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Running head: ACTIVE ENGAGEMENT AND CAREER OUTCOMES

Pepperdine University  
Graduate School of Education and Psychology

ACTIVE ENGAGEMENT IN PROFESSIONAL TRADE ASSOCIATIONS AND  
CAREER OUTCOMES: AN EXPLORATORY STUDY OF LATINA CAREER WOMEN

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

by

Elena Einstein

October, 2016

Margaret Weber, Ph.D. — Dissertation Chairperson

This dissertation, written by

Elena Einstein

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

Doctoral Committee:

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DEDICATION

In dedication:

-To the amazing Latina women who shared their stories for this study with the hope of empowering other women who are seeking to advance in their careers, overcome challenges and barriers, while supporting their families.

-To my parents, Frank Gaffney and my mom, Maria Elena Gaffney, for their support for my educational goals and aspirations.

-To my husband, Robert Einstein, for his friendship, love, respect and support.

## ACKNOWLEDGEMENTS

Many thanks go to my Committee Chair, Dr. Margaret Weber, for allowing me the opportunity to share and contribute to this valuable research. I am forever grateful for your leadership and mentorship throughout this journey. I am also thankful for my committee members: Dr. June Schmieder, and Judge John Tobin. I appreciate your time, feedback and support. To the Pepperdine Faculty, thank you for sharing your knowledge and insight.

To my Pepperdine mentors, Dr. Jodi Senk, and Dr. Sudonna Moss, I appreciate your support and great discussions. I promise to pay it forward. Thank you, Marlyn Pauley, for introducing me to these wonderful women. To my Pepperdine fellow doctoral candidates, Amanda Wickramasinghe, Rachel Shafran, and Nicole Robinson, thank you for our late night chats and your inspiration. Your friendship is priceless. To my fellow Pepperdine classmates, thank you for the memories.

To my mentors, Dr. John Wyatt III, and Ed Velasquez, who have supported me since I was an undergraduate student, thank you for always believing in me! Many thanks to all my mentors and sponsors who continue to support me and help me navigate my career.

Thanks to my parents, Frank and Maria Gaffney, my in-laws, Mike and Yolanda Einstein, and my extended family, for your encouragement. To my circle of friends, thank you for understanding when I had to lock myself away and focus on my studies. I love you.

Thank you to my husband, Robert Einstein, for your continuous support of my aspirations. You have given me the space and support that made reaching this goal possible. You are the best partner in crime. I love you!

## VITA

**Elena Einstein****EDUCATION**

Doctorate of Education in Organizational Leadership	Pepperdine University	2016
Master of Science, Leadership & Management	University of La Verne	2011
Bachelor of Science, Business Administration	Cal Poly Pomona University	2004

**EMPLOYMENT HISTORY**

4/2015-Present Chief of Staff to the Satellite Development Center (SDC) Vice President and Diversity Council Chair, The Boeing Company, El Segundo, CA

- Designed project plans, defined deliverables, and led the deployment and facilitation of SDC employee/manager development programs
- Facilitated executive level planning meetings; coordinated logistics, and drafted briefings for external customers, state and national legislative visitors
- Analyzed, designed project plans and implemented employee survey initiatives for the organization
- Supported SDC leadership on long-range strategies, organizational goals, objectives and initiatives for an organization of over 2800 employees
- Effectively led the early career development programs and reduced spending by 20%
- As Diversity Council Chair, designed and led diversity and inclusion initiatives leading to increased employee survey results by 12%
- Led the Finance Affiliate Engagement Team recruiting project resulting in streamlined processes and increased hiring outcomes

8/2013-3/2015 Contracts Manager and People Team Lead-Commercial International Satellites  
The Boeing Company, El Segundo, CA

- Primary focal for customer interface for domestic and international commercial satellite programs totaling \$550M, drafting and negotiating competitive proposals in a high technology and fast paced environment
- Extensive knowledge of requirements identification, acquisition planning, customer budget process, statements of work review for commercial satellite solicitation preparation
- Designed a risk mitigation plan and reduced delinquent contract data requirements list items to 100% compliance within three weeks

12/2010-8/2013 Lead Contracts Administrator and Training Focal, The Boeing Company, Huntington Beach, CA

- Functional Team Lead responsible for executive level support, led and communicated scope, schedule and cost decisions for organization initiatives in process management, contract compliance, and training and development programs
- Team Lead to US Air Force contracts, negotiated complex lease agreement in support of Boeing Test and Evaluation footprint strategy
- Reviewed unique complex terms and conditions, ensured compliance with regulations and internal policies and procedures
- Designed, implemented and monitored metrics to ensure on-time delivery of contract requirements

7/2009-12/2010 Lead Contracts Administrator, The Boeing Company, Simi Valley, CA

- Led proposal development and negotiations for complex environmental remediation proposals in accordance with NASA and Department of Energy requirements.
- Ensured on time delivery and payment for contracts totaling over \$220M
- Successfully designed and implemented processes to meet compliance with complex reporting requirements for the American Recovery and Reinvestment Act of 2009
- Successfully led the DCAA Incurred Cost Audit submittal 2009 and 2010

9/2007-7/2009 Contracts Administrator, The Boeing Company, Huntington Beach, CA

- Led competitive proposal development, and negotiations for Launch Services and high performance products for international and commercial customers for contracts totaling \$600M
- Designed employee survey plans, developed recommendations for Knowledge Transfer Program

8/2006-9/2007 Consulting Services Business Analyst, GCAP Services, Inc., Irvine, CA

- Managed subcontractor effort, project schedules, saving \$500K in schedule risk mitigation
- Drafted recommendations for best practices; analyzed terms and conditions in support of a high visibility Contract Performance Audits for the LADWP with questioned costs of \$4.5M
- Authorized baseline plans and revisions, work-around plans, and developed schedule recovery plans, alternative options or scenarios, resource capacity plans

7/2005-8/2006 Business Consultant, Independent, Los Angeles, CA

- Performed assessments, developed business cases, marketing and business plans for small businesses

