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Pepperdine University
Graduate School of Education and Psychology

WORK-LIFE BALANCE ISSUES AND MENTORING STRATEGIES FOR WOMEN
IN THE CONTRACT MANAGEMENT PROFESSION

A dissertation proposal in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Miriam Almestica

July, 2012

Margaret Weber, Ph.D. – Dissertation Chair

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

I dedicate this dissertation to my late grandfather Carlos Questell and my mother Matilde Questell, who inspired in me the love to learn, the love of seeking wisdom, and the drive to better myself in my journey in this world. I also dedicate this dissertation to my daughter Erica, to my son Yancey, and to my sisters, Elena, Fatima, and Ninibet. With your unconditional prayers, support, and love I have been able to pursue my undergraduate degree, graduate school, and now my doctorate degree. I am truly blessed to have you all in my life, and I feel blessed with God's abundant gifts. *"Keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you. For everyone who asks, receives. Everyone who seeks finds. And to everyone who knocks, the door will be opened."* (Mathew 7.7-8)

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“I will instruct you and teach you in the way you should go; I will counsel you and watch over you.” (Psalm 32:8)

I want to thank my children Yancey and Erica Arias, my son-in-law Steven Rodriguez, and my sisters Elena, Fatima, and Ninibet for their never ending love, prayers, understanding, and encouragement.

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ABSTRACT

The primary focus of this study was to investigate through qualitative methodology the work-life balance issues faced by women in contract management and the mentoring strategies they use. Factors that contributed to the attainment of a leadership position in the profession were also explored.

In-depth interviews were conducted with 26 female professionals in the field of contract management who were employed in major private, public, and non-profit organizations. The participants varied as to their leadership role in the organizations, educational background, race, age, faith, and family life. Several factors emerged that were important in the lives of the women that participated. They attributed their success to higher education, mentors that cared about their careers, and their family support system. These factors appeared to have an influence on the work life balance experiences of the participants.

The results of the study indicated that even though these professional women may have experienced challenges in their career paths, many, if not all, have accomplished a certain degree of success through learning, perseverance, work and family related coping strategies, motivation, willingness to take risks, and having a mentor. The struggle to maintain balance between work and home was continuous, especially the stress associated with families raising children.

Even though women have made progress in the contract management profession, the findings of this study demonstrated that few women hold the highest leadership positions, and the field is still a male-dominated environment. Since the findings of this study cannot be generalized to a larger population, it is hoped that the results will be

helpful to women in contract management who find themselves in similar situations as the participants in this study. The women in this study bring an abundance of talent to the profession, from which the contract management community can learn a great deal.

Chapter 1: The Problem

This research will explore work-life balance issues for women who work in managing contracts in different areas of the public and private sector, such as: science, technology, research and development, aerospace, government, universities, and non-profit. The study takes a closer look at mentoring strategies professionals use to excel into leadership positions in the contracting field. To understand the work-life balance issues of women managing contracts, one must look closer to the contract management process, which is the art and science of managing a contractual agreement throughout the contracting process (Garrett, 1997). The study will investigate the impact of work-life balance issues and the different strategies women use to succeed in the field.

Women working in the contract management field often balance their work activities with the demands of family life. Some of the most commonly assessed issues are social implications of the dual roles of women, cultural norms, workplace policies with attention to female-specific hurdles, marital satisfaction in gender roles, and social support. With the diversity of roles women play today in each period of their lives come the opportunity to learn, develop their skills, and balance the demands of family life (Gerson, 2009). The literature demonstrates that women handle their activities in this climate of technology change and economic reform in a variety of ways. For example, some contracting professionals strive to understand and learn the contract management (CM) processes to administer and manage the contracts; others stay informed and knowledgeable of procurement reforms to implement new policies or processes to benefit the contracting field. This type of knowledge includes such objectives as developing an understanding of managing contracts and developing knowledge in different aspects of

contracting, such as laws, theories, facts, innovations and, contract terms (Garrett, 2005b). For the same reason, professionals who manage contracts seek mentors to guide them in all aspects of the CM process, and help them to gain the requisite knowledge in contracting. At the same time, having a mentor allows them to increase visibility, share experiences in contracts, learn the ropes of CM, gain access to contract opportunities, network, increase knowledge in CM, have someone to ask for advice and guidance, be exposed to an objective viewpoint, diversity, expand resources, gain feedback, hear encouragement, and evolve into a leader (White, 2011). However, with the economic climate today, many senior contract professionals are feeling insecure about their jobs, preventing them from sharing knowledge, learning new skills, and mentoring the next generation of professionals entering the field.

CM has gained a place in formal education courses within the government, universities, and private industries, creating a competitive and demanding profession. CM is viewed by all organizations in both the public and private sectors as an essential business management function that directly contributes to organizational success.

Given the nearing retirement of today's experienced contracting professionals in aerospace, science, technology, research and development, government, and universities, there is a sense of urgency to encourage professionals to enter the career that is best described as the procurement industry (i.e., goods and services sold). Procurement in the government is different than the private sector. The government procurement system tends to be more complicated with legal and regulatory structures that govern the buying process; in contrast, in the private sector there is less red tape or bureaucracy.

Organizations in the public sector are currently trying to find ways to encourage women to enter the profession, especially the Federal Government. For example, the Federal Government, the Women's Forum of the National Contract Management Association (NCMA), and the National Council for Research have established committees to explore new ways to deal with the lack of women entering the contracting profession, and capture the knowledge of women retiring in the profession. NCMA conducts annual surveys, education programs, and conferences to seek suggestions and improvements in contracting, with the collaboration of experienced professionals to bring awareness, inform their members, and encourage a new generation to join the profession. The researcher found that no academic research has been conducted on the topic work-life balance issues for women working in the contracting field; only related studies on leadership, mentoring, and contracting processes for men and women were found. The researcher intends to examine the work-life balance issues women experience at work and family.

Background of Women Managing Contracts in Different Organizations

For many decades the acceptable professions for women included only the roles of mother and wife; women were expected to take over the roles of their mothers and grandmothers. This traditional view of women started to change during the Industrial Revolution and War World II, when women left the home and began doing jobs that were traditionally held by men. This was viewed as a revolution and social transformation of women's role in America (Berkin, 1996). Indeed, the demand for female labor has significantly increased over time. Women's participation in the labor force is significantly higher today than it was in past decades, particularly among women with

children, and a larger share of women work full-time and year round than in past decades (U. S. Department of Labor, 2011). While women's roles have changed in America, women are still under-represented in leadership roles, especially in the contracting profession (National Contract Management Association [NCMA], 2011). Despite the rise of new roles for women, many remain committed to domesticity (Gerson, 2009).

From 2000-2003, the Contract Management Institute (CMI), the Institute of Supply Management (ISM), and the National Association of Purchasing Management (NAPM) discovered a trend among government CM professionals, noting that they were becoming more time-sensitive and team-oriented, utilized more strategies, and possessed more training (Garrett, 2005a). Clearly, based upon their studies, negotiation skills and contract knowledge are critical when managing contracts. Experienced professionals in the contracting field are responsible for managing contracts in many different areas of contracting, such as: scientific research studies, purchasing of goods and services, IT hardware and software, construction, projects and instruments for space programs, research studies with universities, law, entertainment, health, and science and technology.

Many professionals enter the CM field through referrals, contract career conferences, on-campus recruitment, or networking. The government and private institutions now require the completion of a bachelor's degree as a requirement to work in CM. Furthermore, the federal government has mandated formal education requirements for its acquisition workforce. Contract managers working in the Department of Defense are required to have 24 semester hours of business-related education and a baccalaureate degree (U.S. Office of Management and Budget, 2006). In addition, continuing education is required to maintain their professional certifications. The highest

professional certification is the Certified Professional Contracts Manager (CPCM): the highest degree of professional competency in CM.

According to the NCMA (2011), the CM workforce is aging and retiring at a faster pace than the next generation is replacing them. There is a lack of knowledgeable successors to replace them (Kaplan, 2008). This shortage has created a challenge for the contracting leadership because there is no established process within the CM profession to capture and transfer knowledge through mentoring programs and share this knowledge with the next generation of professionals in the career. In addition, the number of contracting processes is increasing, and organizations are suffering from a shortage of experienced mentors to share their wealth of information (NCMA, 2010, 2011). NCMA continues to work with experienced contract professionals and organizations to encourage men and women to join the contracting profession and find experienced CM professionals that are willing to mentor and transfer their knowledge to the next generation of professionals entering the field.

Statement of the Problem

The problem is that historically, women have not entered the CM profession in different fields, such as government and defense, science and technology, aerospace and research and development, because this has been a male-dominated profession. Women have missed the opportunity to enter the profession due to the extensive state and federal rules and regulations they are required to learn, certification processes, and lack of access to the career. The researcher has experience in the CM profession, and has learned that professionals who manage contracts are adult learners who possess significant cognitive abilities, and experience. They are self-directed, with vast knowledge in their personal

and professional contracting career. In addition, they bring value to the contracting community because they have accumulated years of CM experience that could be transferred to the new professionals entering the field. However, transferring knowledge from experienced professionals to new professionals entering the field is a challenge for the contracting leadership.

A large population of contracting professionals within the aerospace and defense, research and development, and science and technology industries is near retirement (Harrison, 2008; Kaplan, 2008; NCMA, 2011). With the impending loss of these professionals' knowledge it is necessary for senior professionals to actively transfer their knowledge to the new generation of professionals entering the field. Even though some of this knowledge has been documented in reports, electronic files, and manual files, they are not readily accessible in most organizations because retired personnel do not tell their leadership how to access the information, since they feel threatened by sharing information. It is critical that the new professionals become familiar with the social, political, economic, legal, intercultural, and technological aspects of the CM profession, which will ultimately lead to career opportunities. For the same reason, new professionals need mentors in the contracting profession to increase visibility, share experiences in contracts, learn the intricacies of CM processes, gain access to contract opportunities, networks, have someone to ask for advice and guidance, see an objective viewpoint, diversity, expand resources, boost self confidence, empathize, gain feedback, and receive encouragement (White, 2011).

Organizations, such as Congress, the Federal Government, the Women's Forum of the NCMA, and the National Council for Research, are currently trying to find ways to

encourage women to enter the profession. They have established committees to explore new ways of dealing with the lack of female entering the CM field, and capturing the contracting knowledge of the experienced workforce retiring in the profession.

During the 2010 Government CM Conference, Karen Wilson (NCMA President) mentioned that creativity and innovation might be the way to approach standard practices in the contracting environment. Also, select leadership and management styles can help a person succeed in the contracting profession. She also mentioned that women are typically skilled at using a collaborative approach to leadership. Kate Vitasek, a faculty member at the Center for Executive Education, University of Tennessee, and lecturer at the 2011 NCMA conference, talked about the challenge of maintaining the delicate balance between work and one's home life. Women want to be successful in both areas, and multi-tasking is difficult; however, it is important to evaluate one's home life to keep one's life balanced (Freidman, 2011).

Statement of the Purpose

The purpose of this qualitative study was to explore the work-life balance issues for women pursuing the contracting profession, and the challenges they experience, along with mentoring strategies they use to excel into leadership positions. A qualitative methodology provided a detailed understanding of the experiences of women who manage contracts within different organizations, and have experienced leadership development through mentoring. The author interviewed 26 women working in administrative and management positions employed in the United States government, and private institutions in the contracting field. The data collection was determined by their schedules.

The study offers a preliminary understanding of how women in administrative and management leadership positions in contracting balance their family life, and challenges they face in the profession. In addition, it revealed mentoring strategies women use to excel in the profession. While literature on mentoring and leadership development exists, no previous studies have specifically investigated women mentoring women in the contracting profession. Mentoring is currently a focal issue in the government, universities, and private industries. Women in particular are encouraged by their employers to find mentors who can help them navigate their careers and guide them in successfully combining full-time careers with personal and family lives. Given the current economic climate, contracting professionals are feeling the pressure caused by balancing work and family, which can create great deal of conflict and stress.

Research Questions

This study was guided by the following research questions:

1. How do socio-demographic variables such as education, age, and ethnicity influence women in the contract management profession as they balance work and family issues?
2. How do women view work and family life balance from the mentoring, faith, and strategies that they utilize to address the principles of balance in their lives?
3. How do women's motivational factors impact the strategies used to succeed in leadership positions in the contract management profession?

Significance of the Topic

The Women's Forum of the NCMA recognizes that women are under-represented in the CM field, especially in the Federal Government, and in the aerospace, science, and technology field. More attention needs to be paid to the needs of women in the profession, and to the number of retirees leaving the profession in the coming decades (NCMA, 2011). While literature on mentoring and leadership development exists, no previous studies have specifically explored the work-life balance issues of women working in the contracting field. Currently, the profession faces a huge challenge to attract and train new talent. The NCMA has joined with several public and private agencies to address some of these issues, and identify potential candidates to enter the profession (Brodsky, 2009). Managing contracts is a high-paying profession; for example, contracting professionals with graduate degrees earn an average of \$74,602 annually in the profession, and those with certifications earn an average of \$85,000 annually (NCMA, 2010). The most highly compensated job titles in the industry include: attorney (\$148,000); consultant (\$125,000); contract manager, supervisor, or director (\$112,000); and program manager/analyst (\$105,000).

Obtaining detailed information about women who have experience in managing contracts allowed the researcher to examine their work-life balance issues, mentoring strategies, and leadership development in the profession. This study represents an important effort to encourage educational institutions, private industries, government agencies, and non-profit organizations to recognize the importance of this career for women, and understand the work-life balance issues women experience.

Key Definitions

The following terms aroused throughout this dissertation:

- *The Contract Management Institutes (CMIs)* invest in the Contract Management Profession. CMIs are tax-exempt foundations under Internal Revenue Service category 501(c); (NCMA, 2009a).
- *The Bureau of Labor Statistics (BLS)* is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics (U.S. Department of Labor, 2011).
- *The Institute for Supply Management (ISM)* exists to educate, develop, and advance the purchasing and supply management profession (Institute for Supply Management [ISM], 2010).
- *The National Aeronautics and Space Administration (NASA)* is an executive branch agency of the United States government, responsible for the nation's civilian space program and aeronautics and aerospace research (National Aeronautics and Space Administration [NASA], 2011).
- *The National Association of Purchasing Management (NAPM)* is an individual-membership, professional society for individuals dealing with the tasks of procurement and CM (National Association of Purchasing Management [NAPM], 2010).
- *The National Contract Management Association (NCMA)* is an individual-membership, professional society for individuals dealing with the tasks of procurement and CM (NCMA, 2011).

- *Compliance in Contracts* means to do what one is required to do with all contracts (NCMA, 2011).
- *Contract*: A contract is a legally enforceable agreement between two or more parties with mutual obligations (Garrett, 2005a, 2005b).
- *Contract management (CM)*: CM is the art and science of managing a contractual agreement throughout the contracting process (Garrett, 2005a).
- *Contract law*: Contract law is a legal commitment that the law will enforce (Garrett, 2005a)
- *Gender discrimination*: Gender discrimination describes subtle or ambiguous harmful actions affecting career progression, and/or a culture where racism and sexism is common (Kaltreider, 1997).
- *Federal glass ceiling*: The Glass Ceiling Commission and the U.S. Department of Labor defined the glass ceiling as “those artificial barriers based on organizational bias that prevent qualified individuals from advancing upward in their organization into management-level positions” (Federal Glass Ceiling Commission, 1995, p. 4).
- *Intermediate-good industries* are materials or items that are final-product of processes, but also used as an input in the production process of some other good.
- *Knowledge transfer* describes the process of transferring knowledge from one individual to another or transferring knowledge as part of the organization to another (or all other) part(s) of the organization (Kaplan, 2008).
- *Leader*: A leader is anyone willing to help (Burns, 1978)

- *Leadership*: Leadership is a process whereby an individual influences a group of individuals to achieve a common goal and transforms them in the process (Northouse, 1997, 2004).
- *Male-dominated industry* refers to industries that are traditionally populated by men: for example, science and engineering careers.
- *Mentor*: A mentor is a catalyst in the development of a future leader (Doyle, 2000).
- *Mentoring* refers to coaching and transferring knowledge to develop others.
- *Non-traditional jobs* are jobs often skilled or technical and typically have a higher rate of pay than jobs traditionally held by women.
- *Procurement* is the complete action or process of acquiring or obtaining personnel, material, services, or property from suppliers (Defense Acquisition University, 2011).
- *Science, Technology, Engineering, Mathematics (STEM)*. STEM is the acronym that represents the field of academic or professional disciplines in Science, Technology, Engineering, and Mathematics (White House Council on Women and Girls, 2011).
- *Work-Life Balance* is defined as an individual's ability to meet his/her work and family commitments, as well as other non-work responsibilities and activities (Hill, Hawkins, Ferris, & Weitzman, 2001).

Key Limitations and Assumptions

The key limitations of this study concern the individuals to be studied, the setting of the study, and constraints of the problem. The researcher believes that women

mentoring women in CM employ multiple mentoring strategies to succeed in the profession, and those women are multidimensional. The researcher assumes that the participants will offer honest answers and display genuine actions throughout this research study. Since the findings of this study cannot be generalized to a larger population, the findings should enable women in CM with similar situations to recognize something of themselves in the study.

Summary

This chapter provided an overview of work-life balance issues and mentoring strategies for women who work in managing contracts in different areas of the public and private sector, such as: science, technology, research and development, aerospace, government, universities, and non-profit. This chapter also discussed how new professionals enter into the CM profession; to what factors they attribute their career advancement, and their work responsibilities. This chapter provided general definitions of language used in the contracting field. The definitions are consistent with potential communication styles participants may use in the interviews.

The study is limited to women only, but characteristics such as ethnicity, education, age, ranking in their organization, and years serving in the contracting community, will differentiate the participants. The problem is that historically, women have not entered the CM profession in different fields, such as government and defense, science and technology, aerospace and research and development, because this has been a male-dominated profession. Chapter two presents a literature review regarding important factors in managing contracts and balancing work and family. The following topics are discussed: (a) leadership theories, (b) women in the workplace social and economic

trends, (c) women coping with work-life balance issues, (d) women and leadership: theoretical perspectives, (e) the contracting world: roles and responsibilities, (f) women working in contracting, and (g) mentoring: historical perspective and theories.

