	26.31	1	5.26
Referrals	5	26.31	7	36.84	4	21.05	3	15.78
Affirmative Action	2	10.52	2	10.52	5	26.31	10	52.63
Political Involvement	2	10.52	3	15.78	6	31.57	8	42.10
Transfers	1	5.26	1	5.26	7	36.84	10	52.63
Gender	1	5.26	4	21.05	7	36.84	6	31.57
Ethnicity	1	5.26	4	21.05	5	26.31	8	42.10

Findings of Open-ended Questions About Acquisition

The first question posed was:

Describe any other important elements that contributed to your Acquisition of an administrative position in a Career and Technology Center.

Many of the responses to this question could be grouped. There were eight responses. Ten participants left this question blank, and one response was invalid and unrelated to the survey instrument. One participant wrote new elements. She stated, "Some of the elements that contributed to my acquisition of an administrative position

were leadership style, ability to listen, and fairness." The other four (4) described events that related to elements from the Acquisition chart of the survey instrument and could be grouped under prior work experience and credentials. There were some responses that related to education. One participant stated, "My desire to improve myself and continue my education was an element that made me acquire an administrative position." A second participant stated, "The acquisition of Higher Education degrees." A third participant stated, "Past performance was my key to securing an administrative position." A fourth participant stated, "My management background and community service were the important elements that contributed to my acquisition of an administrative position in a Career and Technology Center." A fifth participant commented, "My past administrative position in a Career and Technology Center impacted my acquisition as an administrator." A sixth participant stated, "I believe that my skills in the area of public relations contributed to my acquisition of my current position. My current job was tailor-made for me, and as a result of a need at the technology center, there was a need to place an administrative intern in a position." These responses related to the credentials or qualifications, experience, transfers, and communication skills from the Acquisition chart of the survey instrument.

The last two responses could be classified as serendipitous. One participant stated, "I was in the right place at the right time." The second participant stated, "The balance in my life was stationary as I allowed my faith to direct my path."

The second question posed was:

Describe an important event(s) that influenced the Acquisition of your current administrative position.

There were eight participants who left this question blank. There were five responses that could be grouped based on support from administrative staff. The other six participants gave unique responses related to spirituality, communication skills, creativity, empowerment of others, focus and teamwork. These elements were not a part of the success chart in the survey instrument.

The responses that related to support from administrative staff included, "The former assistant director here was promoted to be a director at another campus." A second respondent stated, "An agreement with the Assistant Director of Technology Centers in 1977 assisted me in acquiring an administrative position." A third participant stated, "My former supervisor approached me three times and encouraged and convinced me to apply and go through the interview process with the idea that I didn't have to accept a job offer. The job was indeed offered to me and turned out to be a perfect match with my skills." A fourth participant stated, "Past performance was an element that effected my promotion and my supervisor had me to take a look at the job description of my current position." These responses related to support from administrative staff.

The different responses follow. Three of these responses could be grouped. They referred to the influence of administrators and co-workers. One participant stated, "A former state director who retired in 1986 and the current director helped me to succeed as an administrator." Another stated, "The current administration had provided numerous opportunities for me to develop my leadership abilities." One other participant stated,

"Supportive friends; peers and mentors assisted me in becoming a successful administrator."

Other different responses included, "My ability to have or build strong positive relationships with diverse ethnic, economic and educational communities helped me. My desire to provide quality service or products regardless of the challenges was significant. My concern for the welfare of the constituents of my local community as well as the future of the world climate, which greatly impacts the quality of life that I enjoy, was also important!" The next participant stated, "My willingness to do things or undertake tasks that others were not interested in completing and my ability to succeed at these tasks and the pushing of others was critical in my success as an administrator. Another stated, "Staying true to my values and beliefs and not getting caught up in the politics was important." Still, another stated, "some of the characteristics that have helped me were serving as Vice President, President and Past President of the Guidance Division and the Oklahoma' Association of Black Vocational Educators. Each experience enhanced my creativity; communications skills; management skills, team work ability; and increased self-esteem." With respect to acquisition, the elements mentioned that were unique included the ability to build positive relationships, provide community service, complete the unwanted tasks, independence, and professional leadership experience. Other grouped responses indicated that supportive actions by former administrators had an impact on the acquisition of leadership positions by women of color.

Findings of Ratings for Success Elements

Table 10 presents the frequencies and percentages of the ratings for the elements

of success. The most frequent ratings of "Strong Impact" were: innovation (17),

organization (16), knowledgeable (16), communication skills (16), drive (15); dedication

(14), vision (13), positive self-esteem (13), experience (13), creativity (11); planning

(11), ability to analyze (11), teamwork (11), passion (10), and critical thinking (10). The

most frequent ratings of "No Impact" responses were luck (9), gender (6) and ethnicity

(6) (See Table 10).

Table 10

Frequencies and Percentages of Ratings for Elements of Success

Categories	Strong		Good		Some		No Impact	
	Sum	%	Sum	%	Sum	%	Sum	%
Innovation	17	89.47			2	10.52		
Organization	16	84.21	1	5.26	2	10.52		
Knowledgeable	16	84.21	3	15.78				
Communication Skills	16	84.21	3	15.78				
Drive	15	78.94	4	21.05				
Dedication	14	13.68	4	21.05	1			
Vision	13	68.42	5	26.31			1	5.26
Positive Self-Esteem	13	68.42	5	26.31	1	5.26		
Experience	13	68.42	4	21.05	2	10.52		
Creativity	11	57.89	7	36.84			1	5.26

Table 10 (continued)

Categories	Strong		Good		Some		No Impact	
	Sum	%	Sum	%	Sum	%	Sum	%
Planning	11	57.89	6	31.57	2	10.52		
Ability to Analyze	11	57.89	8	42.10				
Teamwork	11	57.89	6	31.57	2	10.52		
Passion	10	52.63	7	36.84	1	5.26	1	5.26
Critical Thinking	10	52.63	7	36.84	2	10.52		
Goal Setting	9	47.36	10	52.63				
Focus	9	47.36	9	47.36	1	5.26		
Imagination	8	42.10	8	42.10	3	15.78		
Cultural Values	8	42.10	6	31.57	3	15.78	2	10.52
Empowering Others	8	42.10	6	31.57	2	10.52	1	5.26
Tolerant	8	42.10	8	42.10	1	5.26	2	10.52
Emotional Control		42.10	6	31.57	4	21.05	1	10.52
Writing Skills	7	36.8	9	47.36	3	15.78		
Ethnicity	3	16.7	6	33.3	3	16.7	6	33.3
Gender	3	16.7	4	22.2	5	27.8	6	33.3
Luck	3	15.8	4	21.0	3	15.8	9	47.4

These results indicate a wide support for several elements that affect the success of women of color administrators. Fifteen elements received strong ratings by over 50% of the respondents.

Findings of Open-ended Questions about Success

The first question posed was:

Describe any other important elements that have helped you to succeed in your

role as an administrator.

There were thirteen responses. Six participants left this question blank. Many of

the thirteen responses could be grouped. The elements that these answers were related to

were personal characteristics and into elements that did not appear on the rating chart.

Within the personal characteristics and abilities elements, there were six grouped

responses. The first participant stated, "Confidence in knowing my job was an important

element that helped me to succeed as an administrator in the CTC" (Career Technology

Center). This statement supports knowledge, which was on the chart of success elements.

A second participant stated, "I have good rapport with employees; longevity with the

District and Human Resources Department; am a self-starter, motivator, and have an

outstanding personality, National Certification of Professionals in Human Resources;

experience in Affirmative Action and Equal Opportunity, and employment." Other

unique responses included, "I am a team player, have integrity and high work ethic as

well as dedication and passion for what I do." The next participant stated, "My writing

ability; teamwork; energetic level; positive outlook and a challenging spirit." The next

participant stated, "I have determination, do the best at my job that I can, am persistent;

have respect for my followers, and courage (which I consider most important)". The next

participant stated, "I continued training." Some of these responses were among the

elements on the success chart, while some were not.

The second question posed was:

Describe an important event(s) that positively affected your success as an administrator at the Career Tech center. The respondents outlined new elements that included personal characteristics.

There were only five responses to the question. Fourteen (14) participants left the question blank. Two unique responses were under the category of formal leadership and training programs, which was not on the list of elements for success from the chart. The first participant stated, "Being a part of Leadership Tulsa, Leadership Oklahoma and Destination 2000 positively affected my success as an administrator in Career Technology Education. In addition, I was selected as an Outstanding New Professional and Director of Summer Programs" A second participant commented, "I was a part of a leadership program sponsored by the ODCTE (Oklahoma Department of Career and Technology Education)" Her events and characteristics were stated as such, "From the start of my career, I have given honest feedback when in some situations, and my response did not benefit me." Another participant stated, "Perseverance and the ability to be flexible positively affected my success as an administrator in Career Technology Education. My educational needs and wants had changed a great deal over the past 20 years, so have the needs and wants of our learners. We have to be flexible to meet those needs."