6/2004-7/2005 Contract Administrator, The Boeing Company, Canoga Park, CA

- Prepared competitive proposals for U.S Government advanced product development and provided contract administration for contracts totaling \$110M
- Coordinated the conversion of interdivisional contracts to purchase orders for the Boeing Commercial Airline, 787 Dreamliner Program

**EXPERIENCE AND PROFESSIONAL RECOGNITION**

- 2016-Member of the Year Award Boeing Leadership Association of Southern California
- 2016-Boeing Leadership Association of Southern California VP of Programs
- 2015-Women of ALPFA Chair, Keynote Speaker
- 2015-Women in Leadership: Work-life Balance Conference Panelist
- 2013-Present-Boeing Instructor; Leadership Courses
- 2014-4<sup>th</sup> Quarter BDS Finance Value Integrator Award
- 2014-Boeing Finance People Development All Employee Webcast Participant Testimonial
- 2013-Present-El Segundo Diversity Council Chair
- 2013-Recipient of the NCMA Top Professionals in Contract Management Award
- 2013-4<sup>th</sup> Quarter Engineering Operations & Technology (EO&T) Finance Value Integrator Award
- 2012-Present-VP of Operations, Boeing Leadership Association of Southern California
- 2012-Present-Regional Focal and Conference Lead-Enterprise Finance Affiliate Engagement Team
- 2011-2013-President-Seal Beach Boeing Hispanic Education Network (BHEN)
- 2008-2009-Member of The Boeing Company High Potential Program
- 2007-Special Merit Alumni Award, College of Business, Cal Poly Pomona University
- 2004-Present-Chapter Officer San Fernando Valley Chapter National Contract Management Association

**PUBLICATIONS**

- May 2012 “Chapter Profile: Mentoring the Next Generation of Contracts Professionals”, NCMA- Contract Management Magazine
- December 2002 “Considerations for University Computer Policies,” presented at the 2nd International Conference on Electronic Business held in Taiwan

**RELATED SKILLS**

- Current with constantly evolving technologies in social media, e-learning, search tools, Web 2.0, internal business applications and external internet technologies; proficient in all Microsoft Office applications
- Bilingual–Fluent in Spanish and English, with strong verbal and writing abilities

## ABSTRACT

Of the research on work-life balance and on the challenges facing women in the workplace, few studies have focused on the impacts of professional business trade associations on career outcomes and the development of work-life balance strategies with a Latina population. This phenomenological study explores the life experiences of Latinas to understand the challenges they encounter in their careers and in their aspirations for career advancement. The study applied the life-story framework (Giele, 2008), which offered questions from the four life course dimensions: identify, relational style, motivation and adaptive style. A question was added to this framework for this study with the intent to explore the strategies that women employ to achieve work-life balance in their life (Weber, 2011). Additionally, the study sought to obtain insight into how professional business trade associations, such as the Association of Latino Professionals For America (ALPFA), facilitate forming relationships that create support systems and strategies for managing careers, families and the demands of their communities.

The participants (15) were selected from career Latinas who are currently employed or self-employed and actively engaged in leadership roles within the professional business trade association ALPFA. NVivo software was utilized to perform the analysis. The findings indicate that as Latinas they identified with their family and culture. They relied on their family support and that of mentors and networks for learning how to navigate their career choices beginning with college. Career goals were driven by their family socioeconomic situation, family feelings about education, and a strong desire to be successful. Active engagement in leadership roles is attributed to providing opportunities for growth, mentorship, and career advancement. Lastly, the women shared several strategies such as exercise, earning trust in the workplace, support circles, and setting priorities for coping with work-life balance.

## **Chapter 1: Introduction to the Study**

The challenges women encounter in the workforce are numerous. Although there has been more than 50 years of equal opportunity initiatives and legislation, opportunities for women continue to lag behind. According to Rhode (2016), women hold less than 20% of senior leadership positions in both the public and private sector. In addition, demographic and social changes have resulted in more women entering the workforce, thus seeing a growth in the number of working mothers (Jones, Burke, & Vestment, 2008). Furthermore, despite the fact that women are now earning over 30% of MBA degrees, they account for only 4% of Fortune 500 CEOs (Rhode, 2016). By participating in professional business trade organizations such as the Association of Latino Professionals For America (ALPFA), female members gain access to development and networking opportunities that could have a positive effect on career advancement while also providing resources to balance the demands of work and life. Additionally, such organizations provide affordable opportunities to continuing education programs, improve career opportunities, expand their networks, and develop and improve leadership skills that have a direct impact on the job (Pidgeon, 1991). There is limited data on the impact of professional business trade associations on career advancement and work-life balance for women and specifically for Latina women.

### **Background**

Applying the life story framework (Giele, 2008) to the experiences of Latinas in ALPFA may provide insight into aspects of identity, adaptability, motivation, and how relationships develop. In addition, active participation in professional business trade associations may provide strategies for career advancement, and the tools and resources to manage work and life challenges. This exploratory study applies a qualitative, phenomenological approach based on

the life course method (Giele, 2008; Weber, 2011) to review the life experiences and any barriers Latinas encounter in navigating their careers. Furthermore, the study sought to examine how Latinas balance the demands of work, family and community. Moreover, the study sought to understand the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and the motivation to succeed.

### **Background of the Organization**

The Association of Latino Professionals For America (ALPFA) is a national non-profit professional association with chapters in the continental US and Puerto Rico (“Association of Latino professionals for America, n.d.). ALPFA focus is on expanding opportunities for Latino leadership in the global economy. Their mission is to empower and develop Latino men and women as leaders through networking opportunities and education. Historically, the organization was called the American Association of Hispanic Certified Public Accountants (AAHCPA). Established in 1972, today, there are over 72,000 members in the organization. The association leadership is comprised of a Board of Directors, Corporate Advisory Board, professional chapters and student chapters nationwide. As of 2015, 47% of the members are professionals and 53% are student members. Over 50% of the members are female and mostly Hispanic and Latino. According to ALPFA, 60% of the ALPFA National Board of Director positions are held by women, and 50% of ALPFA Chapter President positions are held by women.

The guiding principles for the organization are summarized in Table 1 and the value proposition is provided in Table 2.