Chapter 2: Literature Review

Introduction

Chapter 2 focuses on the research literature of theoretical and empirical work on work-life balance, leadership, contracting, and mentoring strategies for women who work in the contracting profession in different organizations targeted for this study. In addition, it includes a historical review of women changing roles throughout their careers, and their participation in the workforce. The chapter includes the following topics: (a) leadership theories, (b) women in the workplace social and economic trends, (c) women coping with work-life balance issues, (d) women and leadership: theoretical perspective, (e) the contracting world: roles and responsibilities, (f) women working in contracting, and (g) historical perspective on mentoring.

The questions investigated for this research were:

1. How do the factors of socio-demographic variables such as education, age, and ethnicity influence women in the contract management profession as they balance work and family issues?
2. How do women view work and family life balance from the mentoring, faith, and strategies that they utilize to address the principles of balance in their lives?
3. What does the identity of motivation factors of the women impact the strategies used in the contract management profession to succeed in leadership positions?

To answer the research questions the researcher examined the following variables: (a) education, and (b) ethnicity. This chapter will review the concepts of leadership, CM,

work-life balance, and mentoring. The terms *CM professional*, *acquisition professional*, *contract professional*, and *procurement professional* are used as synonyms through this literature review, as these personnel functions are similar in the CM profession. The review of the literature was accomplished by obtaining articles, management journals, dissertations, conference papers, and books. The researcher is familiar with the CM profession and some of the practices related to the field.

Leadership Theories

This section focuses on the research literature of theoretical and empirical work on leadership development. Leadership represents an important element in the development and transformation of future leaders in the contracting profession. Research indicates that leadership is one of the most discussed subjects among scholars, writers, students, practicing leaders, educational institutions, government agencies, private industries, and non-profit organizations. According to Daft (2008), leadership describes an influence relationship between leaders and followers who intend real changes and outcomes. Daft's leadership method includes several key elements: (a) influence, (b) followers, (c) intention, (d) shared purpose, (e) change, and (f) personal responsibility and integrity. Daft asserts that excellent leaders are great communicators. Kotter (1990) defines leadership as coping with change and innovation; he explains that leadership focuses on the big picture, strategies that take calculated risk, and people's values. Kotter maintains that the most effective stories are fashioned by leaders who are able to influence their audience and move their hearts. According to Gardner (1995), the key to leadership is the effective communication of a story.

Sosik (2006) maintains that leadership contributes to the extraordinary organizational growth and performance of individuals. He demonstrates a wealth of leadership knowledge in a unique collection of 25 captivating stories about famous men and women leaders from business, history, government, and pop culture, including Condoleezza Rice, John F. Kennedy, Maya Angelou, Bill Gates, Brian Wilson, Rosa Parks, Martin Luther King, Jr., Joe Namath, Pat Tillman, Mother Teresa, Lady Diana, Pope John Paul II, Shirley Chisholm, Governor James Hunt, Andy Griffith, Margaret Thatcher, Oprah Winfrey, Nelson Mandela, Warren Buffet, Andy Grove, Eleanor Roosevelt, Herb Kelleher, Anita Roddick, Johnny Cash, and Fred Rogers. According to Sosik, each of these leaders possesses virtues of wisdom, courage, humanity, justice, temperance, vision, and transcendence, and their individual associated character strengths that form the foundation of leadership. Furthermore, these leaders reaped numerous physical, mental, social and spiritual benefits from their strong character. Leaders have the power to change the course of history; they envision a future few others see (Doyle, 2000).

Rosener (1995) argues that a woman's way of leading differs from traditional male approaches. In addition, Rosener notes that women are not often seen in terms of leadership potential because they do not exhibit male attributes; women often do not gain leadership roles simply by imitating their male peers. According to Eagly (1991), males and females have different leadership styles; specifically, women tend to be more democratic and participative than men. Men have the tendency to place themselves in a hierarchy and jockey for positions, whereas women are more interested in cooperation, harmony, and forming connections. Women have different personal and social networks

that have an extensive impact on their career advancement (Kennedy, 2008). Women are more likely to have more domestic responsibilities than men, causing them to interrupt their career. According to Alejano-Steele (1997), some women who have completed their degrees and are in the process of transitioning to the real world may feel as though they have been in school for so long that they are not sure who they are out in the world, and if they truly want to compete with colleagues to succeed. Some women wish to combine child rearing with a career, which is challenging because it could diminish their internal drive to become successful leaders (Kaltreider, 1997).

Northouse (1997) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal and transforms them in the process. Northouse's research involves transformational leadership, which is a process that changes and transforms individuals. This model is concerned with emotions, values, ethics, standards, and long-term goals (Northouse, 2004). Kouzes and Posner (2002) expanded on Northouse's idea, asserting that leaders act as educators to develop others and their skills. Burns' (1978) model discusses two different types of leadership that also exist in the contracting environment: transactional and transformational. Transactional leadership uses a critical form of monitoring others to achieve organizational objectives. An example of transactional leadership is a business management professional who monitors and controls contract processes to maintain delivery of quality products and services, concentrating on simple rewards and demands, even if the project is poor or hasty (Bass, 1998). This type of transactional leader manages emergencies with structures that have already been set up by actively managing-by-exception, supplying solutions for immediate needs. Transformational leaders shift goals away from personal safety and

security towards achievement, self-actualization, and the greater good (Bass, 1998).

Burns (1978) found that transformational leadership focuses on the leader who connects with others to increase an organization's level of motivation and moral standards. The goal of a transformational leader is to inspire followers to share the leader's values and connect with the leader's vision (Bass, 1985).

Bass (1998) further expanded Northouse's (1997) transformational leadership model. His model defines four factors of transformational leadership that may contribute to the career development of men and women working in the contracting field: (a) inspirational motivation, in which the leader communicates high expectations to followers and inspires them through motivation; (b) intellectual stimulation, in which describes leader motivates the followers to be creative and innovative influence; and (c) idealized consideration, in which the leader provides a supportive climate and listens to the individual needs of the followers, also acting as a coach and mentor. Bass defines transformational leadership with a different focus than Burns (1978). He describes three ways of increasing motivation in followers: (a) heightened consciousness through ideals and values, (b) self-transformation for the organization, and (c) collaboration to meet higher-level human needs. He further discusses that transformational leadership affects the frame of mind of the individual or group of individuals who come to trust, admire, and respect the leader. For example, Bass's (1998) leadership style relates to the men and women leaders that often motivate their followers to manage contracts with collaboration and meet the needs of the customers while increasing their awareness of their functions, being flexible, and continuing to improve in their careers.

Organizations encouraging the transformational leadership approach strive to bring both leaders and followers to high levels of motivation and a greater pursuit of purpose in life. Transformational leadership creates the environment that the contracting community needs in order to encourage men and women to enter the contracting career and become successful leaders.

Anecdotal, survey, and experimental evidence all point to women in leadership positions being more transformational and less managing than the male leader (Bass, 1998). According to Eagly (1991), male-female differences in transformational leadership may be due to women's innate tendency to be more nurturing. However, there is a strong component of personal development in transformational leadership. Transformational leaders tend to focus on developing and raising awareness of their followers (Burns, 1978). Also, Bass (1985) discusses a type of leader among the ranks of transformational leaders, one that followers emulate and with which they identify: charismatic leaders.

Charismatic leaders have the ability to inspire enthusiasm, interest, and affection from followers. They have the power to inspire and captivate people's hearts. For example, leaders such as John F. Kennedy, Mother Theresa, and Mohandas Gandhi had tremendous charisma. Some of these charismatic leaders' source of influence comes from personal wisdom and characteristics rather than a position of power. History defines successful leaders largely in terms of the ability to bring about change.

Women in the Workplace Social and Economic Trends

Women in America are creating real social and economic trends in the workforce. They are now free to reach their intellectual capacity in diverse professions and the

corporate work environment (Kaltreider, 1997). They are entering the service industry and growing in rapid numbers. The demographics of the American women in the workforce have changed drastically in the last 5 decades. The workforce represents a significant mix of race, religion, age, and other cultural factors. These differences are gaining importance in the literature as a way to understand the meaning of life events and diversity in the workforce for women. Despite the diversity in today's workforce, women are trying to incorporate their new priorities without giving up any of the old family responsibilities that are still prominent in their lives. However, some women experience guilt or selfishness if they put their career interests first (Heins, Hendricks, & Martindale, 1982).

Because women's work and family demands are concurrent, these demands have a significant impact on women's careers (Valdez & Gutek, 1987). Their life experiences (e.g., greater education, fewer children, and participation in the paid labor force) are changing the balance between husbands and wives (Weber, 2009).

Elder and Giele (2009) discuss the traditional marriage norm where the husband serves as the authority figure, which is challenged by a new ethic of gender equality. This structural change is creating a more democratic lifestyle in many modern marriages (Weber, 2009). However, women seeking career advancement are experiencing conflict between work and family. Women and men are both parents and workers, contributing to the economic and social trends in the workplace. Even though women and men are making every effort to balance work and family, new conflicts are emerging and creating problems (Gornick & Meyers, 2003).

With more women entering the labor force, families are spending less time together. Working mothers often find themselves working long hours at both work and home, reducing their ability to care for their children. According to Gerson (2009), men and women are integrating work and family life in a democratic way. With the demands of work and family, men and women are confronted with new challenges; they are pursuing new strategies as insurance in the event that their democratic ideas prove unattainable. Because of the increase of women in the workforce, for some women gender inequality is entrenched in the home, creating problems for their families and increasing the risk of divorce. Families in all industrialized countries are struggling to balance the demands of work and family. The changing roles of men and women have reshaped patterns in marriage and divorce, childbearing, living arrangements, and aspirations for education and careers. Most of the common issues relate to social inferences of the dual roles of females, cultural standards, workplace policies, and marital satisfaction in gender roles, as well as social support such as religion, family, and mentoring relationships (Weber, 2009).

Women joining the labor force are demonstrating a strong commitment in higher education and non-traditional jobs, most of which are held by men. According to the U.S. Bureau of Labor Statistics (2008) less than 25% of women in the workforce hold non-traditional jobs. However, since the beginning of World War II, the presence of women seeking career opportunities in the workforce has increased; women are increasingly influenced by the potential to leverage their knowledge, experience, and skills to benefit themselves, their families, their work, and society at large (Weber, 2009).

Until 1950, the population in United States was majority male. According to the White House Council on Women and Girls (2011), nearly 51% of the population was female in 2009, with four million more females than males. The long-term trends that resulted in a female majority in the population were driven in part by mid-century reductions in immigration (particularly by men), coupled with life expectancy increases for women that outpaced those of men. Women have caught up with men in college attendance but younger women are now more likely than younger men to have a bachelor's or a master's degree. Women now earn more than one-half of all bachelors' and master's degrees in the United States, and nearly one-half of all doctoral degrees. With the increase in the education of women, the employment of women is increasing and influencing the work-life balance of families. Women are working more hours than men in the labor force. As women's work increases, their earnings constitute a growing share of family income, yet these gains in education and labor force involvement do not translate into wage and income equality. Several studies found a significant motherhood penalty on wages and evaluation of workplace performance and competence after statistically controlling for education, work experience, race, full or part-time work, and a broad range of other human capital and occupational variables (Avellar & Smock, 2003). Furthermore, women earned about 75% of what their male counterparts earned in 2009 (White House Council on Women and Girls, 2011).

In 2007, a Stanford University professor and colleagues sent out more than 1,200 fictitious resumes to employers in a large Northeastern city, and found that female applicants with children were significantly less likely to get hired, and if they were hired would be paid a lower salary than male applicants with children. Despite the fact that the

qualifications, workplace performance, and other relevant characteristics of the fictitious job applicants were held constant and only their gender varied, mothers were penalized on different measures, including perceived competence and recommended starting salary. Men were not penalized in this way, and sometimes benefited from being a parent. Fuegen, Biernat, Haines, and Deaux (2004) also found that when evaluators rated fictitious applicants for an attorney position, female applicants with children were held to a higher standard than female applicants without children. In another study, Correll, Benard, & Piak (2007) found that employers discriminate against mothers when making evaluations that affect hiring, promotion, and salary decision, but not against fathers. Fathers were held to a significantly lower standard than male non-parents. England, Reid, and Kilbourne (1996) reviewed data from the National Longitudinal Survey of Youth (a U.S. government study that measures changes in people's lives over time), and found that if a White woman in an all-male workplace moved to an all-female workplace, she would lose 7% of her wages. If a Black woman did the same thing, she would lose 19% of her wages. Figart and Lapidus (1996) calculated that if female-dominated jobs did not pay lower wages, women's median hourly pay nationwide would go up 13%; men's pay would go up 1%, due to raises for men working in "women's jobs." However, women are making more career progress than women from earlier eras; at the same time women have changed their aspirations and are less oriented toward family roles (Alejano-Steele, 1997).

At the 2011 meeting of the NCMA San Gabriel/Valley Chapter, General Tattini (2011) of the Jet Propulsion Laboratory (JPL) mentioned that there is groundwork for a bold new direction in space exploration, science, and aeronautics programs; there are an

ever-increasing number of women at NASA who are scientists, engineers, program managers and workers in all occupations and more career choices are available to women today.

Recently the U.S. Department of Commerce, Economic and Statistics Administration (2011) released a series of reports on science, technology, engineering and mathematics (STEM), entitled *Women in STEM: A Gender Gap to Innovation*. The results showed that women are vastly underrepresented in STEM jobs and among STEM degree holders, despite the large representation of women in the workforce. Women make up nearly half of the U.S. workforce and half of the college-educated. Although women make up half of all jobs in United States, they hold less than 25% of STEM jobs, despite of the increase of college-educated women in the workforce. This represents a gap between women and men working in the industry, leaving women at a disadvantage in reaching leadership positions in STEM jobs. Despite the strong efforts to increase women's participation in the workforce, the United States still needs to do more to improve women's competitiveness. The *Women in STEM* report embarks on a mission to increase opportunities for women in the industry, as well as encourage the current leadership in the industry to engage in new initiatives and activities that would change the workforce gap in the future. A 2009 study conducted by the aerospace industry with STEM students from schools across the country revealed that work-life balance was one of the most important job attributes an organization can offer; the students revealed the aerospace industry favored more to aspects of salary, and favored less to work-life balance (American Institute of Aeronautics and Astronautics, 2009).

First Lady Michelle Obama brings focus to the subject of women in STEM, emphasizing the importance of supporting and retaining women and girls who choose careers in the fields of STEM disciplines:

If we're going to out-innovate and out-educate the rest of the world, then we have to open doors to everyone...We need all hands on deck. And that means clearing hurdles for women and girls as they navigate careers in science, technology, engineering and math. (Curtis, 2011, p. 2)

The White House Council on Women and Girls, White House Office of Science and Technology, and the National Science Foundation (NSF; White House, 2011) announced the “NSF Career-Life Balance Initiative,” (p. 1) a 10-year plan to provide greater work-related flexibility to women and men in research careers related to STEM. Among the best practices that NSF will expand foundation-wide, are methods that will allow researchers to delay or suspend their grants for up to 1 year in order to care for a newborn or newly adopted children or fulfill other family obligations; maximizing current policy to facilitate scientists' reentry into their professions with minimal loss of momentum. The White House Council on Women and Girls Executive Director, Tina Tchen, stated the following:

Jump-starting girls' interest in science, technology, engineering and math—the so-called STEM subjects—and boosting the percentage of women employed in science and engineering is not just the right thing to do but is also the smart thing to do for America's future and the economy. (White House, 2011, p. 2)

National Science Foundation (NSF) Director Subra Suresh said the following:

Too many young women scientists and engineers get sidetracked or drop their promising careers because they find it too difficult to balance the needs of those careers and the needs of their families. This new initiative aims to change that, so that the country can benefit from the full range and diversity of its talent. (White House, 2011, p. 3)

Women today currently earn 41% of PhDs in STEM fields, but make up only 28% of tenure-track faculty in those fields; women in STEM jobs earn 33% more than

those in non-STEM occupations, and the wage gap between men and women in STEM jobs is smaller than in other fields (White House, 2011). There has been an increased awareness of the impact of socioeconomic status, race, gender, and on the career decision-making process, human resources, and career development.

Catalyst Pyramid, a nonprofit organization that works with businesses to build inclusive workplaces and expand opportunities for women, reported that women make up 46.5% of the total U.S. workforce, and yet only 16% of women are employed as corporate officers with Fortune 500 companies. The fact that few women occupy top roles has a series of effects, indicating that the next generation of women will have fewer role models to emulate and less access to female leaders, creating generational challenges (Rezvani, 2010).

Gutek and Larwood (1987) suggest that there are different expectations for men and women regarding the appropriateness of jobs for each gender. Women are faced with more constraints in the workplace, including discrimination and stereotypes. Astin (1984) argues that the basic work motivation is the same for men and women, but they ultimately make different work choices because of the influence of their early socialization experiences and the different limitations on career opportunities. Women's occupational behavior will be understood only when it is viewed from the human development standpoint that stresses process, comprehensiveness, and life course perspectives (Perun & Belby, 1981). Regardless of the experience of role conflict and change, the workplace environment can be challenging for women; this becomes most obvious when the workplace is replete with gender differences, harassment, and

discrimination. Women have reported on these issues numerous times, and they can be described in a historical perspective.

In 1964 Title VII of the U.S. Civil Rights Act was passed, containing specific prohibition about sexual discrimination but without mentioning sexual harassment. Eight years later Title IX of the Education Amendments of 1972 (Office of Education Amendments, 1972) prohibited sex discrimination in institutions receiving federal funds, including many professional schools. During the 1970s, many states moved toward specific prohibition of gender discrimination, including discrimination based on sexual orientation, and prohibition of sexual harassment (Kaltreider, 1997).