Comparison of Rated Responses by Ethnicity

The following tables outline specific data on the participants as they provide a breakdown of frequencies of the respondents by the elements of Aspiration, Preparation, Acquisition and Success. There were some observable differences among the women of color groups in comparison. Tables 11 – 13 present these comparisons by each element.

Table 11

Frequencies of Ratings for Aspiration Elements by Ethnicity

Elements	African Americans Frequencies				Native Americans Frequencies				Hispanics Frequencies			
	SI	GI	SoI	NI	SI	GI	SoI	NI	SI	GI	SoI	NI
1. Schooling												
a. Courses	2	3	2	1	1	3	3	1	1			1
b. Teachers	1	1	1	5	3	1	3	1	1			1
c. Counselors		1	1	6		3	1	4	1			1
2. Family/ Friends	3	1	1	3	3	2	2	2	1			1
a. Parents	3	1	1	3	3	2	2	2	1			1
b. Siblings	3			5		3	1	5	1			1
c. Spouse	3		1	4	1	2	2	4	2			
d. Children	4		2	2		1	5	1	2	2		
e. Friends/ Peers	2		5	1	6	1	1	1	2			
f. Other	2	2	1	3	4	1		3	1			1

Table 11 (continued)

Elements	African Americans Frequencies				Native Americans Frequencies				Hispanics Frequencies			
	SI	GI	SoI	NI	SI	GI	SoI	NI	SI	GI	SoI	NI
3. Personal/ Psychological												
a. Ambition	6	1	1		7	2			2			
b. Fulfillment	4	1	2	1	9				2			
c. Responsibility	3	4		2	7	2			2			
d. Success	4	2	1	1	8	1			2			
e. Ethnicity	4	1		3		4		5	1		1	
f. Gender	1	2	2	3	1	3	1	4	1	2		
g. Cultural Values	3	2	1	2	2	4	1	2	1	2		
h. Higher Salary	2	3	2	1		6	2	1	2			

In examining the data from Table 11 notable differences can be seen between the African American and Native American ratings. Unfortunately, because there are only two Hispanic American respondents, it is impossible to note any notable differences between this ethnic group and the other two.

Some of the notable differences are that for the African American women of color the elements of Siblings, Spouses, Children, and Ethnicity were perceived to have a stronger impact on their Aspiration than for Native American women of color. The Native American women of color rated the elements of Teachers, Friends/Peers, Others, Fulfillment, Responsibility, Success, and Higher Salary as having a stronger impact on their Aspiration than their African American colleagues.

Table 12

Frequencies of Ratings for Preparation Elements by Ethnicity

Elements	African Americans Frequencies				Native Americans Frequencies				Hispanics Frequencies			
	SI	GI	SoI	NI	SI	GI	SoI	NI	SI	GI	SoI	NI
1. Mentors	3	2		3	5	3	1		1		1	
2. Peers/ Colleagues	3	1	2	2	5	4			1			1
3. Seminars/ Conferences		6	1	1	3	4	2		1		1	
4. University Courses	1	6		1	3	2	3		2			
5. Internships	1	1	2	4	1	1	2	5	1			1
6. On the Job Training	5	2	1		5	1		3	1	1		
7. Technical Training	1	2	3	2	1	4	3				2	
8. Self-Study	3	1	2	2	4	3		2	2			
9. Mentor Program	1	1		5	1	1		7				2

In examining the data from Table 12 notable differences can be seen between the African American and Native American ratings. Unfortunately, because there are only two Hispanic American respondents, it is impossible to note any notable differences between this ethnic group and the other two.

Some of the notable differences are that for the African American women of color the element of University Courses was perceived to have a stronger impact on their Preparation than for Native American women of color. The Native American women of

color rated the elements of Mentors, Peers/Colleagues, and Self-Study as having a stronger impact on their Preparation than their African American colleagues.

Table 13

Frequencies of Ratings for Acquisition Elements by Ethnicity

Elements	African Americans Frequencies				Native Americans Frequencies				Hispanics Frequencies			
	SI	GI	SoI	NI	SI	GI	SoI	NI	SI	GI	SoI	NI
1. Credentials or Qualifications	6		1		8		1		2			
2. Experience	5	1	1		7	2			2			
3. Promotion	2	2	2	1	4	3	2		1		1	
4. Gender	1	2	1	3		2	4	3			1	1
5. Ethnicity	1	2	1	1		2	2	5			1	1
6. Personality	6	1			6	2	1		2			
7. Communication/ Skills	6	1			5	4			2			
8. Referrals	1	3	1	2	4	3	2		1	1		
9. Transfers	1		2	4		1	3	5			2	
10. Political Involvement		2	2	3		1	3	5			2	
11. Affirmative Action	2	1	1	3			3	6				2

In examining the data from Table 13 notable differences can be seen between the African American and Native American ratings. Unfortunately, because there are only two Hispanic American respondents, it is impossible to note any notable differences between this ethnic group and the other two.

Some of the notable differences are that for the African American women of color the element of Affirmative Action was perceived to have a stronger impact on their Acquisition of their position than for Native American women of color. The Native American women of color rated the elements of Experience, Promotion and Referrals as having a stronger impact on their Acquisition of their administrative position than their African American colleagues.

Table 14

Frequencies of Ratings of Success Elements by Ethnicity

Elements	African Americans Frequencies				Native Americans Frequencies				Hispanics Frequencies			
	SI	GI	SoI	NI	SI	GI	SoI	NI	SI	GI	SoI	NI
1. Imagination	3	3	2		2	6	1		2			
2. Drive	7	1			7	2			2			
3. Innovation	4	3	1		5	4			2			
4. Vision	6	1		1	5	4			2			
5. Organization	3	4	1		8	1			1		1	
6. Focus	5	2	1		3	6			2			
7. Passion	3	4		1	6	2	1		2			
8. Creativity	6	1		1	2	7			2			
9. Empowering Others	4	2		1	2	5	2		2			
10. Planning	5	2	1		5	4			1		1	
11. Knowledgeable	8				6	3			2			
12. Tolerant	4	2		2	2	5	1		1	1		

Table 14 (continued)

Elements	African Americans Frequencies				Native Americans Frequencies				Hispanics Frequencies			
	SI	GI	SoI	NI	SI	GI	SoI	NI	SI	GI	SoI	NI
13. Positive Self-Esteem	7				5	4			2			
14. Ability to Analyze	5	3			5	4			2			
15. Critical Thinking	4	1	2	1	3	5	1			1	1	
16. Emotional Control	4	1	2	1	3	5	1			1	1	
17. Communication Skills	7	1			6	3			2			
18. Ethnicity	3	2	1	1	3	2	4		1		1	
19. Gender	3	1	2	1	3	2	4				1	1
20. Cultural Values	4	2	1	1	3	4	2		1			1
21. Teamwork	4	2	2		5	3	1		2			
22. Writing Skills	3	5			3	4	2		1			1
23. Goal Setting	3	5			4	5			2			
24. Experience	6	1	1		6	2	1		1	1		
25. Dedication	4	3	1		8	1			2			
26. Luck	1	2	1	4	2	2	2	3				2

In examining the data from Table 14 notable differences can be seen between the African American and Native American ratings. Unfortunately, because there are only two Hispanic American respondents, it is impossible to note any notable differences between this ethnic group and the other two.

Some of the notable differences are that for the African American women of color the elements of Creativity, Empowering Others and being Knowledgeable were perceived to have a stronger impact on their Success in their position than for Native American women of color. The Native American women of color rated the elements of Organization, Passion, Emotional Control and Dedication as having a stronger impact on their Acquisition of their administrative position than their African American colleagues.

Findings from the Follow Up Telephone Interviews

Purpose

The purpose of the interviews was to seek deeper understanding and explanations of the findings of the written survey. The interviews would also determine if there were changes in the original responses as provided on the written survey instrument.

Eight of those women of color who responded to the written questionnaire volunteered to participate in the follow-up telephone interviews. These interviewees were four African Americans and four Native Americans.

The reporting of the data was organized by the primary influential elements of Aspiration, Preparation, Acquisition and Success.

The first section reports the responses to the questions related specifically with the elements that dealt with Aspiration.

Aspiration

1. The data show that Friends/Family and Schooling had less impact than Personal/Psychological issues. From your experience, do you agree that Friends/Family and Schooling have less impact on Aspiration than the category of Personal/ Psychological issues? Why?

Four of the interviewees agreed that the statement was true based on the perception that intrinsic drive was more important and came from within. One interviewee stated, "I aspired to do a good job as a result of the intrinsic drive as opposed to what someone else expected of me. In addition, my parents were non-supportive and gave no encouragement for the seeking of education." Half of the interviewees attributed Personal and Psychological elements as a stronger factor in their aspiration to move forward and get an education and aspire to a better life. For example, an interviewee stated, "Personal ambition was viewed as a personal element that caused me to aspire to succeed as an administrator."