Table 1

*Summary of ALPFA of Guiding Principles*



<b>ALPFA Guiding Principles</b>
We share a passionate commitment to increase opportunities for Latinos
We commit ourselves to honesty, integrity, and the highest professional and ethical standards
We are dedicated to the professional and personal growth of our members
We cultivate initiative and leadership within a spirit of teamwork
We believe in the power of networking – to create value for all our members and stakeholders
We nurture an environment that thrives on mentoring relationships
We value promotion and preservation of our bicultural heritage and bilingual skills
We promote a culture of philanthropy and welcome partners who practice it
We welcome the involvement of all who share our mission, vision, values and principles

ALPFA promotes leadership training programs, professional development and networking opportunities of the members of the association as summarized in Table 2. ALPFA programs include the Women of ALFA, Leadership Summits, Executive Series and ALPFA Cares/Community Service. The Women of ALPFA program aims to create opportunities for professional Latinas by offering events that provide leadership skills, professional training, strategies for managing work-life balance challenges, and mentoring that could lead to career advancement. The Leadership Summit events are panel discussions of business leaders discussing topics such as diversity challenges, professional and leadership skill development. The Executive Series events are designed for mid-career and executive level professionals to network and learn. Moreover, the ALPFA Cares/Community Service program establishes partnerships with local organizations in an effort to give back to the local communities. Lastly, The organization continues to evolve by designing programs that provide continued value to the membership.

Table 2

*ALPFA Value Proposition of Membership*

Value Proposition of Membership
Serve on Local/National Boards and Committees
Leadership skills
Management skills
Team building
Presentations and public speaking
Mentoring
Access to business leaders and opportunities
Local Chapter Networking events, receptions and programs
ALPFA Annual Convention
Recruitment opportunities for employers
Subscription to IMPACT newsletter
One-year digital subscription to Hispanic business magazine and Diversity Inc
Continuing Professional Education Courses (CPE)
Scholarships and Mentorships

This study sought to understand the experiences and barriers Latinas face in their careers and how holding a leadership role in professional business trade associations such as ALPFA helps to build strategies to advance their careers, and balance work, family and community demands. Further the study sought to understand the identities Latinas develop, their adaptability, work-life strategies, relationships, and their motivation to be successful.

**Statement of the Problem**

Women tend to find formal education and formal mentoring as a means to advance their careers. The research suggests that women face various challenges as they pursue career advancement opportunities. One reason for the barrier to advancement is that women lack in line experience (Oakley, 2000). Careers in functions that generate revenue such as finance or sales are typically required to advance the corporate ladder. Furthermore, despite the fact that women

are now earning over 30% of MBA degrees, they account for only 4% of Fortune 500 CEOs (Rhode, 2016). Catalyst (1998) suggests the negative perception that women do not possess the capability of working in corporate leadership roles or lack commitment to careers. Further assumptions are made that women are unwilling to relocate or travel for career advancement.

This study intended to explore the benefits to career advancement as a result of active engagement and participation in professional business trade associations. Further, it provides a definition of what is active engagement and provides advice that could assist women as they pursue their career aspirations including how professional business trade associations support work-life balance strategies. Furthermore, obtaining insight through the application of the life story framework (Giele, 2008) into how career focused women manage work and life demands is valuable as organizations establish recruitment and retention strategies to improve the number of women in top leadership roles.

### **Purpose of the Study**

This qualitative study intended to understand the life experiences, via narratives, of Latinas to gain insight into the challenges women face in the workplace and in reaching top leadership positions. This study also sought to understand the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and the motivation to succeed. Additionally, this study intended to understand how professional business trade associations such as ALPFA create support systems and strategies for Latinas in managing their careers, families and the demands of their communities. Furthermore, the study intended to offer practical advice to women seeking upward career mobility.

### **Significance of the Study**

Research shows that despite that the number of women in leadership roles has increased in the last decades, the number of female Chief Operating Officers is deficient (Oakley, 2000). Maxfield (2005a) found that although there are more women holding roles at all levels of management Latinas still encounter the following barriers: glass walls and glass ceilings. This study focuses on the professional organization the Association of Latino Professionals For America (ALPFA). They have over 72,000 members and approximately 50% are female and mostly Hispanic and Latino (“Association of Latino professionals for America,” n.d.). The U.S. Census Bureau defines Hispanic or Latino to refer to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race, and states that Hispanics or Latinos can be of any race, any ancestry, and any ethnicity (United States Census Bureau, 2012). For the purpose of this study, the U.S Census Bureau definition will be applied. Although there are studies on diversity and women, there are none specific to engagement, career advancement and work-life balance associated with participation in professional business trade associations such as ALPFA. This study explored the career outcomes of active engagement in the professional association through leadership roles and participating in networking opportunities that may advance careers for Latina members. The perceived positive outcomes are mentoring relationships, strategies for managing work-life balance challenges, sponsorship, special assignments, promotions, and recognition from employer or receiving additional projects.

### **Delimitations**

The time proposed for this study was from September 2015 through February 2016. The researcher conducted interviews in the greater Los Angeles area and also via telephone for those participants located outside the Los Angeles area. The intended sample for this study was Latina members of the professional business trade association ALPFA. In order to explore the issues

facing women as they progress in their careers, the researcher only included Latina professional members who are actively engaged in holding leadership roles within ALPFA. While non-Latin females and male members may also hold leadership roles in ALPFA, they were not included in this study.

### **Definition of Terms**

*Active engagement:* Having a governance board position in a professional business trade association at the local or national level. Positions may include President, Vice President, Treasurer, and Secretary. The following Director positions are also included as a governance board position: Communications, Marketing, Membership, Student Affairs, Philanthropy, and Women of ALPFA Chair.

*Adaptive style:* How an individual approaches change, which can be innovated or traditional (Giele, 2008).

*ALPFA:* The Association of Latino Professionals For America (ALPFA) is a national professional association serving the Latino community with chapters in the continental US and Puerto Rico.

*ALPFA Professional Member:* Any person who shares the ALPFA our values, mission, and principles; and, holds a baccalaureate degree, or its international equivalent in business, finance, accounting, or related majors; or, holds an equivalent professional certification in a business, accounting, or finance related field or shall be a practicing professional in business, finance, accounting and related fields.