Women Coping With Work-Life Balance Issues

Women in fields ranging from business to women's rights, from astronauts to athletes, from former governors to cabinet secretaries, from politicians to educators, are all striving to achieve work-life balance. Women who "want it all" may balance their work and life demands in different ways. Women's values and priorities may be different than those of men when making choices to balance work and life; they strive for a balanced life, time for personal pursuits, and more time for intimacy with family and friends (Kaltreider, 1997).

Researchers have written an abundance of literature about work-life balance issues during the past few decades. Most literature on work-life balance has focused on women, stress, family issues, career growth, and life satisfaction. The past 2 decades have borne significant changes in the socio-cultural environment, such as dual career couples, increased women's participation in the workforce, changing expectation of men in society, and changing of the traditional gender roles in the home and at work. Americans

want to be able to spend less time chained to their desks and more time with their families and friends. The new generation is emphasizing work-life balance as an important component of success at work.

Discussions and research on the topic of work-life balance are gaining momentum and a prominent place in national discourse. Researchers attribute this change of family life to information technology, and competitive work environment. From the perspective of Greenhaus, Collins, and Shaw (2003), work-life balance is achieved when individuals demonstrate equally positive commitment to different life roles. Greenhaus et al. affirm that to be balanced is to approach each role (work and family) with an approximately equal level of attention, time, involvement, or commitment. Positive balance suggests an equally high level of attention, time, involvement, or commitment. Negative balance, on the other hand, implies an equally low level of attention, time involvement or commitment. These inputs reflect an individual's level of role engagement, and according to Greenhaus et al., it is difficult to imagine a balanced individual who is substantially more or less engaged in a work role than in a family role. Greenhaus et al. suggest that the elements of satisfaction attained by individuals can be divided into three elements of work-life balance: (a) time balance (an equal amount of time devoted to work and family roles), (b) involvement balance (an equal level of psychological involvement in the work and family roles), and (c) satisfaction balance (and equal level of satisfaction with work and family roles).

Organizations today are realizing that employees are their most important assets. They want to help their employees improve the quality of their lives and their sense of well-being, while still taking care of the bottom line (e.g., increased productivity and

creativity, decreased sick leave, and absenteeism; Van der Merwe, 2006). For example, Blair-Loy, Wharton, and Goodstein (2011) found relationships between mission statements and the high quality investment of organizations in work-life practices. Blair-Loy et al. argue that firms that recognize their work-life initiatives through their mission statements are more likely than competitors to emphasize the value of employees and less likely to stress shareholder value.

In some organizations, flexibility of working practices is being associated with support and integration of work and non-work life, in response to values and aspirations of key workers (Van der Merwe, 2006). Burke (2001) found that change and increased demands on time, energy, and work commitments led employees to experience increased concern about balancing their work and personal lives. Kreiner (2006) argues that many organizations today are joining their employees through technology such as cell phones and telecommuting by establishing new relationships between work and home. The most recent organizational view of work and home indicates that work and home are interdependent, and that this interdependence has a significant impact on individual behavior in an organizational and private setting, and ultimately on organizational functioning (Parasuraman & Greenhaus, 1999). For example, employees may experience some internal conflicts if the employer has company policies that disallow employees from surfing the Internet for personal use, working from home, using the company phone for personal calls, or responding to personal phone calls during working hours.

Family roles have changed and continue to change dramatically in today's society. Women play a major role in managing their families, and men are beginning to take on household and parenting duties as more women are accepting the role of paid

employment. There is evidence that more men, as well as women, are valuing shorter working hours and would trade income for shorter hours so that they could spend more time with family and maintain a more balanced life. The shift towards work and family involvement (for men and women) has numerous potential advantages because responsibilities of men and women have changed and can no longer be ignored in terms of work performance and quality of life.

The Kenexa Research Institute (2010) evaluated female workers' opinions of work-life balance in the United States. The research demonstrated that 61% of women reported their company supports employees' efforts to balance work and family responsibilities. According to Kenexa's report, women in the United States are more likely to achieve balance when their stress level at work is reasonable, when they enjoy their work, and when they feel there is a promising future for them at the company. The report also revealed that the highest percentage of women that feel they have achieved work-life balance can be found in the hi-tech industry (69%), followed by financial services (66%), healthcare services (63%), government (61%) and manufacturing (57%) industries. Haworth and Lewis (2005) indicate that the meanings and experiences of work-life change at the societal level during different periods in history, and, at an individual level, change during the course of a lifetime.

Kossek, Noe, and DeMarr (1999) found that employees who have a strategy for role synthesis that fits with their organizational context tend to experience improved work-family balance, since internal standards are likely to vary greatly from individual to individual. Work-life balance issues may impact the work of women when managing contracts on an individual basis, which is an important factor that an individual has to

consider to prevent conflicts, or social pressure from the employer. It is well known that workers do not devote all their time on company computers, landlines, and mobile phones to directly work-related assignments. Many professionals, in effect, perform work related activities through the use of mobile phones and other electronic devices.

According to Jackson (2002), boundaries between home and work life had been blurring in the past due to the evolution of the industrial age, and separation of work and home. Today, modern times have brought change and new relationships to family and work. The change in boundaries comes from an expansion of technological advancements, moving to new opportunities. Every moment of the day brings negotiation with family due to the new ways of managing activities. According to Jackson, family life is a melding of many activities, which reflects the impact of portability, mobility and constant negotiation. Family functions are compensatory substitutes for more fundamental structural initiatives aimed at healthy work-family integration, balancing activities, and developing a high level of satisfaction with work and family (Jackson, 2002).

Conley (2009) argues that technology is not the only contributor to the changes in family and work. He believes that many of the changes in the family and the workplace are also due to women seeking career opportunities. A study conducted by BCS, the UK's Chattered Institute for IT, shows that access to information technology has a statistically significant, positive impact on life satisfaction (Harrin, 2010).

Women are increasingly influenced by the potential to leverage their knowledge, experience, and skills to benefit themselves, their families, their work, and society at large (Weber, 2009). Modern society is witnessing women transitioning to non-

traditional jobs in large numbers. As a result, there are often no parents at home to do the work of nurturing and caring for the family. Instead, families connect through technology and phones to coordinate activities. Conley (2009) explains that in his family, nobody cooks, the family eats take-out food, and they are constantly on their Black Berries, texting or answering emails. His spouse is constantly traveling, and socializing normally revolves around their work colleagues.

Today's society also includes many dual family earners that are not physically available at home, dealing with many distractions and responsibilities. Women are currently working more hours than men in the labor force (U. S. Department of Labor, 2008). As women's work increases, their earnings constitute a growing share of family income. Women's participation in the labor force is significantly higher today than it was in past decades, particularly among women with children, and a larger percentage of women work full-time. Women are expected to play multiple roles: as caregivers, professionals, and family life managers. For example, a recent class-action lawsuit regarding work-life balance and discrimination with Bloomberg Media demonstrated how women are expected to have multiple roles and simultaneously manage their careers; the career moms were passed over for promotions after having children. According to Judge Preska writing in the decision for *Employment Opportunity Commission, Plaintiff v. Bloomberg*, "the law does not require companies to provide a balance between work and family life" (Krischer Goodman, 2011, p. 3). Judge Preska also found that there was no discrimination on the part of Bloomberg, and there was insufficient evidence to prove that opposition was the company's standard procedure against work-life balance. In the decision, Preska quoted Jack Welch, General Electric's legendary CEO: "There's no such

thing as work/life balance” (p. 3). In addition, Preska mentions in the lawsuit there are work/life choices; one must make them, and they have consequences. Many critics argue that judge Preska’s decision is a step backwards, and demonstrates a lack of sensitivity towards work-life balance and women’s careers.

The writings of researchers on the topic of work-life balance demonstrate that as a result of new changes in the cultural and social economic environment, family and work balance will continue to change. These changes will have consequences; men and women will have to re-engineer their lifestyles, adapting to the socio-cultural environment in order to balance family and life. Some of the issues bring social implications to the dual roles of females. Organizations need to assess their workplace policies with specific attention to work-life balance issues for women. With the advancement of technology, women have improved their family lives in many ways, from making telephone calls on the move to work, grocery, and travel. It is clear that daily life has changed, helping women to keep in touch with family and maintain a better work-life balance. The researcher found that work-life balance is gaining momentum among researchers around the world, and literature on the topic is expanding and evolving.

Women and Leadership: Theoretical Perspective

The researcher found that the leadership literature from the 1980s to the early 1990s primarily focused on men. More current literature has begun to include women and female characteristics related to leadership. Research on leadership styles and characteristics related to gender differences is expanding and evolving as more women achieve leadership positions.

Women's roles have changed in America; however, women are still under-represented in leadership roles. Women need to influence other women to achieve their goals and succeed as leaders in any industry. Women need to collaborate as mentors to promote career advancements in the CM profession. As more doors open for women, the leadership landscape will continue to grow.

According to Rezvani (2010), women's leadership style differs from men's leadership style. Technological, economic, and global changes require a leader with mix of hard and soft skills; women's natural knowledge in these areas makes them ideal leaders. In 1999 the American Psychological Association conducted a study of 2,482 managers at all levels, from more than 400 organizations across 19 states; the study was released in 2001. The study revealed that female managers scored higher than their male counterparts in different skill areas. The role of women in leadership is much more complicated; women find themselves with limited access and information (Rezvani, 2010). Riggio (2010) cited Eagly and Johannesen-Schmidt's (2001) study in which the authors argue that women are more likely than men to possess the leadership qualities that are associated with success. Eagly and Johannesen-Schmidt argue that women are more transformational leaders than men; they are more focused on developing their followers, they listen to them and motivate them to think out of the box, and they are more inspirational. In addition, women are more ethical. Riggio (2010) finds transformational leadership exceptional, and agrees with Bass (1985, 1998) – who developed the current transformational leadership theory, as mentioned earlier in this research – that in the future women leaders will dominate simply because they are better suited to 21st century leadership and management than men. In the same research, Bass

(1985) suggests that executive men have a general discomfort with their female colleagues and women must carefully manage their relationships with men. However, women still have to overcome many obstacles; women at the top are still rare (Eagly & Johannesen-Schmidt, 2001). What would the world look like with more women leaders? According to Eagly and Johannesen-Schmidt, the research suggests that for organizations, and for workers, it would be a better place to live.

According to Lips (2008), people respond differently to male and female leaders. Lips identifies the ways in which people's responses affect women's leadership, and proposes some solutions to pave the way for women leaders. Often high-profile women or women holding leadership positions in the United States are held to a higher standard than their male counterparts. Women leaders in public political roles are still defined as too pushy, or too soft; the sexless remarks seem to be narrowly defined. If women are to claim their share of leadership positions and operate effectively within such positions, women and men must be aware of these differential expectations, know how they affect both leaders and constituents, and understand what responses may be useful (Lips, 2008). Women leaders are expected to combine leadership with compassion to gain respect and approval from the followers.

A group of researchers trained women and men to lead mixed-sex groups by making the same suggestions and using the same words. Group members responded to the male leaders' comments with attention, nods, and smiles; they responded to the women by looking away and frowning. Furthermore, these group members were not aware that they were treating female and male leaders differently. This pattern occurs not only in the laboratory, but also in the real world. Field studies of small group meetings in

organizations show that women leaders are targets of more displays of negative emotion than men leaders, even when both sets of leaders are viewed as equally competent. In order to be accepted in leadership roles, women will likely have to find external endorsements, particularly in a male-dominated environment (Lips, 2008). They require more external validation than men.

To understand the roles and responsibilities of contract professionals, it is important to review several concepts and theories of contracting, and the characteristics women need to enter the contracting field. Indeed, women hoping to enter this field often need to possess certain characteristics beyond those of leaders in other professions or industries. The researcher found that most leadership theories suffer from a lack of attention to women in leadership roles in contracting.

The Contracting World: Roles and Responsibilities

Within the public and private sector the contracting field is male-dominated, and women are under-represented (Garrett, 2005a). The CM profession is facing serious challenges in more than a generation. There is a need for career opportunity, information access, and learning opportunities for the next generation of CM professionals (Journal of Contract Management [JCM], 2008). The shortage of professional leaders in the contracting field demonstrates the importance of research about men and women working in the profession, and implications of the profession that may have contributed to the shortage. Men and women in contracting work as contract managers, audit coordinators, and negotiators; historically, these functions have been performed by men. The main function of contract professionals is to assure that the organization is in compliance with State and Federal laws, review contract terms and conditions, negotiate, and provide

counsel to line managers. These professionals add other acquisition projects to their major job duties and conduct training modules in order to improve employee work performance, mentoring, and career development. Often contract managers work together to successfully purchase or provide quality products and services on time, on budget, and to the total satisfaction of their customers.

Contract professionals are constantly refreshing their knowledge and skills in contracting to remain knowledgeable and competitive in the profession. Technology is an important component in the advancement and development of contracting personnel. Prior to the events of 9/11, many of the important information technology (IT) systems in the Federal government agencies were outdated and running obsolete programs and systems. Walking into an office 10 years ago was like stepping back in time, and everything was problematic. Today, as contracting professionals acquire knowledge and gain new insights, they continue to learn more and acquire higher education. A learning environment creates the possibility of shaping the future of an organization to be well-represented by the next generation of proficient contracting professionals. A CM professional is part of an ever-changing field that is continuously challenging professionals to improve their skills and increase occupational performance (NCMA, 2011).

Contracting professionals are always striving for professional status, earning a place in formal education courses within the government, universities, and private industries. NCMA has partnered with several institutions to offer training, certifications, or degrees in CM, including: American Graduate University, Bellevue University,

Federal Contracts Training Center, University of Tennessee-Knoxville, Public Contracting Institute and Saint Louis University.

The Contract Management Institute (CMI), Institute of Supply Management (ISM), and the National Association of Purchasing Management (NAPM), between 2000-2003 discovered a trend among contract professionals concerning their roles (Garrett, 2005a). Specifically, they observed that contract professionals had become more time-sensitive and team-oriented, and used more strategies as a result of the rapid pace of technology and the changing global economy impacting CM processes, especially in the government.

In recent years the CM process has transformed from an administrative function to a strategic process contributing to the organization's competitive advantage. A study conducted by the Hackett group found that world-class organizations that treat procurement as a core competency generate 133% greater return on their investment in procurement than the average organization. The study revealed that procurement operations costs are 20% less for world-class organizations than they are for typical companies. The 2010 Contract Management Salary Survey report demonstrates that CM professionals in different organizations are highly experienced, well-educated people that possess various professional certifications. The report also demonstrates that professionals managing contracts are financially well-rewarded (Quinn, 2005).

Contract professionals are distinguished by obtaining certification from the NCMA. The NCMA enables the workforce to grow professionally by assessing contract professionals individually, providing access to qualified individuals, and encouraging them to establish values, develop best practices, and improve their buyer-seller

relationships with customers. The profession focuses on building and maintaining successful business relationships by using CM processes, tools, techniques, and documented best practices in the profession for both buyers and sellers. This function is the art and science of managing a contractual agreement throughout a contracting process. According to Garrett (1997) in managing a contractual agreement one will engage in two functions: (a) as a seller (someone who provides goods or service in return for compensation), or (b) as a buyer (the buyer of goods and services).

The NCMA is developing programs and training for the next generation of professionals entering the career, especially Federal Government agencies, non-profit organizations, and privately owned companies operating with government funds. The Acquisition Act of 2011 was recently proposed by the U.S. government to create a government-wide acquisition management fellows program for the purpose of investing in the long-term improvement and sustained excellence of the Federal contracting workforce. The objective of the program is to develop a new generation of acquisition leaders with government-wide perspective, skills, and experience, and to recruit individuals with the outstanding academic merit, ethical value, business acumen, confidence, willingness to learn, and leadership skills to meet the acquisition needs of the Federal Government. The purpose of the training program would be to foster the development of high-performing individuals in the three core acquisition disciplines of contracting, program management, and cost estimating to serve as future acquisition leaders. A further goal is to provide opportunities for advancement into leadership positions and to enhance the ability to foster networking and understanding among the three major acquisition disciplines (NCMA, 2011). Many private and public

organizations are taking this educational approach, which is widely practiced among government agencies. The leadership in these organizations realizes the importance and value of CM as a critical function of integrated business management. They are investing in people and devoting resources to develop the next generation of contract professionals for long-term goals and growth.

Bolman and Deal's (2008) model asserts that investing in people is a long-term commitment and requires persistence in order to have ongoing results. Organizations that invest in developing talented, motivated, loyal, and productive groups will stay competitive. Job enrichment is a critical component of motivating human capital, and is more effective when it increases responsibility, confidence, independence, and unique knowledge to complete tasks, which increases internal motivation and productive performance (Bauer & Erdogan, 2010).

Bolman and Deal (2008) also argue that in order for a workplace to be a successful learning environment, leaders must have a sensitive understanding of people, their needs, and their symbiotic relationship with the organization and its leaders. With respect to this assertion, they note four key assumptions that are relevant to the transformation process: (a) organizations exist to serve human needs; (b) people and organizations need each other; (c) when the arrangement between the company's goals and their employees is weak, one or both suffer; and (d) a healthy environment is one where employees are happy and follow their leaders. Argyris (1978) views organizational learning in pursuing organizational policies and objectives as a process of detecting and correcting errors, one element of which is any feature of knowledge that inhibits the conditions of learning.

The contracting community needs to be involved in early and meaningful planning that supports the development of men and women in the profession. This process of development entails improving training, developing mentorship programs, and seeking an understanding of the work-life balance and family issues women experience when working in the contracting field. Another important support for men and women in the profession is for managers to be emotionally intelligent. According to Goleman (1994), emotional intelligence skills are important components of managing and encouraging people in an organization, which include: self-awareness, self-regulation, motivation, empathy, and social skills. These skills are vital in order to lead an organization effectively. Emotional intelligence can contribute to meaningful planning and development of contracts. Indeed, one of the most important functions in contracting is the management and planning of contracts. It takes time and commitment to effectively manage a contract, it is a process; similarly, emotional intelligence is a process too. According to Garrett (1997, 2005a, 2005b), a contract professional need to advise customers on related acquisition processes with clear understanding of rules and demonstrate social skills with purpose to help the individuals manage the contract.