On the contrary, four interviewees did not agree that Friends/Family and Schooling had less of an impact on their aspiration to become administrators. They felt very strong support from friends and family as they aspired to succeed. For example, one interviewee stated, "My father was a doctor and my mother had a Masters Degree plus additional schooling. They never pushed me to get an education. My mother thought I was rebellious and my father favored my sister. I chose to go to school anyway even though I had to go at night. Somehow, their rejection of me made me inspired to finish school." Another interviewee stated, "I had family support and schooling. I originally had

no aspirations to be a 'Big Shot.' I went back to school to become a counselor so that I could work where my children attended school. I received support from my husband and my children." These results show that half of the interviewees agreed and the other half disagreed to the fact that Friends/Family and Schooling had less impact than Personal/Psychological issues. The comments indicate that both have influence on aspirations depending on the person.

2. The data show that ethnicity and gender had the lowest among all the elements affecting aspirations to become administrators. How do you rate these two elements and why?

All eight interviewees agreed. One interviewee stated, "I agree that ethnicity and gender have the lowest rating because people of color were in management positions as a result of their skills as opposed to their ethnicity or gender." Another interviewee stated, "Because qualifications were viewed highly when persons were hired in management positions rather than Ethnicity or Gender. Ethnicity and gender had no bearing on why women of color chose certain careers; they chose them because they felt competent to do the jobs." The responses indicated that all eight interviewees felt that ethnicity nor gender should have the lowest rating because people had already been placed in supervisory or managerial positions because it was felt that they were qualified to do the jobs. Neither ethnicity nor gender had anything to do with their placements.

3. The data show that Counselors and Siblings had minimal impact on women of color as they aspired to become administrators. Were your ratings also low for these elements? and Why?

Some of the interviewees felt that Counselors had absolutely no impact on their aspirations to become administrators. One interviewee stated, "A counselor told me that I should only aspire to be in a technology field." Five interviewees felt that their siblings were supportive and encouraged them to aspire to be administrators while the remaining three did not feel support from them to aspire to become administrators. But, some agreed that their siblings were supportive of them as they aspired to become administrators. Therefore, siblings did have some impact.

One interviewee commented, "I received support from my counselor and she was always around to give me support." Another interviewee stated, "I had siblings in the field of education with Masters' degrees and this was an inspiration to me to aspire to become an administrator." The responses indicated that counselors in general had no bearing on their aspirations to become administrators.

4. Did you have the support of an administrator to help you to aspire to become an administrator? If so, how was this support shown?

All eight interviewees indicated that their administrators helped them to aspire to become administrators. For example, one interviewee stated, "The administrator encouraged me to return to school and selected jobs that I should seek." Another participant stated, "The administrator gave me special assignments just to determine if I was capable of completing the assignments. This provided me with a creative license to prove myself." The responses indicate that all eight interviewees had the support of their administrators as they aspired to become administrators.

5. What motivated you to become an administrator if you had no aspiration to become one initially?

All eight interviewees indicated that administrators did motivate them to aspire to administrative positions. One interviewee stated, "The administrator made sure that my job evolved into an administration position which resulted into promotions." Another interviewee stated, "The administrator insisted that I return to school, thereby increasing my access to new jobs that required administrative skills." The responses indicated that all interviewees felt motivated by their administrators to seek new jobs in administration.

6. Do you think that the elements of passion, enthusiasm, energy and knowledge play an important role in your aspiration to become an administrator? If so, how?

All eight interviewees believed this statement to be true. One stated, "The possibility exists that women of color fail, but the best thing I do is walk through any recognized barriers." Another interviewee stated, "I look for recognition or acknowledgement that my work is valuable just as much as other staff do." Another interviewee stated, "I feel that passion, enthusiasm, energy and knowledge are all very important elements because it is important to have all of these strengths to be an effective employee." Another interviewee stated, "I feel that I have a passion for teaching, am extremely enthusiastic about any task; took appropriate coursework to be knowledgeable about my job; and maintain a very high energy level." The responses indicated that all eight interviewees agreed that the elements of passion, enthusiasm, energy and knowledge played an important role in their aspirations to become administrators.

7. Did your spouse play an important role in your aspiration to become an administrator? If so, how?

Five interviewees stated that their spouses were highly supportive. For example, one interviewee stated, "He helped me financially and took care of the children while I attended school." Another interviewee stated, "He pushed me to aspire to become an administrator." Still another stated, "He was my biggest fan and urged me to aspire to become an administrator. He thought I had the talent to do the job." The responses indicated that five participants had spousal support that influenced their aspiration to become administrators. The other interviewees were divorced or not married, and thus the impact of a spouse did not apply in their cases.

The following section addresses the responses from the telephone interviews regarding the element of Preparation.

Preparation

1. The data show that On-the-job-training, Self-Study, Mentoring and Peers/Colleagues had the highest ratings among the elements that impact the preparation of Women of Color for administration jobs. Why do you think these four elements rated the highest among all the categories for preparation? Did on-the-job-training (OJT) occur for you? Tell me how.

All eight interviewees felt that these elements were very important. One stated," I feel that Self-Study is important. In many jobs, there is no OJT." Another interviewee stated, "It is a matter of sinking or swimming. One has to define her responsibilities and proceed to do the job." Still another respondent stated, "Once one is given a job to do, she realizes her own self-strength and gains confidence. Colleagues also give inspiration."

Another interviewee stated, "I am with my colleagues every day and I was inspired to get my Masters" through conversations with them." Most stated that no OJT occurred. Another interviewee stated, "I have the opportunity to work through OJT by training for my many different positions at Human Resources for the technology center." The responses indicated that the interviewees felt that these categories were important to their preparation to become administrators. Most admitted that informal OJT occurred as they worked.

2. The data did reflect that mentoring does impact preparation but is not formalized. In your case, how did mentoring differ from OJT?

All eight interviewees indicated that mentoring occurred by their watching and learning from their colleagues or peers. Mentoring was not formalized. None acknowledged receiving formalized OJT. For example, an interviewee stated, "Mentoring was not formalized, but did occur as I did my new job. I learned from administrators as well as colleagues." Another interviewee stated, "I did not encounter any mentoring for African American women of color." The responses indicated that mentoring differed from OJT in that it was not formalized. OJT generally occurred as one performed her job.

3. The data reflected that Mentor Programs/Internships rated among the lowest on the scale of all elements in the area of preparation. Why do you think that these categories rated among the lowest on the scale of all the categories of preparation? If you had a mentoring experience, how would you describe it?

All interviewees agreed that they had no formalized mentoring or internship program. One interviewee stated, "I learned by doing the job." Another stated, "I did 'shadowing' of my administrator." The responses indicated that the interviewees agreed

that there were no formal mentor programs or internship programs at the administrative levels for women of color. They felt that the ratings were low because these programs were non-existent.

4. The data reflect that Peers/Colleagues helped to prepare women of color for their administrative jobs. Describe how they helped to prepare you for your job.

An interviewee stated, "I worked with my colleagues every day and watched what they did and learned from them." Another stated, "My supervisor gave me many opportunities to complete tasks based on what she thought I could do. I delved into the work assignments and was willing to take risks to do different kinds of jobs that other participants were afraid to do. They were unwilling to accept challenges and I love a challenge." Overall, the interviewees felt that their colleagues had an impact on what they did on their jobs and that their supervisors challenged them which was a great learning process for them to prepare them for their administrative positions.

5. The data reflected that technical training rated the lowest of all elements affecting the element of preparation. Why do you feel that it has the lowest rating of all? Was there any technical training that had an impact on the element of preparation for you?

One interviewee stated, "I knew how to use computers when I came to the job so this was not a problem for me." One stated, "I continued to take computer classes on a regular basis on my own." The responses indicated that most felt that this was one element in which they already had experience. They felt that it was important when they were hired to have been able to utilize the computer. They only had to learn specifics

related to the computer programs at their particular technology centers. One even continued computer classes away from her job to make sure she was up-to-date on the usage of the computer.

6. Did you feel that encouragement from university professors played a significant role in your preparation to become an administrator?

Six of the interviewees felt that university professors did not play a significant role in their preparation to become an administrator. Two felt that their professors encouraged them to become administrators. For example, one interviewee stated, "I felt that the professors encouraged me to continue my educations and inspired competitiveness among class participants." Another interviewee stated, "I did not feel that my professors encouraged me at all to prepare to become an administrator." "One participant stated, "I attended a school in southeastern Oklahoma and received absolutely no encouragement from professors." Another stated, "I did not receive any encouragement at all from my professors to further my education." The responses indicated that for most of the interviewees, they did not receive encouragement from their professors to further their educations and six received no encouragement at all.

7. Did a spirit of competition help you to prepare to become an administrator? If so, how? If not, why not?

All eight interviewees felt that a spirit of competition helped them as they prepared to become administrators. For example, one interviewee stated, "I had my own competitive drive within myself." "Another interviewee stated, "We competed fiercely against each other in class and we were challenged to complete our class work." The third interviewee stated, "We were inspired by each other to complete our degrees." The

responses indicate that all eight interviewees had a spirit of competition, which helped them to prepare to become administrators.

8. Do you think formal leadership programs were also important? If so, how?

All eight interviewees felt that formal leadership programs were very important. One interviewee stated, "The formal leadership programs helped me to do my job better." Another interviewee stated, "The formal leadership programs helped me as well as enabled me to encourage my subordinates to attend leadership programs." The responses indicated that all eight interviewees felt that formal leadership programs were important in their preparation to become administrators. Most encountered formal leadership programs at the technology centers. Four interviewees had worked elsewhere and had been involved in leadership programs prior to coming to the technology centers.