*Career advancement:* The ability to move into leadership roles within the organization (Catalyst, 1998).

*Glass-Ceiling:* The invisible obstacle/wall that prohibits women and minorities from advancing into leadership roles (Smullen-Grob, 2003).

*Glass Cliff:* The glass cliff is when women more than men are provided higher risk leadership positions. It is also considered an extension of glass ceiling and the glass elevator (Ryan & Haslam, 2007).

*Glass Elevator and Glass Escalator:* The glass elevator refers to the upward mobility for men in female-dominated fields such as education, human resources, and social work because men receive more opportunities for career advancement (Hultin, 2003).

*Glass Wall:* Glass walls is when women are confined into certain roles, which tend to prevent women from obtaining diverse work experiences needed to for career advancement (Mattis, 2004).

*Identity:* How one sees herself and who does she identify with as being similar. Further, attention is paid to mention of race, ethnicity, social class and if she relates to being like her family (Giele, 2008).

*Life course:* The life course theory is also known as the life course perspective in which it studies people's lives, structural context and social change over time. It examines how age, relationships, life transitions, societal changes impact and help form the lives of individuals over a lifetime (Hutchison, 2003).

*Life-story framework:* The phenomenological analysis that applies Giele (2008) narrative life-course theoretical framework with the goal to understand specific elements such as identity, relational style, drive and motivation, and adaptive style.

*Mentors:* Cohen (1999) describes mentors as individuals who promote meaningful learning in the workplace and who serve as a valuable source of personal support.

*Motivation:* It is the level of drive and ambition including the need for achievement and power (Giele, 2008).

*Relational style:* How one interfaces with others such as taking a leader, follower, equal or negotiator role (Giele, 2008).

*Work-life balance:* How individuals balance the demands between work and non-work activities and responsibilities (Guest, 2002).

### **Theoretical Framework**

This study applied the theoretical framework for this phenomenological study known as Giele (2008) narrative life-course with the goal to understand specific elements such as identity, relational style, drive and motivation, and adaptive style of Latinas in order to understand how being actively engaged in professional business trade associations provides strategies for career outcomes and for the work-life balance of women (Giele, 2008; Weber 2011).

### **Research Questions**

The research questions that guide the study are:

- What demographic factors (age, ethnicity, socioeconomics, and first generation) of Latinas are associated with the life story elements (identity, adaptations, motivation, and relationships) that influence career goals?
- What experiences (identity, adaptations, motivation, and relationships) shape career choices of Latinas?
- How does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges?

### **Analytic Techniques**

Telephone interviews were conducted and transcribed. The transcripts were analyzed using a two-step coding system (Weber, 2011). Moreover, the life story framework (Giele, 2008) also was applied to identify and categorize the following themes identify, adaptation, motivation, and relational. An analysis software program called NVivo was selected to manage, organize, and analyze unstructured data.

### **Assumptions**

It is assumed the participants in the study will be transparent in their responses. The sample population for this study was female members of ALPFA. Further, the interviews for this dissertation were limited to Latina women who hold leadership roles in the professional business trade association and are professional members of ALPFA. Additionally, the researcher is a member of ALPFA and it is assumed that the researcher may be familiar with some of the participants. Lastly, the researcher for this study is a Latina and was writing from a feminist perspective.

### **Limitations**

A key limitation, which is attributed to the qualitative method, is that the findings cannot be generalized outside of those under the study (Creswell, 2014). Moreover, the researcher selected the life-story method in which participants are asked to recall personal life stories. Although it is assumed that the participants will answer the questions honestly, a limitation to the study is that the participants of the study may not remember or be open about sharing their story.

### **Literature Process**

The researcher gathered data by accessing the following databases: ProQuest, SAGE Journal Online, Gender Watch, Business Source Premier, Psyche Info, PsycheTests, and EBSCOhost databases. The search process applied key words to search the databases to locate



relevant documents to examine the current status of women in top leadership positions, the current data and associated challenges for women including work-life balance, information regarding benefits of professional business trade associations, networking, leadership development, mentoring and coaching, and training. Additionally, this research study examined the definition of active engagement and how it relates to participation in professional business trade associations. After relevance was accessed for each document, this study considered the methods of the studies, the reliability and validity of the research, and survey instruments used. As part of the evaluation process the data was reviewed for the strengths of the studies, the weaknesses, limitations and recommendations for further study.

### **Summary**

Women remain under represented on corporate boards (Smallen-Grob, 2003). While women earn more degrees, there are still barriers to career advancement. This study intended to explore the benefits to career advancement as a result of active engagement and participation in professional business trade associations. Moreover, it sought to provide a definition of active engagement and offer advice for women who have career aspirations and also need strategies for creating balance between work and the demands of family and the community. Further, through the application of the life-story framework (Giele, 2008) to how career women manage the challenges associated with work and life demands, this research can be valuable as organizations establish recruitment and retention strategies to improve the number of women in leadership roles.

In Chapter 1, a description of the research problem is presented. Additionally, the purpose and significance is offered along with the theoretical framework. Chapter 2 focuses on specific literature about women in the work place, the challenges in career advancement faced by

women, mentoring and coaching programs, and work-life balance strategies. Chapter 3 outlines the methodology process. Chapter 4 shows the results from the interviews. It summarizes the findings and shares the challenges women face in the workplace associated with career advancement. Chapter 4 also describes the strategies women employ in creating work-life balance. Lastly, Chapter 5 summarizes the dissertation and provides an interpretation of the findings with practical implications and opportunities of further research for women seeking career advancement and work-life balance strategies.

## **Chapter 2: A Literature Review**

This review of literature will focus on the challenges women face in their careers and how career advancement and work-life balance strategies are influenced and developed through active engagement in professional business trade associations for Latinas. As the literature indicates there is limited data on the impact of professional business trade associations on career advancement and in providing work-life balance strategies for women and specifically Latina women. This study intends to provide women with career advancement advice and work-life balance strategies that may develop through participation in professional business trade associations. Further the study seeks to understand the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and the motivation to succeed by utilizing the life course framework. In addition, it can serve as a resource for organizations in designing recruitment and retention strategies to improve the number of women in leadership roles.