According to Garrett (1997, 2005a, 2005b), when managing contracts governed by Federal regulations, one has to engage in a process that includes the following key processes:

1. Procurement planning (the process of identifying which business needs can be best met by procuring products or services outside the organization),
2. Solicitation planning (the process of preparing the documents needed to support the solicitation),

3. Solicitation (the process through which a buyer request bids, quotes, tenders, or proposals orally, in writing, or electronically),
4. Source selection (the process by which the buyer evaluates offers, selects a seller, negotiates terms and conditions, and awards the contract),
5. Contract administration (the process of ensuring compliance with contractual terms and conditions during contract performance up to contract closeout or termination), and
6. Contract closeout (the process of verifying that all administrative matters are concluded on a contract that is otherwise completed).

These key activities reduce the risk and uncertainty of the buyer-seller relationship and the product to be bought or sold. The goal of contracting is not only to issue contracts, but also to support the development and execution of an effective business practice and relationship that successfully delivers a product or service. A contract allows one to understand the balance between competency and rewards, involving communication between a buyer and a seller (Garrett, 2005a).

Contract professionals enter into a contract, or agreement, understanding the terms and conditions in order to prevent any risk or legal consequences. Because of failures of internal communication and control, contract professionals may inadvertently violate contract terms and have the appearance of misconduct. Effective communication is important in order to have control over the performance of the contracts. The policy of compliance with contract terms and conditions requires organizations to maintain effective communication and control over contract performance in order to prevent risk and legal implications. Good intentions about contract performance are not enough to

avoid legal consequences. Effective communication facilitates the delivery of responses that lead to effective resolutions in contracts. Effective communication requires effective listening and empathy in order to process information that is gathered in contracting.

The legal aspect of government contracts involves understanding the processes, Federal laws, policies, and legal and social aspect of contracts. To work in a regulated environment one has to understand the environment and social aspects of the organization, learn all the federal rules, and know how to apply them in any acquisition situation. These competencies include the ability to review and approve receipt of materials, review and approve work or milestone completions, deal with change orders, analyze performance, measure and report performance, manage performance issues, audit for compliance, and escalate problems for resolution. This type of conventional regulated working environment creates a series of unpredictable effects on individual and interpersonal behavior, as well as legal risk (Garrett, 2005a).

To understand the entire CM process, contracting professionals must have some legal knowledge to tailor contracts effectively, including: (a) dispute resolution methods; (b) knowledge of essential elements to form a legal and binding contract; (c) the ability to draft a legal and binding contract with all appropriate terms and conditions; (d) understanding the choice of law, and all applicable federal, state, and/or local laws, regulations, and policies to which one must adhere; (e) the ability to effectively resolve any contractual dispute; and (f) obtaining professional certification in CM and/or a law degree (Garrett, 1997, 2005a). This knowledge may be different between industries.

According to Aghion and Bolton (1987), many economists argue that contracts between buyers and sellers in intermediate-good industries may have significant entry

prevention effects and contracts may be bad from a welfare point of view. This is a widespread opinion among antitrust practitioners that contract between buyers and sellers. A number of cases involving exclusive dealing of contracts have led to considerable controversies. One famous case is the *United States v. United Shoe Machinery Corporation* (U.S. Supreme Court, 1922). The United Shoe Machinery Corporation controlled 85% of the shoe machinery market and had developed a complex leasing system of its machines to shoe manufacturers. These leasing contracts were in violation of the Sherman Act. Also, these contracts prevented the entry of new producers entering the machinery market. The main issue on entry prevention of contracts deals with the case of who competes with each other to share a market. Contracts represent a mediation of social change; development of specific agreements; development of term policies, obligation and privileges with a high code of ethics; and strong negotiation practices (Pruitt, 1981).

Negotiation is a critical function in contracts, involving three functions: (a) development of specific agreements, (b) development of longer-term policies about roles, obligations, and privileges, and (c) mediation of social change (Pruitt, 1981). Negotiation occurs every day, at home and work; some negotiations are simple, while others are complex. It occurs in relationships of all sorts, ranging from intimate husband-wife associations to contacts between colleagues, neighbors, and business associates. Individuals are often reluctant to engage in negotiation; instead, a more subtle form of discussion is employed in which the parties talk around the issues, hinting at their preferences or stating them offhandedly while showing interest in the other's preferences.

Many negotiations involve general policies that have implications for multiple decisions. Social change also frequently arises from negotiations.

In his book, *Contract Negotiations*, Garrett (2005a) provides a comprehensive treatment of contract negotiations, offering a compelling discussion of what skills, tools, and best practices are needed in contract negotiation. He demonstrates how negotiation has been an important function in the contracting community, and how negotiation is part of a daily process. Strauss (1978) argues that negotiation is part of traditional society and is found in most hierarchical and authoritarian systems. Druckman (2009) describes negotiation theory as corresponding to four approaches to negotiation: (a) negotiation as puzzle solving, (b) negotiation as a bargaining game, (c) negotiation as organizational management, and (d) negotiation as diplomatic politics.

Creating the right environment between seller and buyer is a win-win contract negotiation situation (Fisher & Ury, 1991). Some of the processes between the buyer and seller are practiced throughout various industries and organizations. Sometimes, buyers use competitive negotiations in which they solicit formal proposals and have communication with several competitors and communication. Requesting proposals is a vital function in the negotiation; these proposals can be time consuming, labor intensive, and costly to the competitors. There is always risk and uncertainty when negotiating contracts as part of a buyer-seller relationship; trust and integrity play an important role in all negotiations.

Trust and integrity are critical aspects of maintaining an effective negotiation. Buyers rarely have time to develop trust in negotiation; for this reason it is critical for buyers to master strong negotiation skills to reach an understanding of the seller's point

of view. In order to meet the buyers' expectations, it is important to establish clear communication between the buyer and the negotiator. Open and honest communication is vital in building a successful partnership in negotiation. These insights raise a constant reminder to exercise personal judgment and maintain trust and integrity in all contract negotiations. For example, when customers meet to discuss projects or contracts, business contract professionals need to communicate the truth, bad or good, in order to build trust (Garrett, 2005a). It is important that the contract professional determine what pricing information (if any) to require from the seller, and assure that the firm discloses its accounting practices when required by Government cost accounting standards (CAS) and comply with all standards. Effective communication is vital in all contract negotiations; it contributes to maintain the integrity of the organization and displays high standards of ethical conduct and understanding. According to Garrett (2005a), professionals must think before they speak because the customer will document and evaluate everything they say or write.

Theorists differ regarding the definition of negotiation. Some theories of negotiation call for further research and investigations of the actual description and frequency of negotiating agreements. When negotiating a contract it is important to understand the specifics and legal obligations of the agreement. Contracts are considered to be part of the general law of obligations because of the promises made between parties.

Historically, contracts have been seen as legal documents that protect against worst-case contingency scenarios. Contract professionals are skilled professionals in contracts; they manage contracts that in some instances have legal implications. However, they are not required to hold a legal degree. They work with a team of legal

advisors that supports and guides them through the process of managing a contract. Compliance policies within the contracts have legal implications if the terms and conditions are not kept. In managing contracts one cannot take years studying contract law; rather, one must learn quickly to manage contracts in the contract world, which can be critical for the contracting community.

Women Working in Contracting

Since this research entails the work-life balance issues of women who work in the contracting field, it is important to discuss the roles and responsibilities of women working in the contracting to understand the challenges they experience when maintaining their career, family, and relationships. The researcher found that women are not well represented in the CM profession and historical literature does not address the work-life balance and career experiences of women in the profession. This is especially apparent in the aerospace, government, and defense industries.

While women's roles have changed in America they are still under-represented in leadership roles in the CM profession. The National Contract Management Association revealed that female earning was approximately \$19,300 per year less than the male in the profession, and the female holding no certifications made slightly less as a whole, with a median salary of \$85,000; versus \$92,500 overall (NCMA, 2010). The researcher found limited research describing women moving to top positions. Women frequently lack access within the CM profession. There is no historical literature or empirical study written about women coaching or mentoring women in CM, or addressing the work and family life issues women face in the profession. According to Harrison (2008),

companies are not retaining new and experienced employees and transferring knowledge to the next generation of contract managers.

The historical CM literature primarily focused on the regulated environment, government influence in the industry, the shortage of skilled workforce in the industry, economic impact in managing or administering contracts, the complicated and unfriendly rules and regulations governed by State and Federal laws, strategic approaches in contracting, women-owned small businesses in the Federal Government, and the retirement of skilled professionals in the 21st century. These are all highly technical activities that require governing ideas with purpose, vision, and core values.

Many women enter the contracting field through referrals, contract career conferences, on-campus recruitment, or networking. The government and private institutions now require the completion of a bachelor's degree in order to enter the CM field (NCMA, 2010). For example, the Federal Government has mandated formal education requirements for its acquisition workforce. Contract managers working in the Department of Defense are required to have both a baccalaureate degree and 24 semester hours of business-related education (U.S. Office of Management and Budget, 2006).

According to the NCMA (2010), women have more barriers than men due to the extensive continuing education courses and professional certifications required to enter the CM field. These requirements have placed women – especially women that are trying to balance both family and work – at a disadvantage to enter the profession because it is knowledge-intensive and requires extensive hours of learning and training. In addition, organizations across the government, private, and non-profit sectors are facing challenges with the anticipated loss of experienced contracting professionals because there is a lack

of knowledgeable pool of successors to replace them (NCMA, 2009a). This lack of knowledgeable contracting professionals has created a challenge for contracting leadership because of a lack of established processes to capture and transfer knowledge through special programs, and share it with the next generation of new professionals entering the profession. In addition, the greatest challenge the leadership in CM faces is introducing new learning processes to the experienced women contract professionals who are approaching retirement. Experienced professionals need to control their own processes and experiences. The need to control learning resides with the learner – in many cases the women – assuming the knowledge, which is fully aware of her needs to assess the specific learning required in the profession.

According to Knowles (Knowles, Holton, & Swanson, 1998; Knowles & Knowles, 1972) adults need to be motivated enough to engage in any learning required, even if they are threatening. Contract professionals share common attributes such as the mastery of a specialized body of knowledge, relevance of the profession to basic social values, a long specialized training period, a motivation for service rather than self-interest or monetary gain, and technological knowledge.

Technological skills are essential in the contracting field. It is not necessary to have a computer science degree; however, the CM professional must be able to effectively operate in the technology world in order to manage contracts and be involved in the process of identifying which technologies to use (Garrett, 2005a). In addition, they must continue learning new technologies. Knowles, Holton, and Swanson (2005) saw technology as one of the major forces shaping adult learning in the 21st century. The contracting community is experiencing technological advancement as a force to stay

competitive in today's economic environment. Modern technology is presenting a whole new realm of opportunities for men and women.

Technology is a self-directed learning medium that enables adults to access learning online, introducing a wealth of information in contracting. Along with these opportunities come different challenges, primarily in the use of the Internet. The Internet provides opportunity to learn, but women and men have to be well trained to maximize their use of Internet and gain access to all the learning tools available in contracting. Many of the technology-based learning activities in contracting are intended for learners that are savvy in technology and willing to continue learning. There are still opportunities to learn, however, women need to gain access and learn the profession. Many of the Federal Government's programs for women in contracting are attempting to address the lack of female representation in the system. The next section explores the concept of mentoring and how it can benefit the contract professionals in their career.

Mentoring: Historical Perspective and Theories

A mentor helps shape the growth and development of the mentee (Merriam, 1983). Mentoring is one of the oldest forms of human development, one that traces back to the Stone Age when healers and cave artists instructed younger people in the arts and knowledge needed to achieve their skills. Mentoring is described in the Book of Joshua where God appointed Joshua to succeed Moses to serve as the leader of Israel. Moses then mentored Joshua for more than 40 years, after which he was prepared to lead the nation, ushering more than two million people into a strange land and conquering it (Reynolds, 1999). The concept of mentoring is also mentioned in the book of Ruth, where Naomi, mother-in-law of Ruth, served as her mentor (Coogan & Metzger, 2001).

The Bible describes a number of other mentoring situations: Elijah and Elisha, Elizabeth and Mary, Barnabas and Paul, Paul and Timothy, Priscilla, Aquila and Apollo, and, of course, Jesus and his disciples. Even though the word *mentoring* does not appear in the Bible, the concept of mentoring does, which is best described by the term discipleship (Merriam, 1983).

The most lasting image of a mentor dates back to Homer's *Odyssey*: the concept of the experienced professional, as a mentor, serving as a wise guide to a younger mentee (Daresh, 2001). Homer was the first to use the name *mentor*, which refers to someone with more experience who teaches someone with less experience (Crow & Matthews, 1998). Greek mythology shares the icon of, Athena, the female goddess of wisdom who would sometimes assume the form of a mentor, adding maternal and wise qualities to the attributes of a mentor (Carruthers, 1993).

Mentors provide both career development and psychosocial support. The career development function includes access, visibility to others, protection, sponsorship, and challenging assignments (Kram, 1988). The psychosocial function enhances a protégé's feeling of competence and sense of identity in the organization. From these two types of support, research indicates protégés enjoy the additional benefit of having greater job satisfaction (Mobley, Jaret, Marsh, & Lim, 1994).

Historically, numerous mentees have added to the history and knowledge base of the world. Some of these famous mentees include: (a) Sir Thomas More, the first mentor of King VII of England; (b) Raphael, whose father Giovanni Santi was his first mentor, followed by Pietro Perugino, a famous artist of the time; (c) Calvin's mentor was Augustine of Hippo, known as St. Augustine; (d) Milton; (e) Rembrandt's mentor was

Jacob I. van Swanenburch, a famous history painter who had spent some time in Italy; and (f) Darwin's mentor was his long life friend John Henslow, a professional painter of the time (Carruthers, 1993). The literature describes many famous mentoring dyads: (a) Socrates and Plato, (b) Freud and Jung, and (c) Medici and Michelangelo (Merriam, 1983). Ragins and Scandura (1999) describe mentors as "influential individuals with advanced experience and knowledge who are committed to providing upward mobility and support to their protégés' careers" (p. 496).

The benefits of having or being a mentor have received abundant attention in research (Laukau & Scandura, 2002). For example, studies have showed that employees who have or are mentors receive more promotions, have higher motivation, earn higher incomes, and achieve higher work satisfaction than employees without a mentor or who are not mentors (Ragins, Cotton, & Miller, 2000). Other studies revealed that employees with mentoring experience showed higher organizational commitment (Allen, Eby, Poteet, Lentz, & Lima, 2004; Laukau & Scandura, 2002; Ragins et al., 2000).

Kram (1988) asserts that a mentoring relationship is an interpersonal experience between a junior and a senior employee, in which the senior employee (mentor) supports, and guides the junior employee (protégé) through the various tasks, functions, and culture of the organization. Most of the research has examined the benefits of mentoring for protégés, finding that mentoring is related to important career outcomes such salary level, promotion rate, and job satisfaction. Various protégé outcomes have been subject of empirical inquiry, classifying the outcomes in two categories: objective career outcomes such as promotion and compensation; and subjective career outcomes, such as career commitment, career satisfaction, and turnover intentions (Allen et al., 2004).

Ragins and Scandura (1999) argue that benefits of the mentoring relationship for mentors have not been as extensively studied as the benefits for mentees; they argue that mentoring is a rewarding experience. According to Fowler (2002), benefits for mentors include professional enhancement, organizational and peer recognition, interpersonal relationships, meaningfulness, fulfillment, and productivity. Other benefits for mentors include: career enhancement, increased intelligence information, having the mentee as a trusted advisor, and feelings of pride (Zey, 1984). Allen, Poteet, and Burroughs (1997) argue that mentoring is comprised of: building support networks, self-satisfaction, satisfaction in seeing others grow, and success in helping others.

Eby, Allen, Evans, Ng, and DuBois (2008) and Underhill (2006) conducted meta-analytic studies on the effectiveness of mentoring and found that mentoring had significant favorable effects on behavioral, attitudinal, health-related, relational, motivational, and career outcomes. Burke and McKeen (1995) asserted that increased self-confidence, personal insight, learning how to deal with people and problems, and fulfillment of psychosocial needs were additional valuable outcomes of mentoring. Allen, Lentz, and Day (2003) and Bozionelos (2004) found that individuals who provided mentoring experiences reported a higher current salary, greater rate of promotion, and higher perception of career success. However, some researchers found no significant relationship between mentoring and job performance (Allen et al., 2004). The inconsistencies in the findings of these studies investigating the relationship between mentoring and work attitudes make this study all the more necessary.

Research demonstrates that women benefit positively from mentoring. One of the most difficult parts of the mentoring relationship is finding the right mentor/mentee

match. First, participants have to know what they need. Reviews from organizations that have instituted mentorship programs for women and other underrepresented groups noted that women sometimes have greater family, occupational, and interpersonal barriers to their hierarchical advancement than men do. From teacher education to aerospace, government, financial institutions to community foundations, mentoring relationships are widespread and have a variety of intentions (Hull, 2000). One of the reasons women need to connect with other women is the need for encouragement in the home, workplace, and church. Lepore (2007) asserts that women mentoring women is not often seen in the workplace due to a shortage of mentors. Women have found they must create their own formal and informal relationships in order to reap the same benefits that men have enjoyed for decades, including: to increase visibility; to share experiences in contracts, learn the ropes in CM; to gain access to contract opportunities; to network; to increase knowledge; to have someone to ask for advice and guidance; to see an objective viewpoint; diversity; to expand resources; to boost self confidence; to empathize; to gain feedback; to hear encouragement; and to have doors opened that might have been closed.