9. How important was networking as you prepared to become an administrator at the technology center? In what way?

All the interviewees felt that networking was very important in their preparation to become an administrator. One interviewee stated, "I felt that it was important to network within the working environment as well as outside of it." Another stated, "I did my networking at conferences and conventions." Another interviewee stated, "I also did networking within my own technology center as well as at other technology centers." The responses indicated that all interviewees felt that networking was important in their preparation to become administrators at technology centers.

The next section deals with the responses to the follow-up telephone interviews regarding Acquisition as it related to the women becoming administrators.

Acquisition

1. The data reflected that credentials and qualifications, experience, communication skills and personality were rated among the highest elements for women of color to acquire administration jobs at technology centers. Why do you think that credentials, and qualifications and experience had the same rating (15) as communication skills and personality? Did this apply in your case?

All of the interviewees felt that these four elements were very important because one must have the credentials and qualifications just to be considered for the job. An interviewee stated, "Experience also had a bearing on my being hired to work as an administrator." Another interviewee stated, "I believe that the first thing an employer looks for are qualifications and credentials because exclusion can occur immediately if I am not qualified or hold certain credentials." Another stated, "If I were not qualified, there was justification to remove me from the pool of candidates being hired for the job." Another interviewee stated, "Communication skills and personality took me a long way in the work world. I found that if I exhibited good communication skills, I could reach a whole gamut of people." The responses indicated that the interviewees felt that these elements were rated so highly because they were certainly among the top elements that employers looked for when new employees were hired. They strongly believed that qualifications, credentials and experience should be rated very highly. They also felt that communication skills and personality were important because they work with such a diverse population.

2. The data reflected that promotion and referrals were the next elements that had the strongest impact on women of color to acquire jobs. In you administrative position, were you promoted from within or hired from the outside?

Six interviewees were hired from within and two were hired from the outside. The responses indicated that for the women of color, the majority (six) were promoted from within the institution for their administrative positions.

3. Do you feel that further education was the key to your acquisition of a better job? If so, why? If not, why not?

All eight interviewees agreed that further education was the key to acquisition of a better job. For example, one interviewee stated, "As I became more qualified through formal education, my salary increased and I was given more responsibility to prove myself." Another interviewee stated, "I felt that education gave me more credibility as an employee in administration." Another stated, "I felt that my education gave me more credence to be in a position to be promoted or placed in an administrative position." The responses indicated that all participants felt that further education was important in their ability to acquire jobs in administration.

4. The data reflected that Affirmative Action, gender and ethnicity were rated the lowest as having had a strong impact on women of color administrators to acquire a job. In your case, do you agree that these elements are rated appropriately for acquiring jobs? Do you believe that Affirmative Action had little to no impact in your case in acquiring your job? Do you feel that this was the state of affairs for other women of color?

Seven of the interviewees felt that Affirmative Action had nothing to do with their acquiring their jobs. An interviewee stated, "Affirmative Action did not have anything to do with my being hired. If I had needed to utilize this element, I would have; however, there was no need to do so." Another stated, "I did not feel the need to utilize affirmative action." Still another stated, "I was qualified for my job and had no reason to use affirmative action." The eighth interviewee was Director of Personnel and wrote the Affirmative Action and Compliance Policies for her particular technology center. She stated, "I apply this policy as needed during the hiring process." The responses indicated that seven of the interviewees felt that Affirmative Action had nothing to do with their being hired as administrators. They felt that they were hired due to their qualifications, credentials and experience. One interviewee felt that Affirmative Action was important when she was hired in her position, which was 20 years ago.

5. The data reflected that over half of the participants felt that transfers had a small impact on their acquisition of jobs. Why was this the case?

Generally, there were few transfers. Most interviewees felt that this was the case because most women of color Administrator liked their jobs. For example, one interviewee stated, "I feel that most of the women of color are absolutely satisfied with their jobs." Another stated, "Transfers had no impact on my job as currently it is a new position and I am exactly where I want to be." Another interviewee stated, "I received a transfer after I finished school and received just the job that I wanted." The responses indicated that not very many transfers occurred within the technology system. Most of these interviewees stated that they were happy with their jobs.

6. Do you feel that political affiliation assisted you in acquiring your position? Why or why not?

All eight interviewees felt that political affiliation did not assist them in acquiring their positions. For example, one interviewee stated, "My credentials, qualifications and experience assisted me more than anything else." Another interviewee stated, "No, political affiliation had nothing to do with my acquisition of my job." Another stated, "My political affiliation had no bearing on my acquiring my position." The responses indicate that no interviewees felt that their political affiliations had any bearing on their acquiring their positions as administrators at technology centers.

The next section deals with the responses to the follow-up telephone interview regarding the Success of Women of Color in administrative jobs at the technology centers.

Success

1. How important was Affirmative Action as you achieved success in you role as an administrator? Why or why not?

Seven of the interviewees felt that Affirmative Action was not important as they achieved success in their roles as administrators. They felt that they succeeded due to their abilities to do their jobs based on their credentials, qualifications, and experience. One stated, "Affirmative Action was important. I am the Director of Personnel at my technology center and wrote the Affirmative Action and Compliance Rules and Regulations for my center." Another stated, "Affirmative Action had no bearing on my

becoming an administrator." Another interviewee stated, "I did not have to utilize the

Affirmative Action policy, but I would have if I had needed to use it." The responses

indicated that seven interviewees felt that Affirmative Action was not important. One felt

that it was as she was hired 20 years ago. The responses indicated that most of the women

felt that affirmative action had no bearing on their success as administrators. They stated

in a prior question that they were hired because of their credentials and qualifications as

well as experiences in some instances and therefore, affirmative action could not be

attributed to their being successful as administrators.

2. Do you feel that longevity was important in your success as an administrator?

    If so, Why? If not, why not?

Most of the interviewees had not been employed for more than ten years, but felt

that longevity would ultimately be an important aspect of their success as administrators.

An interviewee with a twenty-year longevity period stated, "I liked my job and had

always been willing to complete tasks that others were afraid to complete." She felt

challenged and succeeded in whatever she attempted to accomplish. Another stated,

"Longevity was probably important, but I have only been on my job for a few years."

Another stated, "I am sure that longevity is important, but I have only been here for three

years." The responses indicated that all eight interviewees felt that longevity was

important, but most were unable to attribute longevity to their success as administrators.

The majority felt that in the long run, if one remained on her job for a longer period of

time, that longevity would be important and attribute to their success. Only one had real

longevity of 20 years.

3. Why do you think that ethnicity and gender seem to have less of an impact on the success of women of color administrators?

Most of the interviewees felt that ethnicity and gender had nothing to do with their success as women of color administrators. For example, one interviewee stated, "I felt that I would either apply and succeed or not succeed, but not based on ethnicity or gender." Another interviewee stated, "I feel that women of color develop proven track records and ethnicity and gender have nothing to do with the achievement of Native Americans as administrators at the technology centers." Still another stated, "I feel that success comes from within and is not affected by ethnicity or gender." The responses indicated that all eight respondents agreed that neither ethnicity nor gender had any impact on their success as administrators.

4. What reasons can you think of for the element of innovation being the strongest rated element in terms of success of women of color?

All of the interviewees agreed that innovation was appropriately rated at a high level. An interviewee stated, "I feel that innovation comes from within as creativity is a likely element resulting from innovation." Another stated, "I feel that women of color create their own images. If they feel good about themselves, they tend to view things differently. They are creative and find new ways of doing things, and as a result, find their own success." Still another interviewee stated. "I feel that it is necessary to be innovative in order to thrive." The responses indicated that all eight interviewees agreed that innovation was appropriately rated at a high level. They felt that it was an important aspect to succeed at any job.

5. The data reflected that organization, knowledge, and communication skills led

to success. Why do you think that this is true for these elements?

The women of color felt that this statement was true because these elements were

very important and have to be utilized to build innovation. One interviewee commented,

"I feel that one must certainly appear organized and that good communication skills are

crucial as they reflect a certain image that needs to be perpetuated." Another interviewee

commented, "I feel that it is important to the women at technology centers." Another

stated, "Without organization in an administrative position, I would be lost." The

responses indicated that all eight women agreed with this statement that organization,

knowledge and communication skills led to success.

6. The data reflected that cultural values were not rated strongly in impacting

success. Why might cultural values not be rated strongly on success of women

of color administrators?

All eight of the interviewees indicated that cultural values had no impact on their

success in being administrators. A Native American responded, "I believe that some

cultural values exist, but generally they do not stress education." Another Native

American commented, "Cultural values do not transfer to workplace values." African

American women felt that cultural values had no impact on their success as

administrators. An African American responded, "I cannot relate to any cultural values

that caused me to succeed." A participant commented, "I am 'strong-minded' and took

the job as an administrator to prove a point. I would not allow anything to stop me

because I knew I could do the job." Another African American commented, "Success has

nothing to do with cultural values. One is either 'going for it or not'." The results

indicated that none of the respondents associated their success as administrators to cultural values.