Chapter 2 contains data attained by accessing databases to review peer reviewed articles, journals, dissertations, and scholarly studies. The search process was focused on examining the life-story theoretical framework, literature about women in the workforce, career advancement, networking, mentoring, coaching, employee turnover, and work-life balance. The literature review explores various key terms identified in the definitions of key terms from Chapter 1. Moreover, the literature explores the Digital Women's Project (Weber, 2011) conducted at Pepperdine University, which has served as a research source for doctoral students with an interest in work-life balance. Further, the literature review focuses on women in professional and educational fields in the United States and globally. After relevance was assessed for each document, this review of the literature considered the methods of the studies, the reliability and validity of the research, and survey instruments used where applicable. As part of the evaluation

process, the data was reviewed for the strengths of the studies, the weaknesses, limitations and recommendations for further study.

### **Theoretical Framework**

The life course theory is also known as the life course perspective in which people's lives are studied, the context and social change over time that has occurred. It looks at how chronological age, relationships, common life transitions and changes in society that shapes the lives of individuals from birth to death (Hutchison, 2014). Since the 1950's there have been advancements in techniques to study lives over long periods of time in various areas of study, such as in the social, behavioral, and biological sciences (Elder & Giele, 2009). As one of the original scholars to first discuss the life course perspective, Sociologist Glen Elder Jr., during the 1960's reviewed the data from three longitudinal studies at the University of Berkley of children. He noted there was a significant impact on individuals and families as a result of the Great Depression. "In theory, a longitudinal life course perspective refers to multiple level-from aggregate, institutionalized pathways to the lived experience of people working out their life course" (Elder & Giele, 2009, p. 6). Whereas, the life course method tends to find connections to the lived experience of individuals to their development processes. It is a sequence of defined events and roles that individuals encounter that makes up the whole person experience (Elder & Giele, 2009). According to Hutchison (2014), "scholars who write from a life course perspective and social workers who apply the life course perspective in their work rely on a handful of staple concepts: cohorts, transitions, trajectories, life events, and turning points" (p. 11).

A cohort is a group of individuals who were born during a certain era and who also have shared experiences. Another term is generation, which is limited to a twenty-year span. Cohorts vary in size and their size has an impact on societal resources. Furthermore, Robbins and Judge

(2011) describe four work cohorts. The first group called Veterans or Traditionalists grew up during the Great Depression and War World II. This group is characterized as loyal and respectful to their employer. They also tend to value having security and a comfortable life. The Baby Boomers cohort was born after War World II. They shared experience such as veterans coming home after the war to and settling down to start families. They were born between the years 1946 and 1964. They entered the workforce during the mid-1960s through 1985 and are in their mid-fifties to mid-1970s. Baby Boomers are characterized as place importance to success, achievement, loyalty to career, and a dislike for authority. The next generation cohort is the Xers also called Generation Xers. They were born from the years 1965 through 1984. This group is currently between thirty and fifty and entered the workforce during the years 1985 and 2000 having experienced globalization, two-career parents, AIDS, internet and technology. Xers tend to value work-life balance, flexible work schedules, and achievement of job satisfaction. They are also considered skeptical and dislike rules. Xers also value family and team-oriented work. The last cohort is the Millennials, also known as Netters, Nexters, Generation Yers and Generation Nexters. This cohort birth year are beginning in the early 1980's through the early 2000s. They grew up during time of economic stability and have entered the workforce beginning in 2000. They are considered confident, value financial success, are self-reliant but are also team-oriented and seek meaningful work. Millennials were raised with technology and embrace it as the norm. In addition, they are comfortable with diversity and seek candid feedback. Hutchison (2014) offers another way to view cohorts in society through the use of a population pyramid, which is a chart that shows the proportion of the population in each age group. This is useful when comparing populations in different countries because fertility and death rates vary.

Hutchison (2014) shares that the life course perspective can be described as having stages because each individual experiences transitions. Transitions are described as changes in roles or statuses that are distinct (George, 1993; Hutchison, 2014). Examples of transitions include: starting school, graduating college, getting a first job, leaving home for the first time, marriage, divorce, retirement, etc. Hutchison further provides that transitions related to family life such as marriage, births, divorces, and death change the family statuses and roles as members leave or enter the group. Transitions also lead to changes in statuses and roles in other types of groups such as communities and formal organizations. According to George, transitions in life course studies can be divided into two categories: population-based studies and studies about individuals. As asserted by Hutchison and George, transitions are discrete and bounded by duration in a way that as one phase ends another begins. Whereas, trajectories involve viewing patterns in a long term perspective and have multiple transitions (Hutchison, 2014). Moreover, Verd and López Andreu (2011) agree that the life-course perspective is a good methodology for evaluating the extent to which societal norms are applied to the current environment. Hutchison (2014) describes a life event as a significant incident that is unplanned and may have long-term effects. Specifically, it defined by the event itself and not the changes that result such as assuming new roles. Researchers that study life events are able to examine how the positive and negative events trigger different behaviors or outcomes. For example, certain life events can trigger weight loss or weight gain. Other researchers are focused on the understanding the mechanisms that tie stressful life events with illness or depression. In contrast, a turning point is a time when a significant life event happens that changes the life trajectory or path (Hutchison, 2014). Hutchison further provides that according to traditional developmental theory, the developmental trajectory is continuous, whereas life course trajectories are nonlinear or

predictable. Verd and López Andreu (2011) further argue that whether or not the change leads to a turning point is dependent on individual and the resources available to them at the time. For example, a person who has a drug addiction may have resources to an intervention and family that is supported therefore the intervention may be a turning point for the drug addicted individual.