Many important women throughout history have been mentors or mentees and have added to the world's knowledge base. For example: Jane Addams, who is best known for her groundbreaking social work at Hull-House, the force of her efforts toward progressive political and social reform, and the bravery of her commitment to pacifism, for which she received the Nobel Peace Prize. Addams was a mentee of Ida Tarbell, a famous literary writer, and journalist who was known as of the leading "muckrakers" from the 1890s through the 1930s (Joslin, 2004). Eleanor Roosevelt, who is known as one of the first heroes of the new feminist movement, emerged in the 1870s; her first

mentor was Mademoiselle Marie Souvestre (Cook, 1992). Florence Nightingale known as “The Lady With the Lamp” for her tireless nursing of British soldiers during the Crimean War, teaching and caring for others; she served as a mentor or mentee throughout her career (Woodham-Smith, 1951). Hillary Rodham Clinton, former First Lady of the United States, lawyer, New York state Senator, and Secretary of State of America during Barack Obama’s Presidency, has served as both mentor and mentee with individuals who have inspired, taught, and worked with her throughout her career (Clinton, 2003). Clinton praises the power of mentoring as an opportunity for women to succeed. Condoleezza Rice, Secretary of State during George W. Bush’s Presidency and first woman secretary of state African-American, was mentored by Professor Korbel on Foreign Policy, a professor of international relations at the University of Colorado, and father of Madeleine Albright, the first woman to become Secretary of State under Bill Clinton’s administration (Mabry, 2007). Elizabeth Dole, President and CEO of the American Red Cross (1991-1999) and Secretary of U.S. Department of Labor (1989-1990), is cited as one of the most admired leaders in America. During her Presidency at the Red Cross, Dole worked with businesses, non-profit organizations, and the government to give their time to mentor and provide training to men and women open doors for next generation of future leaders (Neff & Citrin 2000). Dr. Nancy Grace Roman, who retired from NASA in 1979 as chief astronomer; the women known as the “Mercury 13:” a group of ground-breaking aviators in the early 1960s who paved the way for the first women in space 20 years later (NASA, 2011). Dr. Sally Ride, the first American woman in space in 1983 aboard STS-7, Dr. Mae Jemison, the first African American woman in space, aboard STS-47 in 1992 and Eileen Collins, the first woman to command a Space Shuttle

expedition, aboard STS-93 in 1999 (NASA, 2011). Deputy U.S. Trade Representative Ambassador Miriam Sapiro reported that several mentors have had a profound impact on her career path (Bageetto, 2011).

All these brilliant women have made history, bringing social and political change in the world. They have opened doors to many other women, and have added knowledge as a mentor or mentee. Mentors open doors and are catalysts in the development of future leaders and heroes (Doyle, 2000).

Women are more likely than men to report and encourage the need for a mentor (Ragins & Cotton, 1991). In addition, female mentors may give their protégés more social support and strategies for work-life balance (Ragins & McFarlin, 1990). Women have a tendency to connect to others differently than men; women are more interested in collaboration, sharing, and harmony (Kennedy, 2008). They consider multiple sources of information in a process that can be described as simultaneous and global in perspective, and will view elements in the task in terms of their interconnectedness; men tend to focus on one problem at a time or only on a limited number of problems at a time.

Women working in contracting who have had a mentor report that the mentoring has generally had a positive impact in their career paths. Research has demonstrated that mentoring relationships helped women integrate and advance in frequently male-dominated organizational culture (Stewart & Gudykunst, 1982). In a study of 106 successful business women, Jeruchim and Shapiro (1992), found that 77% had a mentor. Although the remaining women had achieved success without a mentor, most claimed they would have climbed the corporate ladder faster if they had one.

The study of the Glass Ceiling Commission Report in 1995, established by the Civil Rights Act of 1991, laid the groundwork for recognizing the need for mentoring programs for women and minorities. The Commission's report, entitled, *Good for Business: Making Full Use of the Nation's Human Capital*, identified seven business practices to break the glass ceiling, including leadership and career development, mentoring, accountability programs, succession planning, workforce diversity initiatives and family friendly programs (Lepore, 2007).

Mentoring is an important aspect of individualized consideration. A survey of 1,736 Kaiser Permanente management employees revealed that women mentors were somewhat more likely to provide role models for both male and female employees and were easier to talk to. Similar results have been seen among Air Force Academy members (Bass, 1998). Anyone can benefit from a mentor, and research has demonstrated that both women and men benefit positively from mentoring. The question remains as to what extent women have access to mentoring and how a mentoring culture can offer women increased opportunities.

Women in the contracting profession can benefit from a mentor for the same reasons men do. Formal mentoring programs for women can help create a culture for encouraging the development of women in contracting and promoting them to higher positions. According to Bennis and Goldsmith (1997), women need to offer other individuals opportunities to create their own vision to explore what vision will mean to their jobs and personal lives. Many women lack the guidance in how to make this positive change happen.

Summary

This chapter presented a literature review related to the study of women who work in the contracting field, leadership, mentoring, and the work-life balance issues that women experience. Researchers must continue to study undisclosed barriers women face in the profession, as well as other undiscovered challenges that women experience.

Many of the theorists discussed in this chapter have noted that the trend of women taking leadership roles in society is likely to continue in the future. The increasing impact of women entering the workforce calls for more research on women's leadership styles.

This chapter also reviewed and highlighted leadership theories, the management of contract methodology of buying and selling, the roles and responsibilities of contracting professionals, the work-life balance issues of women in the workplace, and mentoring. These concepts place a primary focus on leadership in general. The study has the potential to provide an understanding of how women in administrative and management leadership positions in contracting balance their family life, and challenges they face in the profession. In addition, it could reveal mentoring strategies women use to excel in the profession.

The shortage of women in CM continues to be a constant problem for the profession as well as the procurement environment. The management of this shortage requires effective contracting leadership. The ongoing challenge is maintaining a strong and motivated workforce, besides maintaining an open and effective group of individuals that deliver quality services, are responsive to corrective actions, and maintain compliance with all government rules and regulations, as well as terms and conditions of contracts.

This chapter also reviewed transformational leadership to demonstrate how this leadership style can influence contracting professionals and the personal development of professionals pursuing the career. Bass's (1985, 1998) leadership method relates to the men and women leaders that often motivate their followers to manage contracts with collaboration and meet the needs of the customers, as well as developing an increasing awareness of their functions, maintaining flexibility, and continuing to improve in their careers. Also, Northouse's (2004) model fits well into the contracting environment because his approach includes emotions, values, ethics, and standards.

Emotional intelligence was reviewed in this chapter to demonstrate how a positive environment can influence productivity and change. The ability to control one's emotions is an important skill that effective leaders possess. Furthermore, emotional intelligence is vital when managing people effectively (Goleman, 1994).

This qualitative study is intended to investigate the work-life balance issues of women who manage contracts in different organizations, and the relationships that exist between family, mentoring, and leadership. This study provides invaluable insights about mentoring professional women in the contracting community, as well as the challenges they experience in balancing career and family. The research design and methodology used to gather data for this research are described in the next chapter.

Chapter 3: Methodology

Introduction

This chapter describes the research design and methodology of the study, presenting an overview of the participants, the interview process, data collection, and analysis process. A qualitative approach fits well with this study because it lends itself to a study of the issues and problems that takes place in a natural setting of the participants. To investigate the issues, this study addressed the following research questions:

1. How do socio-demographic variables such as education, age, and ethnicity influence women in the contract management profession as they balance work and family issues?
2. How do women view work and family life balance from the mentoring, faith, and strategies that they utilize to address the principles of balance in their lives?
3. How do women's motivational factors impact the strategies used to succeed in leadership positions in the contract management profession?

This study investigated the work-life balance issues of women who work in the contracting field and the mentoring strategies and leadership styles they use to succeed in their career. A variety of literature has been published concerning mentoring strategies and the lack of women in leadership positions in different industries; however, the researcher found little to no literature published on work-life balance issues for women working in the contracting profession. This research has historical data on the life course of each participant capturing differences in age, education, income, and ethnicity.

Research Design

A qualitative approach matches this study well because the researcher investigated and understood the meaning ascribed to a social or human problem that involves asking research questions, data collection in the participants' setting, data analysis, and the researcher making interpretations regarding the meaning of the data (Creswell, 2009). The qualitative approach allowed the researcher to understand the women's career experiences and offered the participants the opportunity to describe and define events in their lives in a comfortable setting.

A phenomenological theory approach was used following Creswell's (2009) phenomenological research strategy of inquiry, in which the researcher identified the essence of participants' described human experiences about a phenomenon. This method allowed the researcher to gain deeper understanding of the everyday experiences of the interviewees, and how they made sense of the world around them. The researcher analyzed the participants' interviews in a way that provided background data so the audience could better understand the topic and issues discussed.

Phenomenology goes to the core of a person's life as he or she lives and experiences it; it is about the nature of human experience and the meaning that people attach to their experiences. This means that many, if not most, of the phenomena under investigation that concern contracting personnel can be approached through phenomenological investigation. Phenomena such as learning, wisdom, motivation, profession, equality, diversity, family, assessment, intelligence, career, enjoyment, individuality, collectivism, and educational technology, when placed within a

phenomenological methodology, can be investigated for lived experience (Bryman, 2008).

Spiegelberg (1982) offers seven steps in order to reach the essence of any phenomenon:

1. Investigating a particular phenomenon. This method is designed to identify and describe unique features of the phenomenon under investigation via phenomenological intuiting, analyzing, and describing,
2. Investigating general essences, which involves identifying essences of a particular phenomenon and noting patterns involved among vital features,
3. Apprehending essential relationships. This step involves a determination of those features that are essential to particular questions,
4. Watching modes of appearing, which deals with various ways things appear in consciousness,
5. Exploring the constitution of phenomena in consciousness. In this process the researcher comes to understand the process by which the subject's understanding of a phenomenon is built up and structured,
6. Suspending belief in existence. This step allows the investigator to retain certain beliefs about an object of consciousness but requires that, for the purpose of phenomenological intuiting, one puts these beliefs temporarily aside, and
7. Interpreting concealed meanings.

This research attempted to search out the meanings attached to certain phenomena by individuals or groups of people.

Sources of Data: Target Population, Sample Criteria and Sampling Plan

The target population for this study consisted of 26 professional women who were engaged in two or more roles such as employee, self-employed, parent, spouse, student, or caregiver. The participants for this study were selected by the researcher from a wide range of organizations within the contracting and acquisition field in different industries (e.g., science and technology, research and development, aerospace, government, defense and universities). The participants were of diverse races, religious backgrounds, and ages (ages 28-69). The researcher sent a letter to approximately 30 women to solicit their participation in the study (see Appendix A); 26 women accepted the invitation.

The researcher possesses knowledge of the contracting profession from past experiences, and had worked with several of the participants in the past. The researcher is not related to the participants. The researcher conducted face-to-face interviews with local participants, which entailed the researcher going to the interviewees' natural settings. The researcher conducted telephone interviews with the long-distance interviewees.

The researcher located appropriate population for this study from a wide range of organizations. The main criteria for participant selection were: (a) current employee of one the major companies targeted for this study, and (b) holding administrative, middle management, senior management or executive positions. The researcher determined the qualifications due to her interest in determining if the participants' responses differ between positions and industries. The researcher sent a recruitment letter (see Appendix A) to potential participants that solicited their participation in the research study. After the potential participant expressed a desire to learn more about the study, the researcher

provided an informed consent (see Appendix B) to serve as a Human Research Subject agreement, and research instruments (see Appendix C). The researcher sent a thank you letter after participation in the study was complete (see Appendix D)

The Interview Instrument

The interviews were conducted by the researcher, who has extensive knowledge of CM from previous experiences. The interview process was structured with a clear focus to learn and understand the issues and problems in the contracting profession in different industries. This included interview questions that followed the Giele (2008) methodology of the life story framework reflecting upon the interviewees' experience in CM. The researcher strove to understand the structure of knowledge that came from personal interviews, and spent extensive time in the field to obtain detailed meaning of the issues. The researcher collected data mainly selected by the participants' sites where they experienced the issues. To learn about the participants and where they were in their career, the researcher asked the participants to respond to a series of socio-demographic questions inquiring about their titles, ages, highest degrees obtained, and ethnicity.

To establish rapport with the interviewees, the researcher spent at least 10 minutes with each participant discussing the process of the study and the importance of the study. The researcher utilized an interview questionnaire with open-ended questions that allowed flexibility with the research questions and the data collection process (see Appendix C).

The researcher used Elder and Giele's (2009) life course method of data collection. Elder's principles of the life course are filtered through the individual, whereas the corresponding dimensions identified by Giele focus on relations between the

individual and the surrounding social structure. The researcher chose a phenomenological approach for the following reasons: (a) phenomenology promotes and makes possible new ways of looking at old phenomena by eliminating held assumptions; (b) phenomenology provides a more original view and allows one to observe or describe new and different relationships; and (c) phenomenology makes it possible to grasp the essential features of given in immediate experience. The researcher chose to use life course theories because they: (a) put human life in context (refers to an extended temporal process in long-term longitudinal studies); (b) stress the life course of individuals; and (c) study the social interventions of individuals with a particular emphasis of work-life balance issues of women working in the CM profession and the mentoring strategies and leadership styles they use to succeed in the field including: identity, relational style, drive and motivation and adaptation (Elder & Giele, 2009).

Data Collection

The participants in this study were from different industries, primarily from aerospace, technology and science, government, defense, research and development, and universities. The researcher selected the participants for this study from a wide range of divisions. The researcher visited the locations selected by the participants to conduct interviews. All interviews were recorded. The researcher collected phenomenological and qualitative data. A qualitative approach is relevant in order to understand the work-life balance issues of women managing contracts, and the personal development and mentoring strategies associated with the advancement of women in the profession. In qualitative research interviews are the most effective way to capture the life experience of the participants. The researcher was cautious and clear with the interview questions to

reduce complexity. The researcher followed Creswell's (2009) qualitative interview procedures to elicit the views and stories from the participants.

Data Analysis

The researcher organized the data using the NVivo software program. This program allowed the researcher to transport the interviews and visualize all the major themes in an organized matter. This allowed the researcher to explore and better understand the individual data collected. The data were coded, categorized, conceptualized, and abstracted. The data were then broken down into parts and assigned names. This process of coding is an interpretive technique that involves asking questions about the data. It is the process by which data are broken down into component parts, which are given names or labels (Bryman, 2008). Coding is common to qualitative research, including research that is phenomenological in nature. It represents relevant phenomena and enabled the researcher to reduce and combine data.

The data were categorized using Elder and Giele's (2009) framework of identity, drive and motivation, relational style, and adaptation and as the researcher became alerted to concepts, themes, patterns, and surprises with new meanings. New categories came forward as the researcher achieved an understanding of the complex and rich data.

The researcher engaged in both coding and categorizing in order to move the data from a complex state toward a theoretical framework. The researcher allowed codes, categories, and themes to emerge from the data. In addition, the researcher analyzed the data and relied upon direct participant quotations, as well as her own work experience and intuition to develop themes. The concepts of structure, coping, problem life, and normal life emerged out of the analysis.

The researcher engaged in a process of conceptualizing, which allowed for building the framework and concepts that reflected the subject of the research. From the phenomenological research, abstraction occurred after the data were obtained and previous knowledge obtained. In phenomenological research, abstraction comes from the themes and meaning that arise from the data collected.

Once the researcher completed the interviews with the participants, she conducted an analysis and reviewed the principles of phenomenological theory research: bracketing and coding. The data analysis is consistent with Creswell's (2009) strategies of general data analysis, emphasizing the following steps: (a) organizing and preparing the data for analysis, (b) reading through all the data, (c) starting detailed analysis with a coding process, (d) using the coding process to generate a description of the setting or people as well as categories or themes for analysis, (e) using a narrative passage to convey the findings of the analysis, and (f) making an interpretation or meaning of the data. The data analysis for this study allowed the researcher review the interviews from the audio recordings. The researcher explored themes in terms of identifying important elements in each individual's work-life balance issues.

Consideration of Human Subjects

This study was submitted to the Institutional Review Board (IRB) for review and granted all the necessary protections for the participants. The participants were notified in advance of the purpose of the study and were asked for their consent to participate. The participants were offered the opportunity to review the written and/or recorded transcript of their interviews in order to make any changes or clarify any information. The

participants were assured that their information would be kept confidential. The researcher took all steps necessary from the IRB to protect the participants' rights.

Summary

This chapter presented the overall methodology of the research explaining the research design, target population, sample criteria, sampling plan, interview instrument, data collection, data analysis, and consideration of human subjects. It explored the steps that went into developing and writing a qualitative procedure consistent with Creswell's (2009) data analysis strategies, Spiegelberg's (1982) phenomenology steps, and Elder and Giele's (2009) life course method of data collection.

The focus of this research was to understand the work-life balance issues and mentoring strategies for 26 women in the CM profession. This project aimed to explore the impact of mentoring and leadership development for women in CM. In addition, this project assessed the knowledge of the participants. The contribution of each participant will allowed the researcher to learn and understand the work life balance issues women cope with in today's socio- economic environment. This study does not represent the entire population of women working in the CM field.

The targeted population for this study was 26 women who work in CM in different industries, whose expertise the researcher intended to use to gain knowledge and answer the research questions. The characteristics that differentiated the participants included: ethnicity, education, age, faith, ranking in their organization, and years serving in the contracting community. This study did not require all participants to have served in a top leadership role. This research design was consistent with the research objectives established in Chapter 1, and in the findings of the Literature Review (Chapter 2).

Since the landscape of the U.S. workforce has shifted significantly in recent decades, the study requires further research regarding women balancing work and family, and the significant benefits of mentoring strategies, along with leadership development in CM. The study revealed various occupational levels and areas of CM that differ among industries, and individuals reacted differently to roles and responsibilities in the field.

In the future, extending the study to a focus group of women with similar values and skills in other industries would be of vital importance to the entire contracting community. The study revealed strategies to encourage new professionals to join the contracting field, gave guidance and hope to the next generation of new leaders entering the profession. It provided career inspiration to those professionals that need access to information, and exceed to higher roles in such an important and high paying career.

The researcher has experience in the contracting field. The researcher was able to relate to the experiences of the participants, and put into perspective the study to continue advancing the body of knowledge, and collaborating with further research on the topic of work-life balance, mentoring, and leadership strategies to succeed in the profession. In addition, the researcher made recommendations based on the findings.