7. Do you agree that success is more related to how you feel about your job than what you do on your job?

All of the interviewee stated that they agreed that success was more related to how one felt about the job. One interviewee stated, "When I like what my job entails, then I do a good job and take risks and challenges as is required by administration." Another interviewee commented, "How I feel about my job is more important because I am able to visualize projects in process and make a difference in the lives of students." Another stated, "I simply like what I do." The responses indicated that all eight interviewees believed that success was more related to how they felt about their jobs than what they did on their jobs.

8. The data reflected that the element of drive was an important element as it related to success. How can you support the impact of that element rating so highly on the scale?

All of the interviewees stated that drive was a very important element. One interviewee stated, "My inner motivation to succeed is structured around personal ambition and goals which lead to success. It is very important to be self-motivated." Another interviewee commented, "Drive enabled me to do the right things for the right reasons all the time, no matter who was doing the monitoring." Another interviewee stated, "Drive enables one to create other ways to accomplish goals." The responses indicated that all eight interviewees felt that drive was appropriately rated as an important element in their achievement of success.

9. Do you feel that it was important to build positive relationships with diverse populations to help you succeed in your position? If so, why? If not, why not?

All eight interviewees felt that it was very important to build positive relationships with diverse populations. One interviewee stated, "The technology centers are made up of diverse populations and it is important to serve them in a positive manner." Another interviewee commented, "Diversity is the key to success." Still another stated, "Diverse populations were very important. Everything links together, as there is no way of avoiding providing services to a diverse population." The responses indicated support of the need to build positive relationships with diverse populations in order to be successful. The responses further indicated that all eight interviewees agreed that it was important to build positive relationships with diverse populations to be successful.

10. Do you feel that good rapport with employees was important toward your success as an administrator? Is so, how? If not, why not?

The eight interviewees felt that good rapport was important toward their success as administrators. For example, one interviewee stated, "It is equally important to be friendly with the janitor, secretaries, cafeteria employees, and finance managers." Another interviewee stated," It is important to maintain contact on other campuses and central administration." Still another stated, "Rapport builds effective working teams and that if I did not have it, I could be destroyed." The responses indicated that all of the interviewees agreed that good rapport with employees had a positive influence on their success as administrators.

11. How important was it to have the opportunity to work for a very

knowledgeable leader to achieve success? Did a knowledgeable mentor help

you to succeed? If so, how?

All eight interviewees agreed that it was important to work for a knowledgeable

leader. An interviewee stated, "It is important to glean knowledge from a knowledgeable

leader. It is also important for the leader to have a high trust level in the employee."

Another interviewee commented, "A knowledgeable leader has vision, which can be

passed on to an employee." Still another interviewee stated. "A person's success is up to

them, but they must be given the opportunity to succeed." The last interviewee stated, "It

was important for a knowledgeable leader to give advice and proper direction to me as

she allowed me to sprout my wings and fly." The responses indicated that all

interviewees felt that working for a knowledgeable leader was influential and had an

impact on their abilities to be successful as administrators.

Analysis of the Findings

Aspiration

The most highly rated elements were ambition, fulfillment, success,

responsibility, higher salary, friends and peers. The lowest impact came from among

counselors, siblings, ethnicity, spouses, teachers and others. The open-ended data showed

that supervisors, former administrators and mentors served important roles in influencing

of the women of color. The results from the telephone interviews revealed that family/

friends and schooling were equally influenced them to have high aspirations. Counselors did not have a strong bearing, but siblings did have a bearing. Five of the 8 women that were interviewed indicated that this was the case. Administrative support was important. Spousal support was important for those women who were married.

Preparation

In rating data from this element, OJT, Self-study, mentor, peers/colleagues and courses were rated highly among women who completed the survey instrument. There were no formalized mentor programs or internships. From among the open-ended questions, education related issues were popular in terms of course work and completion of degrees.

Acquisition

The most highly rated elements were credentials, qualifications, communication skills, experience and personality. There was no perceived impact from Affirmative Action, transfers, ethnicity, political affiliation or gender. The result from the open-ended questions showed previous work experience was important. Communication skills were also mentioned as having had a bearing on their acquisition of jobs. Supportive actions from supervisors and other administrators played an important role in the acquisition of jobs. The results from the telephone interviews revealed that OJT, Self-study, mentors, and peers/colleagues were important because of primary aspects of their jobs. No OJT

was reported as a formalized program. Women did acknowledge receiving informal OJT.

They learned by doing their jobs and working with colleagues every day who guided

them. Supervisors gave them tasks to complete. There was no need for technical training

beyond their abilities to utilize basic computer skills. They received encouragement from

each other. Professors did not have an impact according to 6 of the 8 women who were

interviewed. A competitive spirit did contribute in their preparation for jobs. They found

that leadership programs were helpful at centers outside the technology system.

Networking was also considered to be important in preparation but none of the women

interviewed specified the results of their networking.

Success

The most highly rated elements were innovation, organization, knowledge,

communication skills, drive, dedication, vision, positive self-esteem and experience.

There was no impact from luck, ethnicity or gender. The responses of the open-ended

questions revealed that personal characteristics were very important. Some were listed on

the success chart from the survey instrument, while others were not. The list included the

elements of knowledge, teamwork, drive, dedication, passion, and writing ability. There

were unique responses which included trust of employees, longevity, self-starters,

motivators, personality, certification, integrity, energy level, positive outlook, a

challenging spirit, determination, excellence, persistence, and respect for fellow

employees, courage and continuous training. In addition, honest feedback, perseverance,

flexibility and formal leadership programs played important roles in the success of these

women. The responses from the telephone interviews revealed that Affirmative Action had no perceived impact on success, but job performance did have an impact. Longevity was thought to be influential for some of the women who had worked for a while. Only one female had real longevity (20 years). Ethnicity and gender had less impact because their jobs were based on performance, and they were internally motivated to succeed. Innovation was important because the women felt it was a guiding factor in their efforts to be successful. Organization, knowledge, communication skills were important because they felt that if one qualified, then these elements were next in terms of importance for success. Cultural values did not have a perceived impact on their success because the interviewees felt that simply doing their jobs and performing them well was what was important. The women believed that how they felt about their jobs was more important than what they did on their jobs because it was inspiring to like their jobs, and they had the desire to do well. Drive was considered to be an important element because the women believed very strongly that one had to have this element in the forefront in order to be successful. Positive relationships with diverse populations were important because the whole world was a 'melting pot' now, so it was important to be culturally diverse and treat all populations the same. Good rapport was also important because this affected job performance. Many felt that they should have good rapport with the staff as well as the students that they taught. Working with a knowledgeable leader was important because the women felt that they could learn so much, and it was like being mentored on the job on an informal basis.

Chapter V

Conclusions and Recommendations

A finding that the researcher can make from the results of this study is that there

were a total of 31 women of color administrators in the Career Technology Centers in the

state of Oklahoma. This represented a total percentage rate of six (6%) percent of all 438

CTC administrators in the state of Oklahoma. The state of Oklahoma had 56 Career

Technology Centers and 27 school districts. This percentage rate of 6% can be argued to

be minimal in comparison to such a large population of administrators at Career

Technology Centers. Only in recent years had women emerged as administrators. The

former State Director of the ODCTE (Oklahoma Department of Career and Technology

Education was a white female. She was the only female director in the history of the

ODCTE. She had been the director for only a few years (1999 – 2002). She retired from

the state system in December, 2002. This researcher was delighted that she had the

opportunity to meet such a pleasant, helpful, and supportive advocate to assist her as she

made some determinations about women of color at the Career Technology Centers in the

state of Oklahoma.

Research Questions

The research questions that guided this study were:

1) What are the perceived elements and events that women of color identify as affecting their aspirations;

2) What are the perceived elements and events that helped prepare them to become effective leaders based on their credentials;

3) What are the perceived elements and events that women of color identify as affecting the acquisition of leadership positions;

4) What are the perceived elements and events that women of color identify as affecting their success in leadership at the CTC; and

5) Do perceptions of elements and events that affect Aspiration, Preparation, Acquisition and Success differ according to ethnicity?

Responses to Research Questions

The researcher selected four influential themes that formed the theoretical framework for this research. These themes were the Aspiration, Preparation, Acquisition and Success of women of color administrators at Career Technology Centers in the state of Oklahoma. This research investigated how the elements of these themes and related events affected the Aspiration, Preparation, Acquisition and Success of women of color. administrators.

Aspiration

The conclusion that the researcher can draw from the analysis of the data within the element of Aspiration is that personal and psychological reasons have the strongest impact on women of color aspirations to become Career and Technology Administrators. These elements were: Personal/Psychological elements such as ambition, fulfillment, success, responsibility and a desire for a higher salary. From the category of Family and Friends, the women of color chose fiends, peers, parents, spouses, children, siblings and others. From the category of schooling, they selected teachers and courses as having influenced their aspiration to become administrators. The results reveal that the majority of the respondents rated the personal/psychological elements more highly as opposed to schooling, family and friends. All elements had some impact, but the one that appeared to have the least impact was schooling. However, the open-ended data from the survey and data from the telephone interviews seem to contradict this view as the influence of former supervisors and education were mentioned as strongly influential elements on participant aspirations. The total data did not corroborate the idea that Friends, Family and schooling would have a lesser impact that the Personal and Psychological categories. In fact, it was the opposite in that Personal and Psychological categories had a greater impact on the aspiration of these women than any of the other categories.