Elder and Giele (2009) describe the emergence of the four paradigmatic factors that affect the ways the life course and human development are influenced. The four factors identified in Elder's (1994, 1998) study "The Children of the Great Depression" are historical and geographical location, social ties (connections to others), principle agency and variations in the timing of such events. The first factor, historical and geographical context place people in a group or cohort based on the year they were born, as they tend to experience similar historical events. Additionally, they are grouped by geographical place of birth, as their life opportunities could vary depending on the place of birth. For example, those born at a certain time and place may have a shared experience of war or economic hardships such as a recession that can shape or influence their decisions and choices. The second factor looks at the social ties or social connections as a result of the relationships formed such as with families and groups. For example, experiencing war, a death in the family, or an ill parent can affect the community or impact the family. It can shape coping strategies and perceptions because of their collective experience. The third factor is called the principle agency or human agency, which refers to the process by which people choose certain situations. Verd and López Andreu (2011) describe this principle when people purposefully make decisions based on the specifics of the opportunities and the limitations found within their environment. The fourth factor is timing in which the

research is interested in when the event occurs in a person's life, specifically paying close attention to if it is early or late in comparison to the normal expectations (Elder & Giele, 2009).

Giele studied at Harvard for her graduate studies under Parsons, Homans, Inkeles, and Stouffer. Her area of interest has been how social system requirements develop together with individual motives and goals through the links and connections between the individual and their social structure (Elder & Giele, 2009). Her doctoral dissertation was on the 19<sup>th</sup>-century American women's movement and the contrast of women's temperance and suffrage leaders. Giele's later work focused on a comparison of the lives of women college alumnae from different periods to isolate the differences in the life course that preceded the new women's movement and the growth of married women entering the workforce. This research led to an interest in how women began to change their role in society and their efforts to change the institutions of work and family. Her research further showed that women's roles were shifting to multiple roles for women. Additionally, she did comparisons of research from Germany and United States and saw that there were also changes in jobs, family, and education during the 1940s and 1950s that contributed to the Feminist movement of the 1970's (Elder & Giele, 2009).

Elder and Giele (2009) describe Giele's four elements in her book, *Two Paths to Women's Equality* (1995). The four elements are cultural background, social membership, individual goal orientation, and strategic adaptation. "Elder's core principles of the life course are filtered through the individual, whereas the corresponding dimensions identified by Giele are focused on the relations between the individuals and the surrounding structure" (Elder & Giele, 2009, p. 11). Elder and Giele summarized Parson's systems theory into four factors of latent pattern maintenance, integration, goal-attainment and adaptation. Giele combined life course frameworks and systems theory by Parson to develop the four themes of the life stories. In



summary, Giele's framework together with Weber's (2011) study on work-life balance are applied to this study, in which the researcher sought to explore the career challenges facing Latina women and how active engagement in professional business trade associations supports women by providing strategies for career advancement and work-life balance as a result of the connections made in ALPFA.

The following theoretical framework will be used for this study:

*Life-story framework:* The phenomenological analysis that applies Giele (2008) narrative life-course theoretical framework with the goal to understand specific elements such as identity, relational style, drive and motivation, and adaptive style. Giele focused on four time periods in the course of the lives of women.

The Giele life course elements are as follows:

*Identity:* How does A see herself? Who does she identify with as being like herself? Does she mention her race, ethnicity, social class, [religion], or how she is different or similar to her family? What qualities does she mention that distinguish her—intelligence, being quiet, likeable, innovative, outstanding, a good mother, lawyer, wife, etc.?

*Relational style:* What is A's typical way of relating to others? As a leader, follower, negotiator, equal colleague? Taking charge: Is she independent, very reliant on others for company and support, has a lot of friends, is lonely? Nature of the relationship with her husband or significant other [and her children]?

*Drive and motivation:* Need for achievement, affiliation, and power. Is ambitious and driven or relaxed and easygoing? Is she concerned to make a name for herself? Focused more on helping her husband and children than on her own needs (nurturance vs. personal achievement)? Mentions enjoying life and wanting to have time for other things

besides work. Enjoys being with children, doing volunteer work, seeing friends. 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 “A” an innovator and a risk taker or conventional and uncomfortable with change and new experience? Does A like to manage change, think of new ways of doing things? Is she self-confident or cautious? Used to a slow or fast pace, to routine and having plenty of time, or to doing several things at once (Giele, 2008, pp. 402).

Furthermore, Giele (2008) developed four sets of questions as part of the life-stories framework. The first section of questions is interested in young adulthood. The second set is interested in thoughts and beliefs about leadership and relating with others. The third set of questions deals beliefs about recognition and thoughts on success within the workplace or home with middle adulthood. The fourth question explores how women feel about their future. This question provides insight into the fears or obstacles women feel associated with their goals and future outlook. The four sets of questions are provided:

The first set of questions regarding early adulthood:

About the period in your life immediately after completing your education or...your early twenties, what was the level of your education? Did it include college education or 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?

The second set of questions regarding childhood and adolescence:

Thinking of the period in your life before completing your education and the goals that you and your family held for you, what was your family's attitude toward women's education 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?

The third set of questions regarding adulthood current:

Since completing your education, 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 job discrimination, children, separation or divorce, health problems of you 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?

The fourth set of questions regarding adulthood current:

Looking back at your life from this vantage point, and ahead to the future, what are your main concerns? What are your goals, hopes and dreams for the next few years? What problems do you hope to solve? Looking further out, where do you hope to be a few years from now with respect to work or additional schooling, family, faith, community, mentors, health, finances, etc.? (Giele, 2008, p. 401)

The Digital Women's Project (Weber, 2011) developed by applying Giele (2008) life-story framework. However, Weber focused the work-life balance perspective. The following question became the fifth question and is included in this proposed study. The fifth set of questions is related to work-life balance strategies:

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 made 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 balanced? (Weber & Cissna-Heath, 2015, p.16)

Verd and López Andreu (2011) agree that life stories are a good tool for identifying moments in the lives of individuals and for pin pointing the resources available during that instance. Additionally, Creswell (2013) shares that a phenomenological study describes the common meaning for multiple individuals in their shared experiences. Creswell further explains that in a phenomenological study the focus is to outline the commonalities of the participants

while they experience the phenomenon. The researcher is then able to collect the data from those individuals that have experienced the phenomenon and share the similarities and differences. This approach is proposed to understand how women experience their careers and develop work-life balance strategies.