Chapter 4: Results

This chapter presents the findings resulting from in-depth interviews conducted with 26 female professionals in the field of CM, employed in major private, public, and non-profit organizations. The 26 female professionals varied as to their leadership role in the organizations, educational background, race, age, faith, and family life. The author did not provide individual historical profiles, names, or personal data of any individual participant to protect all participants' identities.

This study presents the work-life balance issues for women who work in CM in different industries (e.g., aerospace, science and technology, research of development, defense, universities, and government). The phenomenology methodology and work life story framework used for this study allowed the researcher to understand the participants' career experiences, mentoring strategies, and the competing priorities that impact their ability to achieve work-life balance. It also allowed the researcher to understand major issues that emerged through the data. The phenomenological approach helped the researcher to understand the participants' perceptions of the factors leading to focusing on their career goals, career experiences, and strategies for balancing life, leadership, follower relationships, mentor relationships, family expectations, duality of roles, and professional and personal development dynamics.

Method

Data were obtained by conducting in-depth individual interviews with women in CM positions from a wide range of organizations in different industries using Elder and Giele's (2009) life course method of data collection. The researcher coded each interview in order to preserve participants' confidentiality. The researcher followed

Creswell's (2009) qualitative interview procedures to elicit the views and stories from the participants. This qualitative approach involved asking questions, data collection in the participants' setting, data analysis, and interpreting the meaning of the data. This method allowed the researcher to gain deeper understanding of the everyday experiences of the participants, and how they make sense of the world around them.

The researcher chose to use Giele's (2008) life course framework to identify passages that pertained to the main four themes listed below:

Identity. How does participant see herself, how does she identify as being like herself? Does she mention her race, education, ethnicity, social class, or how she is different from or similar to her family? What qualities does she mention that distinguish her (e.g., intelligence, being quiet, likable, innovative outstanding, a good mother, lawyer, wife, etc.)?

Relational style. What is the respondent's typical way of relating to others? As a leader, follower, negotiator, equal colleague? Does she take charge? Is she independent or very reliant on others for company and support? Does she have a lot of friends or is she lonely? What is the nature of her relationship with her husband?

Drive and motivation style. What are the respondent's needs for achievement, affiliation, or power? Is respondent ambitious and driven, or relaxed and easygoing? Is she concerned about making a name for herself? Is she focused more on helping her husband and children than on their own needs (nurturance vs. personal achievement)? Does she mention enjoying life and wanting to have time for other things besides work? Does she enjoy being with children, doing volunteer work, seeing friends? Does she have a desire to be in control of her own schedule, to be in charge rather than to take orders?

Adaptive style. What is her energy level? Is the respondent an innovator and a risk taker, or is she conventional and uncomfortable with change and new experience? Does the respondent like to manage change, to think of new ways of doing things? Is she self-confident or cautious? Is she used to a slow or fast pace, to routine and having plenty of time, or to doing several things at once?

The study was guided by the following research questions as a means to respond to the over-arching research questions.

1. How do socio-demographic variables such as education, age, and ethnicity influence women in the contract management profession as they balance work and family issues?
2. How do women view work and family life balance from the mentoring, faith, and strategies that they utilize to address the principles of balance in their lives?
3. How do women's motivational factors impact the strategies used to succeed in leadership positions in the contract management profession?

Population Demographics

The participants were of diverse ethnicities, religious backgrounds, educational backgrounds, social classes, and marital statuses. The participants felt comfortable sharing their experiences and spoke about their backgrounds with great enthusiasm and confidence. The women's ages ranged from 28-69; some revealed that they are close to retirement. Their occupations ranged from administrator to corporate executive. Twenty-one of the women are parents with an average of three children, with the exception of one woman that has six children. Thirteen of the participants were White/Caucasian, five

were Hispanic, four were African American and four were Asian American. Table 1 presents the demographics of the participant population.

Table 1

Population Demographics

Participant #	Education	Race/Ethnicity	Marital Status	Age
1	Masters	White	Single	32
2	Bachelor's	Caucasian	Single	66
3	Doctorate	African-American	Single	61
4	Bachelor's	African-American	Married	43
5	Masters	Hispanic	Married	54
6	Masters	White	Married	43
7	Bachelor's	Chinese	Single	61
8	Masters	White	Divorced	61
9	Masters	Hispanic	Married	31
10	Bachelor's	Japanese	Married	56
11	Bachelor's	Caucasian	Married	69
12	Associate	White	Married	54
13	Masters	Hispanic	Married	32
14	Doctorate	African-American	Married	57
15	Bachelor's	White	Married	40
16	Bachelor's	Hispanic	Single	28
17	Masters	Hispanic	Married	48
18	Masters	Caucasian	Married	N/A
19	Masters	White	Divorced	46
20	Bachelor's	White	Married	52
21	Bachelor's	White	Married	66
22	Masters	Chinese	Married	51
23	Masters	African-American	Married	62
24	Doctorate	White	Married	42
25	Masters	Korean	Single	39
26	Masters	Caucasian	Married	49

The researcher organized the data using an NVivo software program. This program allowed the researcher to transport the interviews and visualize all the major themes in an organized matter; it also allowed the researcher to explore and better understand the individual data collected. The researcher engaged in both coding and

categorizing in order to organize the data. In addition, the researcher analyzed the data and relied upon direct quotations from the participants.

Strategy and Analysis

While coding the data using NVivo, the researcher used free nodes that included four themes with sub-themes explaining the differences or relationships of each participant's individual life style in relation to: identity, relational style, drive and motivation, and adaptive styles. These themes relate to Giele's (2008) life course framework as mentioned earlier in this chapter. This framework allowed the researcher to determine which participants frequently mentioned the elements that would address each theme. The following sections describe the findings and insights of the study related to research questions 1, 2 and 3.

Research Question 1

Research question one asked, how do the factors of socio-demographic variables such as education, age, and ethnicity influence women in the contract management profession as they balance work and family issues? This research question was associated with Giele's (2008) identity factor.

Education theme. During the course of the interviews the most important findings regarding the life course framework of identity appeared to be education, age, and ethnicity. All 26 participants had some type of college education in the field of business, education, law, philosophy, history, mathematics, or psychology. Table 2, illustrates the NVivo coding identity sources and references that affirmed research question one.

Table 2

NVivo Coding for Identity Theme

Identity Theme	# of sources	# of mentions
Family attitude towards education	26	39
Education	16	34
Career opportunities	20	29
Being a role model to their family	8	10
Ethnicity as a major factor	8	8
Equal opportunity in education	7	8
Age	5	5
Extensive training	4	4

The participants all attributed education as a very important factor helping them attain their goals and career aspirations. Several participants were influenced by their parents, role models, or spouses to pursue education regardless of their social status. All quoted materials are based on personal communication with participants in this study. Some participants stated that their parents never spoke about education. Participant 6 stated, “My parents didn’t discuss education.” “They didn’t have any education themselves.” “We were workers, and college was not really a necessity for me or my older brother, it was never even mentioned.” Participant 17 stated:

My parents never discussed education. I was a young mom; I always wanted to go back to school because I love school. I was a kid, and single mom, so I wanted to give my kids a better life and I couldn’t just get any job. I realized I had to go back to school to get a better education; a better skill set.

Participant 20 stated, “I was actually the first relative, grandkid or cousin to get a college degree.” Participant 22 stated:

My parents never put a focus on education which is actually not very typical for Asians. When we were growing up it was about always working and doing a good job. I am the only one that has a degree in my family.

Some participants stated that their parents were highly influential in encouraging them to pursue a college degree. Participant 11 stated:

My mother had a master's degree and it was always assumed that I would go to college. There was never any thought that I would not. And my mother particularly was very well educated. I would say certainly helped me a lot.

Participant 14 stated:

My family's attitude towards women's education; was extremely supportive, my mother and father were both tenth grade drop-outs, so it was very important to them that me and my siblings completed high school but that we would go on to college.

Participant 16 stated, "Education in my family has always been huge; I've, we never had any option in going to school."

Several single parents mentioned that throughout the course of their careers, earning a higher degree was an important factor in earning a decent income to support their families. Many women identified themselves as a role model to their children and relatives because they were the first in their family to earn a degree and have a successful career.

Ethnicity/race and gender theme. This study also found race and gender differences. Some women perceived discrimination because of their race or gender.

Participant 2 noted, "Especially being a woman in this male-dominated, old-boy society especially at XX- the glass ceiling still exists."

Participant 3 noted:

I think that there has been extreme racism, it is not always very out in the open, but it is subtle and it is there. And I think it is harder- some people feel it is harder for a man, but to some degree I feel it is harder for a woman, not only is the color of your skin, but when people have problems if you appear to have goals and aspirations they want to make sure that you are kept down.

Participant 14 noted:

I am the only black person, we have other females, but I am the only black person in this position within my organization. In my organization we have five thousand employees so you would think that would be more minority representation.

Participant 14 mentioned that despite her perceived discrimination, she achieved career movement and maximum satisfaction in her job. Participant 20 noted:

I left there because as a female I wasn't going to get very far. I had to prove myself that I could do it while other guys, males around me were handed really good procurement so I did struggle for a while.

One participant indicated that she was not selected for a management position because she had family and could not perform effectively. Another participant indicated that being a woman in her organization was difficult; she had to overcome barriers created by her gender and family choices. Many of the women indicated that the CM field is still a male-dominated environment and many of their challenges are associated with being a woman in this environment. Some women found themselves taking time off to raise their children: choosing family first. Despite their educational background and experience, many said that men in their organizations were not sensitive to their family responsibilities.

Age theme. Age was the least discussed theme among the women. Some women mentioned that they felt comfortable working until their 60s or more in the CM field, and they would retire comfortable with financial stability. Two participants mentioned that young college graduates are working in their organizations, they are being trained, and most of the new projects are given to them; they feel age is a factor because they are seniors. Some participants mentioned that after retirement they would hope to: become a teacher, volunteer, spend more time with their families, travel, take courses, or volunteer. Most women viewed themselves successful and motivated in their lives.

Research Question 2

Research Question 2 asked, how do women view work and family life balance from the mentoring, faith and strategies that they utilize to address the principles of balance in their lives? This research question was associated with Giele's (2008) relational style and adaptive themes.

During the course of the interviews the findings regarding the life course framework of relational style appeared to be mentoring, faith, and strategies that the participants used to address the principles of balance in their lives. Majority of the participants viewed themselves as leaders and stated that mentors had a positive impact on their lives and careers. Tables 3 and 4 illustrate the sources and references of the relational and adaptive factors that affirmed research question two.

Relational style theme. During the course of the interviews the findings regarding the life course framework of relational style appeared to be mentoring, faith, and strategies that the participants used to address the principles of balance in their lives. The majority of the women viewed themselves as leaders at work, at home, or in the community where they volunteer. Thirty percent of the women mentioned that they were followers in the early part of their careers, or are followers in their current positions.

Some participants said they had mentors throughout their careers: a co-worker, senior level manager, relatives, and people who took an interest in trying to help them. The following are quotes from several participants regarding mentoring. Participant 1 stated, "I've been working for about 8 ½ years now, that I've had an official female mentor." Participant 3 stated, "I did have mentors they were good people that also wanted to see me rise above." Participant 5 stated:

Table 3

NVivo Coding Relational Factors

Relational Factor	# of sources	# of mentions
Some sort of strategies for work life balance	26	61
Working with a mentor	21	22
Faith, prayer, and church-going	21	25
Mentoring strategies	11	23

Table 4

Top 15 Strategies for Work-Life Balance Adaptive Factors

Relational Factor	# of sources	# of mentions
Do not have home life come to the forefront	26	38
Be present in the moment and enjoy family moments	26	48
Be efficient	26	38
Find a mentor	21	22
Have patience, prayers, be the wife, be the mother, be the professional, be the caretaker	21	35
Extended family support	20	29
Separate work from personal life	18	27
Prioritize	17	19
Rest, eat well, and take good care of your health	14	19
Juggle and manage work	13	23
Take vacations and travel	10	13
Work with other people with different outlooks and ideas	4	4
Be organized at work	3	3
Stay calm when there is conflict, weigh the issues carefully, and try to balance things	1	2
Avoid diluting yourself by delegating to others	1	2
Read the book, <i>Juggling Elephants</i> , that talks about prioritizing time	1	1

I actually met a woman and she was a director in contracts, actually became my mentor so all the time that I was in XX I never really had anybody that I felt was a mentor like this woman, I felt like she really took me under her wings, and spent a lot of time explaining how things work. I succeeded and I really attribute a lot of the success that I've had since then to her.

Participant 8 stated, "I did have a mentor, who was not really an official mentor; I didn't call him that, I followed his career basically for a good 10-year period or, maybe longer."

Participant 11 stated, "I certainly had mentors during most of my career, though they were informal. They were not the kind that gets assigned to you." Participant 15 stated:

The types of mentors that I had are other women in the workplace, not only here at XX but also in my community. I volunteer on the XX Youth Soccer Board; there all of the people on the board are working parents of young children and they have been my mentors and they have helped me to try to balance my priorities, my tasks.

Participant 17 stated, "My mentors have been the women at work." Participant 19 stated,

"I've had professors, supervisors, family, and friends." Participant 24 stated,

XX has been an amazing mentor; he really helped me get my job at XX. I have another mentor he has been extremely helpful. He really encouraged me to do what he called a walk about, where I went around to other places, I never imagined doing, and figuring out how my skill set might enrich their organization.

Participant 26 stated, "My most dear mentor was a supervisor, and I've known him my hold entire career, he has been my advocate and a loyal mentor to me."

Some of the challenges the participants stated are associated with balancing work, family, and personal time. Several women mentioned personal challenges associated with death of their parents, siblings, or in-laws. Taking one day at a time helped them cope and deal with the loss. Several participants mentioned that they felt guilty not being able to participate in their children's school activities, and others felt guilty for taking off from work due to a sick child. Participant 8 stated:

My daughter now has the opportunity to follow her passions. There's a lot more to offer now than there was back in the 60s and 70s and even 80s, and there's a lot more encouragement. And certainly her generation is demanding much more balance between work and home life and flexibility; education is a must.

Participant 10 stated:

My husband and I can see our kids succeed I think we have been successful in meeting those challenges, and goals. I think we've been just very fortunate and blessed to be able to support our kids so we just hope that they are successful in life with their careers.

Participant 14 stated:

My husband took more responsibilities, doing housework, cooking and paying bills and things that I would normally be responsible for. I concentrate solely on my studies. I went to work came home and immediately I just hit the books so he took on a large. I am a first generation college grad and I wanted to obtain my college degree. Participant 24 stated:

I just started at XX my child was about 15 months old; she was still a tiny baby, and she was sick and I had a really big meeting that I had to go to and there was a sick day care where you could take sick kids, it was horrible, and I got to work, and I made a comment to AA who was my supervisor at the time if I could leave early because I didn't want her to stay at this daycare very long, and he looked at me and he told me to go home and to go get her and to stay home until she was better, because there was absolutely nothing that was happening at XX that was more important than her, and I think that really helped me realize that it was okay to sometimes choose the kids over the job at the sacrifice of the job.

Three participants discussed their commitment to caring for their elderly parents.

Several participants discussed their early experiences with their parents; they were positive, nurturing, and challenging. These early experiences shaped their character, image, commitment, and relationships with their families. Participant 5 stated:

My challenge is trying to take care of my mother and is difficult she wants to stay in her house that I grew up, and does not want to be put in a senior community or any nursing facility, she is able to take care of herself, and she is able to keep the house up. I see her lonely; I feel guilty.

Participant 7 stated:

My parents are both elderly they are approaching 80 if there is anything I would like to do is to take a little bit more time the next few years to spend with them, they are in good health right now, and I like to maximize the time they have, still have the quality of life; get some more personal time with them.

Faith theme. Many women spoke about support systems related to faith or religion. Some mentioned faith within the context of church and others their roles in the church, but not in detail. Participant 3 stated, "My mother was Catholic, and we were raised in the Catholic Church, we went to Catholic School." Participant 13 stated, "I

pretty much go to church every Sunday but I am not involved in the community. I would love to get involved in the future.” Participant 14 stated:

I am an ordained minister within the Baptist church, I am one of the founding members; I am very prominent and very active working with the young people and working with some of the younger ministers because I have been in this for a while.

Participant 22 stated:

I participated in church, although our parents are Buddhist; they didn't go to church with us but they allowed us to attend church and that has shaped me more than anything else. My husband was ordained as a pastor. As far as from a church perspective looking I am waiting to see where he lands or what he wants to do so that I can work alongside with him.

Participant 26 stated:

I was raised Catholic, we weren't a regular church going family but I am now, so that has changed in my life. I am very pleased that my three sons are Alter servers at the church and we emphasize to them that it is very important to serve God.

All the participants stated they were raised with some type of religion through their parents. The religions ranged from Catholic, Baptist, Christian, Lutheran, Methodists, Presbyterian, and Judaism.

Research Question 3

Research Question 3 asked, how do the factors of identity, drive, and motivation adaptively impact the strategies women use in the CM profession to succeed in leadership positions? This research question was associated with Giele's (2008) identity, drive and motivation, and adaptive factors. The participants spoke about their confidence in their professions, accomplishments in their careers, leadership roles, and success with their children, and educational achievements. Table 5 illustrates the sources and references with the factors of identity, drive motivation, and adaptability that affirmed research question three.

Table 5

NVivo Coding of Identity, Drive and Motivation, and Adaptability Success Factors

Identity, drive and motivation, and adaptability success factor	# of sources	# of mentions
Strategies to succeed in leadership positions in CM	26	61
Family support	21	29
Career advancement	20	27
Being competitive, driven	19	42
Management expectations	19	27
Prioritizing	17	19
Juggling of roles	16	23
Promotions, rewards, recognition, achievements	15	22
CM occupation	14	19
Excessive workloads	14	16
Leadership	13	16
Volunteering	11	12
Spouse support	10	15
Childcare support	10	15
Being a follower	9	9
Spouse support with domestic responsibilities	9	10
Taking work home	5	5
Staying late at work to complete tasks	4	6

The results presented in Table 5 reflect that identity, motivation, drive and adaptability to balance work and family were factors that impacted the priorities women in CM had to achieve in the profession. An overwhelming majority of the families of the participants encouraged their daughters to pursue college educations, accounting for 90% of all respondents.