There was also a different response than those listed on the written questionnaire that related to the aspiration to become an administrator. That response was the support and encouragement from administrators to cause staff to become administrators. Family

and Friends were perceived in the middle level of influential elements and Schooling was perceived as the lowest of the influential elements.

Therefore, one can conclude that the aspirations of the participating women of color administrators have been influenced by internal motivational elements such as ambition, fulfillment and success, as well as by the actions of former supervisors.

Preparation

One can conclude that preparation occurs on the job and through a wide variety of course work. Informal mentoring and on the job training (OJT) along with self-study, were reported as clear influential elements in the preparation of women of color for administrative positions as revealed in the rated data and telephone interviews. Also, there were no formal mentor or OJT programs and very few internships. The internships and mentorships that did exist were informal and occurred while the employees were working in their respective positions. The mentors that did exist were usually immediate supervisors of the employees. Participants generally aspired to achieve higher education on their own, though in some instances, they were encouraged to do so by their supervisors to qualify for better jobs through promotions.

The fact is that many of the participants were hired with a Bachelor's degree. They all pursued higher education degrees. There is only one female who was in her senior year in college. Most of the women of color had experience and held master's degrees (12), three had bachelor's degrees and three had doctoral degrees. Many attributed their education as influential in their preparation to become administrators in

Career Technology Centers in the state of Oklahoma. The elements of strong impact led to continued education among the nineteen (19) participants. The elements that had very little to no impact were ethnicity and gender, which was a surprise to this researcher. These two elements had the lowest impact on the preparation of women of color to become administrators at technology centers in the state of Oklahoma.

Acquisition

An observation that this researcher can make from the data within the theme of acquisition includes the finding that some of the participants began their careers as secretaries, instructors, counselors or in other administrative positions at the technology centers. Many worked their way up to administrative positions in some instances. Others varied in the kinds of positions that they held until they were promoted to new administrative positions. Some of the participants were hired with their master's degrees and had various types of experience in working with business and industry Programs, the public school systems, TANF (Temporary Assistance for Needy Families) and other jobs within the Career Technology system. Some pursued and received doctoral degrees after they were hired at the Career Technology Centers. The researcher concluded that most of the women of color who were hired had some kind of work experience related to technology centers such as having been employed in business and industry, counseling, instructors or some other form of skills that enabled them to perform well in their positions at technology centers. Many indicated that they actually liked their jobs and some hoped to retire working at a technology center. None of the participants reported

that they would remain at technology centers primarily due to high salaries even though the technology centers pay their employees good salaries.

The most of the participants of this study reported that the most influential elements regarding their acquisition of their leadership positions were previous qualifying work experience, credentials, positive interpersonal communication skills and personality. However, the open-ended responses did recognize supportive actions by previous supervisors were important in the acquisition of their jobs. The telephone interviews also showed most had been promoted from within.

It is important to acknowledge that this researcher felt that ethnicity, gender and affirmative action would have been rated highly on the chart for the acquisition of administrative jobs. Ethnicity and gender were at the bottom of the No Impact category and many participants corroborated this in the telephone interviews. One even stated that while she worked with clients, she provided the best services she could because she did not look at color when it came time to provide services to her constituents. Affirmative action was also among the bottom of the categories for having had Little to No Impact on the acquisition of administrative positions. Only one employee acknowledged the utilization of Affirmative Action when she was hired more than 20 years ago. Job performance and internal support could be important because internal promotion seemed to be how most gained their administrative positions.

Success

The conclusions that the researcher can draw from the data within the theme of

Success include the expectations that the participants attributed their success to a series of

different elements. Many personal characteristics were offered as contributing to their

success as administrators that were not on the survey instrument. One can conclude that

there are <u>many</u> influential elements that could contribute to the success of women of

color. They felt that their confidence, rapport with employees, were self-starters,

motivators, and held memberships in professional organizations helped them to succeed

on the job. One of the participants had experience as an Affirmative Action Coordinator

for several years. Many expressed that having a high energy level, a positive outlook, a

challenging spirit, writing ability, determination, support from administrators helped

them to succeed. Being able to provide and receive continued training also contributed to

their success. Again, gender and ethnicity were at the bottom of the list mostly rated as

having No Impact on the success of the participants who were administrators at the

Career and Technology Centers in the state of Oklahoma. They were willing to apply for

appropriate jobs that resulted in promotions of upward ability positions for them. There

were some different responses that were not on the written questionnaire by participants

that related to inspirational support from God as well as spousal and family support.

Other different elements were the ability to trust other employees to serve in leadership

capacities, and confidence among staff and trusting relationships. The characteristics

listed were good rapport, longevity with the department, being self-starters, motivators,

having had outstanding personalities, integrity and high work ethics. Unique elements

and characteristics that were rated highly by the participants included providing honest

feedback to staff and administration; having had perseverance and the ability to be

flexible; changing educational needs and desires, and leadership training.

Comparison Between Ethnic Groups

From all indications, the perceptions of the elements and events of Aspiration,

Preparation, Acquisition and Success did not differ greatly according to ethnicity.

However, there were some observational differences between the groups of women of

color. It appears that the Native American population responded more readily to family

related issues as it related to their success. They looked upon spouses, children and others

as their support bases more than the other women of color. These data were reflected in

the theme of aspiration. The Native American women were also the first to respond to

the survey instrument and none of them had to be prompted to submit their survey

instruments.

Recommendations for Practice and Research

The following recommendations for practice and research for the themes of

aspiration, preparation, acquisition and success are indicated as follows:

Aspiration

Recommendations for Practice

1. The ODCTE should focus on current administration to begin mentorship programs for women of color.

The women of color responded to the need for mentorship programs at the technology centers on a regular and formal basis. This data was reflected in some of the open-ended questions on the survey instrument as well as responses from the telephone interviews of the eight participants.

2. Develop a professional development program for administrators to become mentors.

This suggestion came from some of the written responses to the open-ended questions as well as from the data in the telephone interviews.

3. Provide incentives or scholarship program for further education and specifically for administrative preparation courses.

This recommendation is based on the observation that many of the participants returned to school while working at the technology centers to earn higher-level degrees while others were continuously enrolling in courses to upgrade their skills as well as to prepare for promotions.

Recommendations for Research

1. Study informal mentoring and how it could be utilized for formal mentoring.

This idea of the need to have formal mentoring more frequently as opposed to informal mentoring was a constant suggestion from among the women of color participants.

2. Conduct research on existing formal mentor program

A few of the centers did report that they had some minimal formal mentoring programs. It would be a good idea to have some form of measuring tool to determine the effectiveness of a formal mentoring program in order to assist new employees.

Preparation

Recommendations for Practice

1. Establish a formalized mentor program for women to color to become administrators.

Again, a formal mentoring program could prepare new employees to be effective. One current participant mentioned that 'shadowing' her supervisor was of great help to her as she fulfilled her job responsibilities as a new employee at a technology center.

2. Conduct a series of workshops like current leadership programs with specific focus on women of color.

These would be workshops that have never been done before and could be very helpful to the ODCTE as they prepared their long-term employees to become leaders or administrators.

3. Linking of leadership programs with university credits to apply toward a degree

This would be encouraging to both new and veteran employees at the technology centers. It appears that there was a strong belief in furthering one's education. Receiving university credits that could apply to graduate credits would reduce the amount of time it took employees to secure new degrees.

Recommendations for Research

1. Research successful mentor programs to identify positive/effective characteristics

It is always a good idea to review what formal mentor programs exist and measure the effectiveness. This would reduce mistakes in the creation and implementation of new formal mentorship programs.

2. Study existing internship programs.

The studying of existing internship programs would have a great impact and provide a sense of direction for creating strong, effective internship programs for employees at technology centers in the state of Oklahoma.

3. Complete a needs assessment to gain insight into topics most important to women of color.

A needs assessment would be helpful to predetermine what unmet needs exist that should be addressed in order to develop new internship programs at technology centers in the state of Oklahoma.

Acquisition

Recommendations for Practice

1. Provide wage incentives to gain credentials by ODCTE and CTC's

Wage incentives to gain credentials would benefit the employee of the ODCTE and Catch's immensely. They would further be encouraged to return to school to upgrade their skills and secure higher-level degrees, thereby increasing their promotion potential.

2. Provide formal summer internship programs to gain experience

These formal summer internship programs would assist the employees in gaining additional experience, which would also provide them with the opportunity for growth.

Recommendation for Research

1. Research efforts of other states to provide incentives and work experiences for women of color/ethnic minorities to acquire administrative or leadership positions in education.

Researching the efforts and progress of other states as they provided incentives and work experience for women of color would enable the state of Oklahoma to have

relevant information which could only lead to success. As a result of the success of the state of Oklahoma, the efforts and progress could be shared with other states.