According to Hutchison (2014) the life course perspective provides benefits over traditional theories associated with human development studies. For instance, the life course perspective encourages an emphasis on the effect of historical and social change on behavior. Further, the emphasis on shared experiences provides for a focus on the intergenerational relationships and how they form dependent bonds. Hutchison also points out that the life course perspective allows for the researcher to acknowledge the strength of the individual and the ability for change in the human agency principle. Also, noted is that there is evidence for the flexibility of risk factors and possibility for preventive measures. Furthermore, the focus paid to the rich variety in life course trajectories offers a conceptual framework that may be applied to studies with cultural perspectives. However, one of the weaknesses lies with the premise that life course perspective is focused on searching for patterns of human behavior, which can be challenging in a country the size and diversity of the United States. Moreover, Hutchison suggests that the life course perspective can be used to understand human behavior in a global context.

### **Women in the Workforce**

Padma (2010) examined leadership attributes among female employees in Tamil Nadu, India. The study found that although women had reached major milestones in business it was still difficult for women to compete as organizations continue to increase demands of the workforce to remain competitive. According to Padma (2010), it is difficult for women because they are still performing the majority of the household work. The study claims that the

masculine images of leadership continue to influence both men and women's perception of their own and other's leadership style. The study further claims that although despite their actual leadership capabilities, others do not recognize the women as leaders. The objectives of the researcher are to "1) understand the extent of leadership attribute perceived to be present among women employees, and 2) to test whether the perceived leadership attributes are dependent on the age, education qualification and social status of the women" (Padma, 2010, p. 38).

The researcher sent out structured questionnaires to four banking institutions using a convenience sampling method (Padma, 2010). Sixty-six of the women responded. Fifty-three percent of the respondents were between the ages of 20-30 years. In the study, 68% were married and 52% held postgraduate degrees. The researcher identified leadership "attributes: delegation, resilience, assertiveness, ambition, endurance, popularity, analytical, motivated, industrious, competence and loyalty, decision making capability, enthusiastic and confidence" (Padma, 2010, p. 38). Padma (2010) found that the age increased and levels of education increased the perception of the presence of the number of attributes also increased. Moreover, the majority of the women from the middle class also perceived to have moderate to excellent leadership attributes.

The results of the study used the chi square tool to test the significance for several hypotheses. Padma (2010) concludes the patterns of upbringing play a significant role on developing the leadership attribute of women. Further, limited access to education and skill development act a barrier to women. Discrimination in the workplace continues to act as a barrier for women in attaining higher leadership positions. Lastly, women face work-life balance challenges that keep them from networking and accepting high visibility projects required for career growth.

Oakley (2000) examined gender-based barriers to senior management positions. The researcher focused on explanations to describe why women have been unable to attain top levels within management. The article outlines corporate practices that create barriers for women's advancement to senior positions. For instance, a tradition prerequisite for CEO position is line experience, which is not often offered to young women managers (Oakley, 2000). "In order to be in line for the CEO position, senior managers usually need to have line experience in marketing or operations and typically they need to be offered this experience by mid-career at the latest to be considered in the pipeline for the top position" (Oakley, 2000, p. 323). Corporate practices related to training, career development, promotion and compensation has not led to increasing the number of women into senior management positions (Oakley, 2000). Further the research examines behavioral and cultural explanations similar to research conducted by Padma (2010). Women executives claim behavioral reasons such as stereotyping for the reasons women are unable to attain senior leadership positions; whereas, male executives attribute corporate promotional and career development policies for the explanation (Oakley, 2000). In addition, other explanations for the challenges women face includes communication styles and good old-boy networks (Oakley, 2000).

Similar research explored the "obstacles that block the paths of executive minded females such as gender bias, stereotypes, discrimination, that old glass ceiling, motherhood, and the old-boy network" (Elmuti, Lehman, Harmon, Lu, Pape, Zhang, Zimmerle, 2003, p. 1). The research goes beyond the definition of the old-boy network to further discuss the impact of globalization. As the world entered the 21<sup>st</sup> century more companies became global creating a need for leadership styles to change to accommodate a global market. Accordingly, women mostly exhibit the new requirements for global leaders. The stereotypes that pose as an obstacle for

women, are that men are more capable than women, not just physically but morally, intellectually and emotional (Elmuti et al., 2003). In 1991, Congress passed an amendment to the Civil Rights Act of 1991 to address the glass ceiling. As part of the amendment, a bipartisan Glass Ceiling Commission (GCC) was appointed to conduct a study and provide recommendations about how to eliminate or decrease the glass-ceiling phenomenon. The commission found that women in leadership roles are most often assigned or grouped into roles that have become feminized (Elmuti et al., 2003). Mattis (2004) describes this phenomenon as glass walls in which there is functional segregation that prevents women from obtaining opportunities to jobs that lead to top leadership positions within organizations. The researchers (Elmuti et al., 2003) further state that it is common in corporations in the United States for employees with management experience in the pipeline roles such as in finance, marketing, sales or production to be promoted senior management positions. Traditionally, women have not been selected for such positions. The GCC report offered suggestions for removing the obstacles associated with the class ceiling and glass wall such as providing CEO support, adding women to the strategic plan, creating programs to address stereotypes, and developing metrics to hold themselves accountable. Elmuti et al., (2003) offers further recommendations:

- Including and inviting women into informal networks on the job
- Developing a culture of where individuals strive to be the best
- Recognizing the benefit of women in international roles
- Creating formal mentoring programs
- Providing management with gender training
- Establishing unbiased performance assessments

Although this article was consistent with many other findings in the literature, it lacked sources for many of the positions it proposed to the reader.

McDonald and Westphal (2013) led a study to explore the understanding of why women and minorities face challenges with entering the old boy networks of corporations. The focus of the study was interested in understanding how role of mentoring of first-time directors by more experienced leaders could perpetuate the lack of women in leadership roles. The researcher found that first-time directors will best meet the norm and expectations of incumbent directors who are in a position to help them gain positions on other boards if they “(1) actively involve themselves in discussion of issues raised by the CEO, but (2) do so in normatively acceptable ways in which their involvement recognizes the preeminence of firm management, and especially the CEO, in strategy formulation among holders of multiple board seats” (McDonald & Westphal, 2013 p. 1174).

McDonald and Westphal suggest the following:

Hypothesis 1a. Female first-time directors receive lower levels of participation process mentoring from incumbent directors than male first-time directors.