Family life and relationships were significant priorities discussed by the participants with more than 85% specifically referring to how their parents' work ethic and education impacted their future. Participants reflected on childhoods that were positive, and nurturing with college at the forefront of family communication. These early experiences shaped their self, image, and relationship dynamics in the family. Some participants were not encouraged to get an education, but they made a commitment to change this for future generations.

Identity theme. Many women spoke about their confidence in their professions, accomplishments in their careers, leadership roles, and personal success with their children, and educational achievements. Participant 8 stated:

In terms of feeling confident and comfortable with what I know and who I am along with what naturally would happen as one matures age and matures also professionally. It's actually really a very wonderful time in my life.

Participant 10 stated:

I started going to church because my boys became involved with the church, I decided I was going to attend that church, you know, every Sunday and become a member and get more involved as time allows because I thing is all about being a role model but I think that's always been a big thing for my husband and I to be good role models for our kids. I think we feel we are very comfortable and we are just comfortable and happy with the situation that we are with our kids and our personal lives.

Participant 11 stated, "I didn't expect to become Head of Procurement for XX when I was forty; I did. I feel lucky. It's been a very good career, more rewards than disappointments certainly." Participant 14 stated:

My main accomplishments at work are being able to take leadership positions, leadership roles, take on other duties and responsibilities because I have confidence that I can do it. I was able to achieve the educational goal I set for myself. It helped to increase my confidence in all areas of my life.

Participant 22 stated, "I really enjoy working independently, everywhere I've gone I am pretty successful because probably my upbringing as far as work ethic, being in management now it's very rewarding."

Drive and motivation theme. Many women spoke about their positive relationships with the people that helped them succeed in their studies and careers. They saw education as an important factor for more lifestyle choices and a better life. They spoke about their spouses and how they helped them with their education while attending school. They had strong commitments in succeeding through education. Some women

spoke about doing volunteer work, and taking charge of activities with non-profit organizations to transfer their work and life experiences to others. Participant 3 stated:

I see kids on the street and they say, "I remember when you spoke at my school and I am so glad that you came, you helped me in that area, you helped me in this area." Those are things that mean a lot to me- that I can make a difference. Or they are asking me, can you please go to this school, and help these kids because they are having a horrible time, the girls are so young and they are getting pregnant. But if you go, you can help them so that is very rewarding to me. By doing or saying something right.

Participant 22 stated:

I had a manager that really encouraged me to step into the managerial role, and gave me a lot of guidance in that area. I enjoy mentoring and training other people and helping other individuals grow. I feel that part of me has really blossom just having the opportunity to affect other people; that's been rewarding for me and just learning how to deal with different people and different personalities.

Adaptive theme. Many women were confident, took risks, and managed changes.

Several women stated they never thought of working in the CM field. This profession was a new opportunity for them; they felt encouraged by a friend, a relative who worked in the industry or a job fair.

Several women stated that they enjoy working in CM. Two women stated that they enjoyed working in CM, and have done this work for many years. Today they are successful and have executive positions.

Several women said they were successful in juggling work and family because their husbands helped them at home. Other women said it was hard to juggle family and work because their husbands were always working and very seldom helped them at home, or they were single parents juggling work and family alone.

The participants' goals and dreams were a combination of new ideas and new experiences for the future. More than 30% are planning to make career changes, 45% are

planning retirement, and 20% are planning to go back to college to earn a higher degree or take courses in art, writing or languages.

Five participants are currently in college completing a masters or doctoral degree. These women are managing work, family, and education with hopes and dreams of moving up in their organizations. Several women moved and relocated several times throughout their careers in hope of finding a better job.

Some women were concerned about their children's future and the next generation or young people. These women are risk takers; not afraid of failure, or change. The following participants expressed their thoughts and concerns.

Participant 7 stated:

I consider myself very blessed but it has not been an easy road but I would not trade places, and people always ask what keeps you going; is the fact that I am not afraid of failure. I mean when we came to this country we had nothing, and it was ok, my family and I was not sad, depressed, we are happy, people, close nit family, so one day if I have nothing again, it's ok, you know, it doesn't fear me it really wasn't so bad but you make the best you deal with the challenges you keep moving forward. Participant 10 stated:

My main concerns at this moment are that I can maintain my health because I intend to continue working. I mean definitely at a minimum working until my last child finishes the school; actually my oldest is finishing law school in another year; my middle son is starting pharmacy school. I need to provide by working. My youngest daughter will be a senior next year and then going on to do her masters.

Participant 11 stated, "My main concerns are that I'll be able to continue working, not from a health stand-point but from the corporations wanting me to work; I love what I'm doing." Participant 14 stated:

My concerns are for the next generation, not sure if they are interested in higher education, not sure if their focus is on anything except getting Tattoos and piercing, dying their hair different colors. It's almost like the next generation is in trouble and so I just have a seal and passion for the young people, and whatever I do I am sure is going to be geared towards working with young people trying to

get them built up their self-esteem trying to get them to realize that anything is possible they can do anything they set their mind to do, they can become anything they want too, it just takes hard work and some determination, it is not going to be handed to them in a silver platter. So I know that my interest lies with the younger generation and working with the young people I am sure that is something I am going to focused on in the future.

Participant 18 stated:

My main concerns, at the moment, include: my finishing my masters program, as well as graduating my three boys from college, there are four of us in college right now. And so I'm very concerned still about making sure that my children mature into self-sufficient adults and obtain jobs of their own.

Participant 21 stated, "I have been pretty fortunate. I think trying to juggle retirement when that comes and trying to keep afloat with medical benefits is a difficult thing for women."

Strategies. The women were asked about the different strategies they implement in their own lives in order to remain balanced. Several participants spoke about caring for their health, reducing the level of stress, traveling, reading, putting their family first, personal development, and setting priorities.

The decisions between work and home were continuous, especially stress associated with families raising children. There were times when they felt successful at juggling the demands of work and life, but in many instances it was a challenge.

Participant 2 stated, "I definitely feel the pressure between work and home; it is an everyday pressure." Participant 1 stated, "The best strategies to balance everything, is to prioritize to make time for it; to stay organized at work, so that you can stay on top of the work and things that need to be done." Participant 2 stated, "I've learned to be able to separate work from personal and personal from work." Participant 4 stated:

A lot of patience, prayers; be the wife, be the mother, be the professional, whatever is that I have to do with the schools, be the sister that is helpful and nurturing, be the daughter that helps support the parents.

Participant 5 stated, "It's really important to keep life in perspective; keep family is first for me." Participant 6 stated, "I was able to balance things quite a bit and especially for a long period, I had the help of my mother." Participant 7 stated:

I think the basic think is mentally, you have to kind of come to grips that things will happen every day, issues will come up, you just have to take a deep breath, is more so the strategies that I have is to keep myself physically and mentally healthy at all times.

Participant 8 stated, "To not have home life come to the forefront. I would advise people, take a chance; it's all right to make mistakes. I moved 3,000 miles for a job and it has been rewarding I feel good about myself." Participant 9 stated:

I believe that the best strategy to have is really not looking at it as balancing my life, because if I balance, I have to trade something for another in order to balance. I look at it differently; I look at integrating my life with the different areas that I have to meet the expectations on. Whether, it is my family, education, my work, religion I mean- everything -volunteering. So, I integrate it into one, and I believe that is the best strategy rather than trading off one or the other.

Participant 10 stated:

Being able to work with other people that had different outlooks and ideas. You have to set guidelines and boundaries for yourself and always keep the balance so that way you can still meet your goals. I feel much more happier coming into work when I know that I am able to spend more time at home.

Participant 11 stated:

Take vacations. My husband and I like to travel and we've traveled extensively with the children before they moved out of the house and we've continued to do that. So the vacations are helpful. And I do like working hard, I like being busy and I always have. So I think there's a certain high energy level that you have to have to achieve a successful balance.

Participant 13 stated, "For me family means the world I need that in my life, and so I couldn't see myself being fully committed just to my career." Participant 14 stated:

Strategies that I have that works for me as it relates to plurality of roles is to be present at the moment, when I am at work, I am at work and I concentrate on work, when I am at home, I am at home, and I make a separation to concentrate at home quality time with family I am not trying to do work, and I am at home now and I am depriving family of time because I am still busy doing work, I am not at work trying to handle family issues, or mixing everything at the same time .There is a book, *Juggling Elephants*, and it talks about prioritizing and the fact that to juggle elephants is impossible, and is something you are going to be unsuccessful and eventually you are going to drop one and it will probably land on you, so learning how to be present in the moment enjoy the time that I have with family, enjoy my school, work or reading or whatever assignments I have, carving out the time so I have separate time for each one of these and I can focus on them individually.

Participant 15 stated:

I try to be more efficient while I am at work so I don't feel pressured to stay later and finish everything and leave on time and also with my community service, asking for help when I get overwhelmed, and using the help of other volunteers that helped me balance my community service with my work and home life.

Participant 16 stated, "I think what has helped me and what works for me is prioritizing everything, where do you put your school, where your personal life does goes; where does your family go." Participant 17 stated, "Normally my work stays at work, I go home and that's it, work stays at work, home is home, is all about me being at home, I don't mix the two." Participant 18 stated:

Strategies that I use to respond has to do with understanding myself, I have always been very honest and realistic so once I start feeling concerns or stress, I listen to what I need and I express that to my family, and I express it to any others who I come in contact with.

Participant 19 stated, "I make sure that I balance work and home, that I'm available first to my family and then to my work." Participant 21 stated, "Strategies, you try to rest, you try to eat good, try and take good care of your health." Participant 22 stated, "I've learned to kind of compartmentalize and I get more done at work. Recognizing if I plan better

and get more focus I can work, and have a more decent life when I get home.” Participant 23 stated:

The main thing that I use when there is a conflict I try to stay calm, and then way the issues between what I have to do, what things I can differ, and just try to do the balancing the best I can, and the calmness is what I thing makes me most successful.

Participant 24 stated:

I think that some of the strategies I've done is I don't delude myself thinking I can do it all. I wonder prior to cell phones and laptops how women did it. I think having a good husband really helps. The creation of Outlook has really helped me be successful because I've now set my mother up on Outlook and my husband is on Outlook and so I can create events. We can manage the calendar between the three of us.

Participant 25 stated, “Making time for myself, reading. I am always like challenges, taking new adventures, doing new things, and constantly learning and growing, everything from, running to whatever else I can find.” Participant 26 stated, “I work hard when I am at work. I feel like I give my all when I am here and so when I am not here.”

Women often mentioned feeling guilty when discussing their children or caring for elderly parents. Even though some women felt guilt they mentioned the importance of doing what they enjoy, whether it was taking care of their family, going to school, volunteering, working in CM, or choosing their priorities along the way.

When the participants were asked about excessive workloads, management expectations, career advancement opportunities, and perceptions; they mentioned the fear of losing their jobs in this job market. The responses regarding excessive workload were overwhelming. Several women mentioned their workload was excessive and at times stressful due to recent lay-offs in their organizations. Some women stated that there are no opportunities or career advancement in their jobs; it is difficult to move up. They are

taking work home and at times staying late and working weekends. One participant described her strategy to reduce stress related to the excessive workload:

Well, over the years I have learned to implore the calmness in the life style that I lead, and I can judge when, if I have an excessive workload, then I have to let something else go, I don't try to juggle to many balls at one time or another, I try to do the best that I can do.

Another participant stated the following regarding management expectations:

As far as management expectations go, I don't share with them, particularly, what makes balance for me, I just try to do my best to find out what my management expectations are and deliver, if not, exceed those expectations. Having done so many years, I don't think I could ever stop doing that. And at times I have been frustrated thinking that people expect too much of me, but I think that's my own fault because that has become the expectation. And if they ask, they know I will deliver. And I learned that if I do need a balance I have to say, "I can't do it right now but maybe I can do this later."

These women were focused in helping their children, husbands, parents and others; however, they never indicated by making these choices, they would neglect their personal achievements and goals, such as education and personal dreams. They viewed taking care of themselves and reaching their goals as helping their families by giving them a better life and being a role model.

Summary

This chapter presented the findings resulting from the in-depth interviews conducted with 26 female professionals working in CM; they shared experiences and strategies they use to achieve work-life balance. The contribution of each participant allowed the researcher to learn and understand the work life balance issues women cope with.

All 26 participants had some type of college education in the field of business, education law, philosophy, history, mathematics, or psychology. They all described

education as a very important factor helping them to attain their goals and career aspirations. Several participants were influenced by their parents, role models, or spouses to pursue education regardless of their social status. Many women identified themselves as a role model to their children and relatives because they were the first in their family to earn a degree and have a successful career.

Some of the challenges the participants stated were associated with balancing work, family, and personal time. Several women mentioned personal challenges associated with death of their parents, siblings, or in-laws. Taking one day at a time helped them cope and deal with the loss. Several participants mentioned that they felt guilty not being able to participate in their children's school activities, and others felt guilty for taking off from work due to family issues.

Many women spoke about their positive relationships with the people that helped them succeed in their studies and careers. They spoke about their spouses and how they helped them. Some women spoke about doing volunteer work and taking charge of activities with non-profit organizations. These women were confident; they took risks and navigated change. They viewed themselves as leaders at work, at home, or in the communities where they volunteer. The women mentioned they used multiple strategies to succeed in the profession.

Several women mentioned that they had not initially thought of working in the CM field. This profession was a new opportunity for them; they felt encouraged by a friend, a relative that worked in the industry or a job fair.

The balance between work and home is continuous, especially the stress associated with families raising children. At times the participants felt successful in

juggling the demands of work and family, but in many instances it was a challenge. Many participants felt that it is harder for women than for men to juggle the demands of work and family because sometimes they feel pressured to choose between work and family.

Chapter 5: Conclusion

This chapter presents the summary, conclusion, recommendations, and pertinent theoretical applications. The findings are compared to the current research findings from other studies. In addition, limitations and findings are presented in this chapter for future publications. This qualitative phenomenological study explored the work-life balance issues for women who work in managing contracts in different areas of the public and private sector, such as: science, technology, research and development, aerospace, government, and educational institutions

Summary of the Study

Twenty-six professional women in CM shared personal and work-life experiences through interviews with the author. The primary purpose of this study was to investigate, through qualitative analysis, the impact of work-life balance issues, mentoring, and the different strategies women use to succeed in their profession.

The majority of the women in this study had to balance their work activities with the demands of family life. Some of the most commonly assessed issues were social implications of the dual roles of women, cultural norms, workplace policies with attention to female-specific hurdles, marital satisfaction in gender roles, and mentoring support.

The study demonstrated that women handled their activities in a variety of ways. For example, some women in the study managed their family and work life with the help of their spouses or relatives. They also developed relationships with individuals that cared about their careers. For the same reason, 90% of the participants in this study had mentors to guide them on all aspects of the CM process, and helped them gain the

requisite knowledge in contracting. At the same time, these mentors allowed them to increase their visibility, learn the ropes of CM, gain access to contract opportunities, network, increase knowledge in CM, have someone to ask for advice and guidance, be exposed to an objective viewpoint, diversity, expand resources, gain feedback, hear encouragement, and evolve into a leader. Women's ability to achieve work-life balance was not only relevant in the study, but also motivating for other women.

Due to recent layoffs in the contracting industry, many women indicated feeling unsure of their jobs in today's economic climate. Some women indicated that if they were to lose their jobs, they would consider changing careers or spending more time with their families.

A great deal of literature has been published concerning the lack of women in leadership positions, especially in a male-dominated profession such as CM in the public and private sectors. Limited research has been published on females in the CM profession including the impact of work-life balance issues, and the different strategies women use to gain significant leadership roles in the profession.

Relationship to Literature Review

Women are more likely to have domestic responsibilities than men, often causing them to interrupt their career (Alejano-Steele, 1997). The findings in this study confirm this theory, according to the culturally diverse participant's quotes. Some women interrupted their education and careers to raise their children until they were of school age. A woman who identified herself as Jewish had a different experience in raising her children as well as several White women, two Hispanic, three African American, and one Asian American. Two women mentioned that due to their spouses 'active military duties

overseas, they interrupted their careers, followed them, stayed home to raise their children, and handled all the household responsibilities.

Because women's work and family demands are concurrent, these demands have a significant impact on women's careers (Valdez & Gutek, 1987). This theory aligned with the life experiences of the participants; family and work demands had a significant impact on the choices and roles they played in their work and family. The women played a major role in managing their families, creating structural change in their lifestyles. Some women worked long hours at both work and home, reducing their ability to care for their families, and experienced conflict between work and family as a result. The women followed strategies to balance their multiple life roles as parents, caretakers, students or volunteers. These strategies gave a different level of attention to their commitment, involvement, and attention to work and family. One of the key strategies the participants used was to have someone mentor them in learning the CM profession. Having an individual that had an interest in their careers was an important factor.

The findings in this study related to mentoring aligned with the findings in the literature; in how the participants managed their self-confidence, personal insight, problems, and career with the help of individuals that cared about their work and life. Eby et al. (2008) and Underhill (2006) conducted meta-analytic studies on the effectiveness of mentoring and found that mentoring had significant favorable effects on behavioral, attitudinal, health-related, relational, motivational, and career outcomes. Allen et al. (2003) and Bozionelos (2004) found that individuals who provided mentoring experiences reported a higher current salary, greater rate of promotion, and higher perception of career success. Research has demonstrated that mentoring relationships

helped women integrate and advance in frequently male-dominated organizational culture (Stewart & Gudykunst, 1982); this literature aligned with the findings and experiences the participants mentioned earlier regarding their informal mentor relationship in a male-dominated environment.