Success

Recommendation for Practice

1. Conduct workshops with topics of these themes and how they influence success for current women of color administrators.

Workshops on topics of these four themes (aspiration, preparation, acquisition and success) would most definitely influence success for the current women of color administrators as they would be current on most facets of success of vocational education and would be providing a valuable service to their employees on a regular basis.

Recommendation for Research

1. Conduct more in-depth research regarding these themes to determine if there is variance of influence.

The conducting of more in-depth research regarding these themes would provide valuable information to the ODCTE in order to determine if there is a variance of influence and eventually make an evaluation as to the reason for the variance and what should be done about it.

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Appendix A

Career Elements/Events Survey Instrument for Women of Color Administrators
In Occupational Education

Part One: Demographic Data

1. Code _____

2. Age Range: 20-30___ 31-40___ 41-50___ 51-60___ 60+___

3. Ethnicity _____

4. Address _____

5. Telephone: Work_____Home _____

         Mobile_____E-Mail_____

6. Current Position_____

7. Highest Level of Education _____

8. Number of Years in Administrative Position(s) _____

9. In the space below, please identify the administrative positions you have held in your career in Career and Technology and Common Education.

Aspiration
For each of the following Aspirational Elements, please circle the rating for which you feel it has impacted your <u>Aspiration</u> to become a Career and Technology Education Administrator.

1. Schooling

		Strong	Good	Some	No Impact
a.	Courses	3	2	1	0
b.	Teachers	3	2	1	0
c.	Counselors	3	2	1	0

2. Family/Friends

a.	Parents	3	2	1	0
b.	Siblings	3	2	1	0
c.	Spouse	3	2	1	0
d.	Children	3	2	1	0
e.	Friends/Peers	3	2	1	0
f.	Other	3	2	1	0

3. Personal/Psychological

a.	Ambition	3	2	1	0
b.	Fulfillment	3	2	1	0
c.	Responsibility	3	2	1	0
d.	Success	3	2	1	0
e.	Ethnicity	3	2	1	0
f.	Gender	3	2	1	0
g.	Cultural Values	3	2	1	0
h.	Higher Salary	3	2	1	0

4. Please describe any other important elements that you feel have had a strong impact on your <u>Aspiration</u> to become a Career and Technology Administrator.

5. Please describe an important event(s) that positively affected your <u>Aspiration</u> to become a Career and Technology Administrator.

Preparation

For each of the following Preparational Elements, please circle the rating for which you feel it has impacted your <u>Preparation</u> to become a Career Technology Education Administrator.

	Strong	Good	Some	No Impact
1. Mentors	3	2	1	0
2. Peers/Colleagues	3	2	1	0
3. Seminars/Conferences	3	2	1	0
4. University Courses	3	2	1	0
5. Internships	3	2	1	0
6. On-the-job-training	3	2	1	0
7. Technical training	3	2	1	0
8. Self-Study	3	2	1	0
9. Mentor Program	3	2	1	0

6. Describe any important other elements that affected your <u>Preparation</u> to become a Career and Technology Administrator.

7. Describe an important event(s) that positively affected your <u>Preparation</u> to become a Career and Technology Administrator.

Acquisition

For each of the following Acquisition Elements, please circle the rating for which you feel it has impacted your Acquisition to become a Career and Technology Administrator.

	Strong	Good	Some	No Impact
Credentials or Qualifications	3	2	1	0
Experience	3	2	1	0
Promotion	3	2	1	0
Gender	3	2	1	0
Ethnicity	3	2	1	0
Personality	3	2	1	0
Communication Skills	3	2	1	0
Referrals	3	2	1	0
Transfers	3	2	1	0
Political Involvement	3	2	1	0
Affirmative Action	3	2	1	0

8. Describe any other important elements that contributed to your Acquisition of and administrative position in a Career and Technology Center.

9. Describe an important event(s) that influenced the <u>Acquisition</u> of your current administrative position.

Success

For each of the following Success Elements, please circle the rating for which you feel it has impacted your <u>Success</u> to become a Career and Technology Education Administrator.

	<u>Strong</u>	<u>Good</u>	<u>Some</u>	<u>No Impact</u>
Imagination	3	2	1	0
Drive	3	2	1	0
Innovation	3	2	1	0
Vision	3	2	1	0
Organization	3	2	1	0
Focus	3	2	1	0
Passion	3	2	1	0
Creativity	3	2	1	0
Empowering Others	3	2	1	0
Planning	3	2	1	0
Knowledgeable	3	2	1	0
Tolerant	3	2	1	0
Positive Self-esteem	3	2	1	0
Ability to Analyze	3	2	1	0
Critical Thinking	3	2	1	0
Emotional Control	3	2	1	0
Communication Skills	3	2	1	0
Ethnicity	3	2	1	0
Gender	3	2	1	0
Cultural Values	3	2	1	0
Team Work	3	2	1	0
Writing Skills	3	2	1	0
Goal Setting	3	2	1	0
Experience	3	2	1	0
Dedication	3	2	1	0
Luck	3	2	1	0

10. Describe any other important elements that have helped you to <u>Succeed</u> in your role as an administrator in the CTC.

11. Describe an important event(s) that positively affected your <u>Success</u> as an administrator in Career Technology Education

Thank you for your responses. Please send this instrument in the self-addressed stamped envelope which is provided as soon as possible.

Appendix B

Permission to Conduct Survey

Dr. Ann Benson, State Director
Oklahoma Department of Career
And Technology Education
1500 W. 7th Street
Stillwater, Oklahoma 74075

Dear Dr. Benson;

    I am really appreciative to you for your support in my quest for a study of minority female leaders at the Career Technology Centers in the State of Oklahoma. Your designee, Linda Wilson, forwarded the printout of all of those females to me on July 31, 2000. The information that she forwarded was very concise and complete.

    As was suggested in the meeting, I would like to complete the survey at the regional conferences of the Career Technology Centers in the State of Oklahoma or at worksites. I would like to accomplish this task some time in February, 2001. If the respondents can be seen at the conferences, it is felt that they will be more open in their responses than they would be at their designated work environments.

    I wish to humbly request that you submit a letter to the Technology Center Directors making them aware that I have your approval to pursue completion of this survey at the conferences or worksheets. I will also write a letter to the respondents requesting their permission to participate in this valuable effort to learn about their feelings regarding achievement and success in their jobs. I also need a copy of the letter to attach to my mini-proposal for the Graduate College.

    Again, I sincerely express my appreciation to you for your help and support. If you have any questions, I can be reached at 332-0743.

Very Cordially,

Norma H. Mack

Appendix C

Letter and Consent Form

Dear

 Your name appears on a list of women of color in an administrative or a leadership position in the Oklahoma Career and Technology Education system. This letter is soliciting your participation in a research study of events affecting minority women in aspiring, preparing, acquiring and succeeding in educational leadership positions in the Technology centers. It has been observed that there is a shortage of women of color who hold educational leadership positions in Oklahoma Technology Centers. For informational purposes, leadership refers to visionary goals of an organization, and management refers to the administration of the day-to-day activities.

 Your participation is voluntary. Should you decide to participate in this study, please sign the attached consent form and return it with the completed research instrument within two weeks from the date of receipt of the mailing.

 Dr. Ann Benson, State Director of the Oklahoma Department of Career and Technology Education has given her support to complete the study. This study is based on the perceptions of minority females of the Native American, Hispanic, Asian, and African American populations. The researcher has provided a return self-addressed stamped envelope. Please return the instrument and the consent form within a two-week period. If you can complete it and return it within one week, it would be greatly appreciated, as a thorough data analysis will take time.

 All responses provided on this survey instrument will be kept confidential by the researcher in a locked file cabinet and will be destroyed at the end of the study. Your mentioned name will be asked; however, this information will not be shared with anyone presently or in the final version of this study. Your name is needed for tracking purposes should more information be needed for follow-up data. Please complete the first page of the instrument including your work, home and cellular numbers. It would also be helpful to have your e-mail address. You will also be asked to participate in a focus group to discuss the implications of the results of the survey instrument.

 Questions about this research can be directed to either person listed below or to the Oklahoma State University Institutional Review Board, Office of University Services, 001 Life Sciences East, {405 744-9991}.

 This study cannot be completed without your input. Therefore, we are greatly appreciative of your willingness to participate. You may contact the researcher at home at 405- 332- 0743. My e-mail address is nmac_2000@yahoo.com, or you may also contact Dr. Reynaldo Martinez at 405 -744-7741.

Sincerely,

Norma H. Mack, M. A.   Reynaldo Martinez, Ph.D.
Researcher   Associate Professor

Research Consent Form

I, _____ agree to participate in the research project entitled "A Study of the Perceptual Elements That Influence Leadership Careers of Women of Color at Oklahoma Technology Centers" conducted by Norma H. Mack. I understand that the data collected during this study will be used by Mrs. Mack to complete the requirements necessary for the completion of a doctoral program of study in the Occupational and Adult Education program at Oklahoma State University, Stillwater, Oklahoma.