The findings and analysis in this research study affirmed the importance of mentoring and education as an important element to contribute to the participant's career success. Lepore's (2007) argument regarding the Glass Ceiling Commission Report in 1995, established by the Civil Rights Act of 1991, which laid the groundwork for recognizing the need for mentoring programs for women and minorities, and the Commission's report, entitled, *Good for Business: Making Full Use of the Nation's Human Capital*, which identified seven business practices to break the glass ceiling, affirmed the findings of this study. Even though the participants had informal mentoring relationships; it was effective. Some women had achieved success without a mentor; however, some claimed they would have climbed the corporate ladder faster if they had one.

Key Limitations and Assumptions

The study focused on the experiences of 26 women working in CM in different industries located in California, New York, and Virginia. The study is limited to the research and conclusions drawn from the responses of the participants who were interviewed. The researcher found women in CM employed multiple mentoring strategies to succeed in the profession. However, most women in the study were mentored by male supervisors, and female supervisors were rare. The findings in this study demonstrated that this environment is still male-dominated; more women need to mentor women in this

profession. One participant mentioned that a female mentor would be an ideal role model, but most women in the organization were extremely busy and unable to share their time.

While literature on mentoring and leadership development exists, the researcher found no previous studies specifically investigating women mentoring women in the CM profession or related to work-life balance issues in CM. Since the findings of this study cannot be generalized to a larger population, the findings will enable other women in CM with similar situations to recognize something of themselves in the study.

Demographics and Findings

In this study the participants' demographics represent a mix of race, religion, age, education, and other cultural factors. These differences allowed the author to understand the meaning of life events, diversity, and educational background of the participants.

Despite the differences in this population of participants, the women who had a mentor generally had a positive experience in their career paths. They found their own informal mentoring relationships to increase knowledge, visibility, gain access to contract opportunities, networks, have someone to ask for advice and guidance, and learn the ropes in CM. At the same time boost their self-confidence, expand resources, hear encouragement, and have doors opened that might have been closed in the past.

This population of women had similarities in trying to include their priorities without giving up any of the family responsibilities that are still entrenched in their lives. Their work-life experiences (e.g., greater education, raising children, and caring for parents) were challenging and changing every day. These women experienced some conflicts between work and family. Many women often found themselves working long hours at work and home, reducing their ability to care for their children. Even though

these women integrated work and family life they confronted their challenges in a democratic way and used different strategies to attend to their multiple tasks.

Their ethnicity, age and educational background were their strong identifiers. Thirteen participants out of 26 were White/Caucasian women, five were Hispanic, four were African American, and four were Asian American. Ages ranged from 28-69. All the participants had some type of degree: one associate degree, nine bachelor's degrees, 13 master's degrees, and three doctoral degrees. Eighteen of the participants were married, six were single, and two were divorced. Twenty-one of the participants had children. These profiles provide the next generation of female leaders with real life experiences from those who have lived in the CM profession – from the administrative level to the executive level – and give aspiring women a means to gauge their own career paths.

In this study 90% of the participants were encouraged by their parents to attend college. They all described education as a very important factor helping them attain their goals and career aspirations. More than 45% attributed their success to their parents, and 30% to their spouses. Some participants mentioned family members as their role models for balancing work and life. Family life was a significant priority for 90% of the participants. Several single parents attributed their career success to family members that helped them balance work and family life.

Several parents and siblings of participants graduated from college; 10 of these members obtained master's degrees (four parents, six siblings); two siblings obtained doctoral degrees. Education was a high priority among the participants, 90% of their children are currently attending college or have graduated from college.

Relationships with parents and spouses were highly positive for all the participants. Of the 26 participants, 21 described their relationships with spouses as involving shared responsibilities with children, education, finances, volunteer work, and extracurricular activities. Quality time was an important factor to balance work and life. Some participants felt that traveling helped them reduce stress and cope with balancing family and work. Divorced women shared some frustrations with being a single parent, coping with dual roles, and balancing work-life. Some women shared their frustrations with slow career movement. Some women stated that they use faith to help manage their goals and purpose in life. Overall, these women have demonstrated perseverance, drive, and commitment to their personal and professional goals.

Implications of the Study

Extensive implications in this study are that informal mentoring rather than formal mentoring was critical in the success of the participants.

The participants discussed various barriers to success and career development. Most of the women indicated that senior management positions are rare. Also, higher education was a minimum to compete. The indication was that most top management positions were limited, serving as an additional barrier that women experienced while aspiring to higher management positions.

According to most participants, top management positions should recognize that women in the workplace have varied knowledge and skills, and tremendous ability to learn the CM world. The existing women can serve as role models for the future generation entering the CM profession.

Recommendations for Further Research

This study generated information and knowledge that is important to other CM professionals and the contracting environment in public, private, and educational organizations. Through the individual interviews information has been noted for further research. As mentioned previously, several factors have been identified that appear to influence the success of women in CM. The women attributed their success to higher education, hard work, persistence, ability to take risks, ability to work well with people, and having a mentor that cared about their career paths.

Recommendations

- It is recommended that future research be directed to investigate a larger population of women working in different industries related to work-life balance issues in CM.
- It is recommended a study to include females in other male-dominated contracting fields, such as engineering or science.
- The study demonstrated that the women benefited positively from mentoring; it is recommended that a study be conducted on the impact of women mentoring other women in CM.
- It is recommended a study be conducted that investigates to what extent women have access to mentoring and how a mentoring culture can offer women increased opportunities.
- This study demonstrated that a large number of women are retiring in the near future; it is recommended that a study be conducted on women that are near

retirement in CM and to what extent they are transferring knowledge to the next generation of professionals entering the field.

- Further research should be investigated on female and male perspective on work-life experiences in the CM world, including spouses mentioned in this study.
- This study demonstrated that layoffs occurred in many organizations; it is recommended that a study be conducted on what happens after this experience, and the whether the individual continues in the field or changes careers, in addition to what strategies they use to cope with the change.

Summary

The study strongly supports the findings of and basis for Valdez and Gutek's (1987) theory that women's work and family demands are concurrent, and that these demands have a significant impact on women's careers. This theory aligned with the life experiences of the participants: family and work demands that had a significant impact on the choices and roles they played in their work and family. The women worked hard to manage their families, create structural change in their lifestyles using strategies that contributed to balance work and family, and advance into leadership positions. Giele's (2008) life course framework helped to identify the elements that would address the themes of identity, relational style, motivation and drive, and adaptive style.

The findings of this study provide an understanding of how these women balanced their family lives and handled challenges they faced in the CM profession. Also, the study revealed that multiple roles provided positive benefits for work and family, along with the strategies they used to balance work and family live.

Several factors in the study emerged that were important in the lives of all the women that participated. Women's ability to achieve work-life balance was not only relevant in the research, but also motivating for other women. The most important factors were education, mentoring, faith, and strategies they use to succeed in their careers. These factors appeared to have an influence on the participants' work-life experiences.

The results of the study indicated that even though these professional women may have experienced challenges in their career paths, many, if not all, have accomplished a certain degree of success through important factors: perseverance, strategies they use to cope with family and work, motivation, learning, and mentoring. The study demonstrated that the participants benefited positively from informal mentoring and that informal relationships helped their careers. Many participants indicated that they were mentored mostly by male managers or people that cared about their careers, and for the most part they continued an informal mentoring relationship. Eby et al. (2008) and Underhill's (2006) studies on the effectiveness of mentoring confirm the findings of this study. Mentoring had significant favorable effects on relational, motivational, and career outcomes for the women that participated in this study.

This study demonstrated that the CM profession is still a male-dominated environment, and women at the top are still rare. Some women stated that they were mentored by men, and it was difficult to find a female mentor. It is clear from this study that more opportunities for women in executive management positions are needed in this field. The increasing impact of women entering the workforce calls for more research on women's leadership styles and on women mentoring women in CM for the next generation.

Despite of the advancement of women in CM there is still a shortage of women holding executive positions in the profession. The factors of mentoring, faith, and strategies appeared to contribute to the principle of balance in the women's lives. Women's ability to achieve work-life balance was not only relevant in this study, but also motivating for other women.

The women in this study bring an abundance of talent to the profession, and the CM community has much to learn from their rich qualities and talents. These women demonstrated the qualities of transformational leadership; they are able to inspire followers to share their values and connect with their vision (Bass, 1985).

The researcher was particularly impressed by the confidence, courage and determination these women possess. They manage multiple roles, balance work and family with an infinite passion to offer a better future for their children, serve as role models, and share their wisdom. As one of the participants stated:

My main accomplishments at work are being able to take leadership positions, leadership roles, take on other duties and responsibilities because I have confidence that I can do it. I was able to achieve the educational goal I set for myself. It helped to increase my confidence in all areas of my life.

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APPENDIX A

Invitation Letter to Participate

The purpose of this letter is to invite you to participate in a doctoral research study I am conducting at the Graduate School of Education and Psychology, Pepperdine University. The title of the study is – Work-Life Balance Issues and Mentoring Strategies for Women in the Contract Management Profession. The primary purpose of this study is to understand what strategies women in contract management use today to balance work and family life. All potential participants will participate in an individual interview.

Discussions and research on the topic of work-life balance are gaining momentum and a prominent place on the national level. The challenge of managing work with personal lives is a dilemma that affects women in the world. Despite of the significant numbers of women working in the field, researchers have limited information about their career experiences or how they integrate the world of work with their personal lives. The study of work-life balance issues and mentoring strategies for women in the contract management profession is important for the primary reasons: it could reveal mentoring strategies women use to excel in the profession, bring new thinking and understanding of the historical and socio-economic impact of balancing work and family from women working in contract management, enhance women's understanding of their careers and how they interrelate with other aspects of their lives; in addition, contribute to a significant knowledge gap in research related to work-life balance issues in contract management.

My research study will follow the life story method. I will conduct personal interviews with female subjects that are current employees of one of the major companies

targeted for this study, and hold administrative, middle management, senior management or leadership positions. I will arrange a mutually agreed time and place for your convenience. It is anticipated that the interviews will require about 60 minutes of your time. I will personally conduct all the interviews and your name will be coded to protect your responses and keep them confidential. The time frame for this study to begin is December 1, 2011. All individuals that participate in this study will receive a copy of the findings if interested.

I hope you will consider this invitation to participate in the study and please know that your participation is completely voluntary. You are free to decide not to participate or to withdraw at any time without affecting your relationship with any other entity. Thank you in advance for your participation. If you have any questions or concerns about this study, please do not hesitate to contact me by phone XXXXXX or by email at XXXXXXXX.

Sincerely,

Miriam Almestica, Doctoral Candidate – Organizational Leadership

Graduate School of Education and Psychology

Pepperdine University

APPENDIX B

Informed Consent Form

Participant: _____

Principal Investigator: Miriam Almestica, Doctoral Candidate

Pepperdine University

Graduate School of Education and Psychology

1. I _____, agree to participate in the research study being conducted by Miriam Almestica under the direction of Dr. Margaret Weber, Dissertation Chairperson. This research study is being conducted for the requirements of a doctoral degree and Pepperdine University, Graduate School of Education and Psychology.
2. The overall purpose of this research is:
This study explores the work- life balance issues for women in the contract management field, and the challenges they experience, along with, mentoring strategies, they use to excel in the profession; by attaining details of women who have experience in contract management it will help to examine the economic impact of balancing work and family while managing their career. This is an effort to encourage educational institutions, private industries, Government agencies, and non-profit organizations to recognize the importance of this career for women, and understand the work- life balance issues women experience.
3. My participation will be the following:
Completion of a demographic data sheet and conducting face-to-face or phone interview that will last between 45 and 60 minutes.
4. My participation in the study is planned to begin in December 2011 and conclude in January 2011. The study will be conducted in person or via phone.
5. I understand that the possible benefits to myself or society from this study are:
My participation in the study will further explore the impact of life experiences and how they impacted women in contract management, and the ability to achieve balance in their personal and professional lives. My responses via narratives will provide a broader, more diverse view of how women in contract management conceptualize and balance work and family. This effort can potentially benefit private, public and non-profit institutions to understand the work-life balance issues women experience in the profession.
6. I understand that there are certain risks and discomforts that might be associated with this research. These risks include: time taking away from my schedule to participate in a 45 to 60 minute interview. I will be asked to respond to questions regarding aspects of my personal professional life experiences. If at any time I am uncomfortable answering these questions, I can choose to not participate.

7. I understand that my estimated expected recovery time after the experiment will be: Minimal recovery time is anticipated.
8. I understand that I may choose not to participate in this research.
9. I understand that my participation is voluntary and I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.
10. I understand that the investigator will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others.
11. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr, Margaret at 310-568-5600 if I have other questions or concerns about this research. If I have questions regarding my rights as a research participant, I understand that I can contact Ms. Jean Kang, IRB Manager at the Graduate School of Education and Psychology at Pepperdine University, via phone at 310-568-5753 or by email at Jean.Kang@pepperdine.edu.
12. I will be informed of any significant new findings developed during the course of my participation in this research which may have bearing on my willingness to continue in the study.
13. I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.
14. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand.

I hereby consent to participate in the research described above.

Participant's Signature

Date

APPENDIX C

Instrument

Directions:

This questionnaire includes two sections that you are requested to complete. The first section includes personal information that will be used to provide an overall demographic analysis of the full group within which you are a participant. The next section includes the actual questions that will be asked during a face-to-face or phone interview that is expected to last 45 to 60 minutes. Your responses are voluntary and at any time, you can opt not to reply either in writing or orally to any questions. In the event that this interview is taped, all materials related to this interview will be destroyed immediately following the completion of the study. Confidentiality is ensured whether the interview is taped or not because a pseudonym will be used.

Socio-demographic Questions:

Birth date _____ Place of birth

Occupation

_____ Employer _____

Marital Status _____ Year _____ Spouse (partner) birth date

Husband's (partner's) education and occupation

Children (gender and year of birth)

Mother's education and occupation

Father's education and occupation

Siblings (gender and year of birth)

Percentage of total household income that you earn _____

Health, illness, accidents, disability

Religious background

Second language(s)

Lived in foreign country (name of country (ies) _____

Travel outside of the US (name of country (ies)

Instrument Interview:

Your participation in this interview is strictly voluntary; you have the option of not answering any of the questions. The interview will take from 45 to 60 minutes and may be recorded. Your privacy and anonymity is based on the fact that no reference will be made to your name throughout the interview or on any data materials. Immediately following the completion of the study the materials will be destroyed. These procedures are in place to ensure confidentiality.

Time of Interview: _____

Date of Interview: _____

Interviewer: _____

Instrument Interview:

Question #1. [Early adulthood]

Our first question is about the period in your life immediately after school or your early twenties. Some background questions first: What was your major, name of your college, and year of graduation, what about graduate education?

What did you think you would like to become in terms of occupation and type of lifestyle or family life? What were you thinking then and how did things actually turn out?

Question #2 [Childhood and adolescence]

This next question concerns period in your life before college and the goals that you and your family held.

What was your family's attitude toward women's education and your going to college and what you would become? What was the effect of your parents' education, presence

of brothers and sisters, family finances, involvement in a faith community, family expectations?

How was your education different from or similar to that of your parents and brothers and sisters?

Question #3 [Adulthood – current]

Since college, what kinds of achievement and frustration have you experienced?

What type of mentors have you had? What has happened that you didn't expect-in employment, family, faith, further education? Has there been equal work opportunity, children, changes in marital status, or lifestyle changes for yourself or a family member?

What about moves, membership in the community, faith community, housing problems, racial integration, job loss? And feelings about yourself? Have there been good things such as particular rewards, satisfaction, or recognition?

Question #4 [Adulthood-future]

Looking back at your life from this vantage point, and ahead to the future, what are your main concerns at the moment? Looking further out, what are your goals, hopes and dreams for the next few years? What problems do you hope to solve? Where do you hope to be a few years from now with respect to work or finishing graduate school, family, faith, community, mentors, health, finances, etc.?

Question #5[Strategies for balancing life]

What coping strategies do you use to respond to concerns related to the plurality of roles?

Have you ever felt pressured to choose between work and home? What make you think that you could do both successfully? Do you feel that your family life or work life have suffered because of your involvement in work or family? Have you felt any guilt related to either family or work? Are there times that you felt particularly successful at juggling

the demands of both work and home? Why? Were you prepared for the demands of work and life balance? Why or why not? What strategies do you implement in your own life in order to remain balance?

Question #6 [Networking/Leader and Follower Relationships]

What experiences as a leader and or follower impacted your life? Is there anything in those relationships that you would do differently? Why or why not? Please share some thoughts on those instances.

Question #7 [Workplace Culture]

What impact if any have the following on your ability to achieve balance? Excessive workloads; management expectations; career advancement opportunities; and perceptions.

Conclusion

Do you have anything to change or add, or any questions or suggestions that you would like to offer? If something comes to mind later on, we would be glad to hear from you. You can find a mailing address, phone number and email address on the initial letter and on your copy of the consent form.

Thank you so much for your time. I appreciate very much what you have told me and your valuable contribution to this research.

APPENDIX D

Thank You Letter

Dear Participant:

Thank you for expressing interest as a potential participant in the study on Work-family life balance issues for women that I am conducting as a part of my doctoral research study at the Graduate School of Education and Psychology at Pepperdine University.

The study of work-life balance issues and mentoring strategies for women in the contract management profession is important for the primary reasons: it could reveal mentoring strategies women use to excel in the profession, bring new thinking and understanding of the historical and socio-economic impact of balancing work and family from women working in contract management, enhance women's understanding of their careers and how they interrelate with other aspects of their lives; in addition, contribute to a significant knowledge gap in research related to work-life balance issues in contract management.

I shall be contacting you shortly to schedule a date and time to conduct an in-person interview which will take approximately 60 minutes.

Your participation in this study is completely voluntary. You are free to decide not to participate or to withdraw at any time without it affecting your relationship with any other entity.

Thank you again in advance for your interest. If you have questions or concerns about the study, please feel free to contact me by telephone at XXXXXX or by email at XXXXXXXX.

If you would like to receive verification of your participation in the study, I am happy to provide that upon request.

Sincerely,

Miriam Almestica
Doctoral Candidate and Researcher
Pepperdine University
Graduate School of Education and Psychology

APPENDIX E

The National Institutes of Health (NIH) Certificate