By agreeing to participate in this study, I agree to do the following:

1. Participate in a personal interview
2. Provide appropriate information related to my job description as a leader/administrator.
3. Complete the attached survey instrument related to demographic information
4. Complete the professional inquiry information at a personal interview
5. Review my responses after completion of both sections of the questionnaire
6. Provide follow-up information as needed

I further understand that all data that will be collected during the study will be kept confidential and will be limited to the researcher and the dissertation adviser. All source data will be kept in a locked file cabinet of the researcher. All source data will be destroyed on completion of the study. Prior to presentation in final form, all data will be encoded and pseudonyms will be used in all text and graphical representation of the data. The research data is being conducted with the intent of contributing to existing research and knowledge regarding leadership practices and the influence of group structure.

This project is conducted as part of an investigation about leadership careers of women of color at Career Technology Centers in the State of Oklahoma. Data collected from this study will be used to complete research dissertation requirements.

I understand that participation in the study is voluntary; that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this study at any time without penalty after notifying the researcher/dissertation advisor.

Should I wish further information about the research project, I may contact or Dr. Reynaldo Martinez, who is the dissertation adviser. I may also contact the University Research Office at 203 Whitehurst Hall, Oklahoma State University, Main Campus, 74078, telephone (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily.

Date_____Time_____ A.M. or P.M.

Signed_____
                Signature of Participant

Appendix D

Pilot Test Interviewees

Dr. Lea Ebro, Professor, Nutritional Sciences

Dr. Richie Spicer, Assistant Professor, Nutritional Sc

Ms. Joyce Coser, Social Worker, Iowa Nation

Ms. Billie Johnson, Administrative Assistant, HES

Ms. Shirley Lewis, Principal, Skyline Elementary

Ms.   Directory, Iowa Nation

Dr. Yu Hong, Assistant Professor, DHM

Dr.   Assistant Professor, Nutritional Sciences

Appendix E

Reviewers of the Telephone Interview Questions

Dr. Neill Armstrong, Assistant Professor, Education Extension Services

Dr. Margy McClain, Assistant Professor, School of Educational Studies

Appendix F

Telephone Interview Questions

Aspiration

1. The data show that Friends/Family and Schooling had less impact than Personal/Psychological issues. From your experience, do you agree that Friends/Family and Schooling have less impact on Aspiration than the category of Personal/ Psychological issues? Why?

2. The data show that ethnicity and gender had the lowest among all the elements affecting aspirations to become administrators. How do you rate these two elements and why?

3. The data show that Counselors and Siblings had minimal impact on women of color as they aspired to become administrators. Were your ratings also low for these elements? and Why?

4. Did you have the support of an administrator to help you to aspire to become an administrator? If so, how was this support shown?

5. What motivated you to become an administrator if you had no aspiration to become one initially?

6. Do you think that the elements of passion, enthusiasm, energy and knowledge play an important role in your aspiration to become an administrator? If so, how?

7. Did your spouse play an important role in your aspiration to become an administrator? If so, how?

Preparation

1. The data show that On-the-job-training, Self-Study, Mentoring and Peers/Colleagues had the highest ratings among the elements that impact the preparation of Women of Color for administration jobs. Why do you think these four elements rated the highest among all the categories for preparation? Did on-the-job-training (OJT) occur for you? Tell me how.

2. The data did reflect that mentoring does impact preparation but is not formalized. In your case, how did mentoring differ from OJT?

3. The data reflected that Mentor Programs/Internships rated among the lowest on the scale of all elements in the area of preparation. Why do you think that these categories rated among the lowest on the scale of all the categories of preparation? If you had a mentoring experience, how would you describe it?

4. The data reflect that Peers/Colleagues helped to prepare women of color for their administrative jobs. Describe how they helped to prepare you for your job.

5. The data reflected that technical training rated the lowest of all elements affecting the element of preparation. Why do you feel that it has the lowest rating of all? Was there any technical training that had an impact on the element of preparation for you?

6. Did you feel that encouragement from university professors played a significant role in your preparation to become an administrator?

7. Did a spirit of competition help you to prepare to become an administrator? If so, how? If not, why not?

8. Do you think formal leadership programs were also important? If so, how?

9. How important was networking as you prepared to become an administrator at the technology center? In what way?

Acquisition

1. The data reflected that credentials and qualifications, experience, communication skills and personality were rated among the highest elements for women of color to acquire administration jobs at technology centers. Why do you think that credentials, and qualifications and experience had the same rating (15) as communication skills and personality? Did this apply in your case?

2. The data reflected that promotion and referrals were the next elements that had the strongest impact on women of color to acquire jobs. In you administrative position, were you promoted from within or hired from the outside?

3. Do you feel that further education was the key to your acquisition of a better job? If so, why? If not, why not?

4. The data reflected that Affirmative Action, gender and ethnicity were rated the lowest as having had a strong impact on women of color administrators to acquire a job. In your case, do you agree that these elements are rated appropriately for acquiring jobs? Do you believe that Affirmative Action had little to no impact in your case in acquiring your job? Do you feel that this was the state of affairs for other women of color?

5. The data reflected that over half of the participants felt that transfers had a small impact on their acquisition of jobs. Why was this the case?

6. Do you feel that political affiliation assisted you in acquiring your position? Why or why not?

Success

1. How important was Affirmative Action as you achieved success in you role as an administrator? Why or why not?

2. Do you feel that longevity was important in your success as an administrator? If so, Why? If not, why not?

3. Why do you think that ethnicity and gender seem to have less of an impact on the success of women of color administrators?

4. What reasons can you think of for the element of innovation being the strongest rated element in terms of success of women of color?

5. The data reflected that organization, knowledge, and communication skills led to success. Why do you think that this is true for these elements?

6. The data reflected that cultural values were not rated strongly in impacting success. Why might cultural values not be rated strongly on success of women of color administrators?

7. Do you agree that success is more related to how you feel about your job than what you do on your job?

8. The data reflected that the element of drive was an important element as it related to success. How can you support the impact of that element rating so highly on the scale?

9. Do you feel that it was important to build positive relationships with diverse populations to help you succeed in your position? If so, why? If not, why not?

10. Do you feel that good rapport with employees was important toward your success as an administrator? Is so, how? If not, why not?

11. How important was it to have the opportunity to work for a very knowledgeable

leader to achieve success? Did a knowledgeable mentor help you to succeed? If

so, how?

Appendix G

Institutional Review Board Approval

**Oklahoma State University
Institutional Review Board**

Protocol Expires: 4/2/03

Date: Wednesday, April 03, 2002   IRB Application No   ED0296

Proposal Title: A STUDY OF PERCEPTUAL ELEMENTS AND EVENTS THAT SHAPE AND BUILD
CAREERS OF WOMEN OF COLOR AT OKLAHOMA TECHNOLOGY CENTERS

Principal
Investigator(s):

Reynaldo Martinez   Norma Mack
209 Willard   81 S. University Pl #9
Stillwater, OK 74078   Stillwater, OK 74075

Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved *

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the
expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals
who may be asked to participate in this study will be respected, and that the research will be conducted in a
manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol
   must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year.
   This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are
   unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB
procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to
the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson, Chair
Institutional Review Board

*NOTE: 1) Rather than having the subjects' name on the questionnaire , please consider having it on a separate sheet and
            upon returning it, assign a number and detach the name from the data and keep it separately. This protects
            confidentiality more effectively.

VITA 2
Norma H. Mack

Candidate for the Degree
Doctor of Education

Thesis: A STUDY OF THE ELEMENTS AND EVENTS THAT INFLUENCE
LEADERSHIIP AMONG WOMEN OF COLOR ADMINISTRATORS AT
OKLAHOMATECHNOLOGY CENTERS

Major Field: Occupational and Adult Education

Biographical:

Education: Graduated from Phyllis Wheatley High School, 1962; received
Bachelor of Science degree in Sociology from Tuskegee Institute, 1964;
received Master's of Science degree from Atlanta University in Sociology
in 1970; complete the requirements for the Doctor of Education,
Oklahoma State University, Stillwater, Oklahoma, May, 2003.

Experience: Assistant professor, Miami-Dade Community College,
supervisor Social Security Office, Director, Uhuru Alcoholism/Drug
Abuse Program; Director, Juvenile Offender Project, Department of
Justice, social worker, Florida, trust specialist/assistant principal, Dade
County Public Schools; social worker/child welfare specialist, DHS,
counselor/administrator, Tulsa Job Corps, graduate assistant/supervise
student teachers, Oklahoma State University, grants' writer, NJ-G
Consultant Firm, executive vice president, Boulders and Thangs,
consultant/adoptions investigator, executive director, Oklahoma Black
Historical Research Project, Wewoka, Oklahoma

Professional Memberships: American Association of University Women;
National Association of Black Vocational Educators, American
Association of Career Technology Educators, Alpha Kappa Alpha
Sorority, Free and Accepted Masons and Order of the Eastern Star –
International Chapter, Amaranths, Heroines of Jericho, Daughters of
Isis, Daughters of Sphinx, NAACP, National Association of Black Social
Workers, Higher Dimensions Family Church, Outstanding Young
Woman of America, Consultant on Alcohol and Drug Abuse, The
American Vocational Education Research Assocation.