Hypothesis 1b. Racial minority first-time directors receive lower levels of participation process mentoring from incumbent directors than white first-time directors (McDonald & Westphal, 2013, p. 1176).

The sample for this study included directors who had become a board member during the years 1999 through 2006. Surveys were submitted to all newly appointed directors at 2000 publicly held companies. The questionnaires were sent after holding the positions for at least six months. McDonald and Westphal (2013) conducted interviews that were approximately an hour in length. After collecting the feedback, the researchers revised the cover letter, the format, and the questions. As a result of the pre-interviews, well-known corporate leaders endorsed the survey. Further the cover letter included testimonials from several directors about the significance of the



study, which can enhance the credibility of the study. To continue to improve the response rate two waves of surveys were sent as a reminder to the non-respondents. Two subsequent waves of surveys were sent to non-respondents. The study found that further research could focus on how mentoring can impact career outcomes for first time directors as well as provide strategies for implementing effective and focused mentoring programs.

According to a report by Sylvia Maxfield (2005b), the International Labor Organization found that women comprise 25 to 35% of managers. In addition, women actively engaged in the political field growing from 8% to 16%. The purpose of the report by Maxfield (2005b) was to provide qualitative and quantitative data that was lacking about women who hold senior leadership positions in corporate Latin America. Surveys and interviews were conducted 120 senior businesswomen in seven countries. The following seven countries were the focus for the case studies: Colombia, Mexico, Argentina, Ecuador, Peru, Brazil and Venezuela. The report conveys a view of the roles women in Latin America corporations, how they perceive their careers, including how they are treated in the workplace.

Maxfield shows that companies appear to seek competitive advantage by development of policies and programs such a corporate sponsored mentoring programs (de Janasz, Ensher, & Heun, 2008; Maxfield, 2005a, 2005b; Stockdale & Crosby, 2004), flexible work schedules and the use of corporate experts in anthropology to create change in gender bias. However, only 25% of the companies surveyed have programs in place to support women's career advancement. The findings state that there is an opportunity to build competitive advantage through the implementation of gender diversity (Maxfield, 2005a, 2005b). The researcher found that gender diversity is strongest in Colombia and Mexico with Brazil and Venezuela at that bottom of the ranking. Further, the report suggests that women in Latin America make up only 10% of

corporate presidents even though they represent 35% of the employees. In addition, women hold 3% of Mexican board seats in comparison with 10% of women hold board seats in the United States in 1995 (Maxfield, 2005b). Venezuela saw a growth from 5% of women holding board seats in 1984 to 13% by 2000 (Maxfield, 2005b). However, Maxfield points out that even though women have been in the pipeline in the United States for a longer period, women are still encountering barriers when it comes to holding top leadership positions in corporations.

Similar to Mattis (2004) and Oakley (2000), Maxfield (2005b) finds that Latin American businesses are encountering glass walls and glass ceilings. The research found similar comparisons in that women tend to be moving up in certain sectors and in specific job functions that are considered to become feminized (Elmuti et al., 2003; Mattis, 2004; Maxfield, 2005b). Maxfield cites that women are underrepresented in telecommunications, energy, distribution, and subsidiaries of multinational companies. Even in fields, such as pharmaceutical industries, in which women make up over 60% of the workforce, only 10% have top leadership roles (Maxfield, 2000a, 2005b). Whereas, in the finance sector women make up nearly 50% of financial service companies and hold 16% of top leadership roles. Moreover, two sectors with the least representation of women in the workplace is energy and telecommunication saw higher number of women in top leadership positions.

Furthermore, Maxfield (2005b) found that women tend to certain job functions in a business sectors (Elmuti et al., 2003; Mattis 2004). For example, women directors and executives in Chile are typically working in the fields of human resources, marketing and quality control. Additionally, in Brazil, women are commonly employed in human resources, accounting, sales and marketing. Moreover, in Mexico, women hold top positions in marketing and human resources. In Venezuela, it was found that women do not generally hold positions in

finance or strategic planning. Lastly, the study depicts that women hold the most jobs in the customer services and human resources roles. It also found that men and women share equal participation in law and sales/marketing job functions. However, women are still under represented in jobs in operations/production, finance and engineering/systems (Maxfield, 2005b).

Weidenfeller (2012) conducted a phenomenological study, which examines the experience of 12 enterprise women. The researcher cites several facts that a problem exists for women in the workplace. The research supports the imbalance of women leaders act as a barrier to advancement and creates a disconnection in development strategies. Similarly, Oakley (2000), discussed one reason women are not represented in top management positions is because of barriers created by corporate practices which cause gender inequality in their recruitment, retention, and promotion efforts. Mattis (2004) found that 26% of women in smaller organizations claim the glass ceiling is a contributing factor for the lack of female leaders. In Weidenfeller's study 12 participants were interviewed. The study identified five essential themes found in enterprise leadership positions and industries: "1) driven by a desire to control their destiny; 2) aspire to leadership positions with impact; 3) achieve influence through a connect and collaborate style; 4) initiate culture change while staying focused on results and 5) apply self-knowledge and resiliency to address challenges" (Weidenfeller, 2012, p. 365).

The first theme describes women who possess a strong desire to control their outcomes or destiny. Participants in the study expressed they had high self-confidence. The self-confidence grew from their ability to seek and participate in meaningful development opportunities that helped them grow their skills at all levels. Weidenfeller's study further describes the risk taking approach of the participants (2012). Because of these experiences and developmental opportunities the participants increased their business knowledge to incorporate into their day-to-

day job. Another area attributed to their confidence was asking or being assigned to profit-and-loss project or being asked to lead high-risk projects. This led to situations where they were able to show an increase in skill set and abilities.

Burke (1993) examines the characteristics of women on corporate boards. The recurring themes found in the literature are tokenism and stereotypes. The article further discusses:

- Characteristics and changes in characteristics of female directors
- Selection for directors
- Value of serving on boards of directors
- Reasons why there are few females on corporate boards
- Rationale for encourage more women to serve on boards
- Reasons for change or maintaining the status quo
- Future areas for study

### **Career Advancement**

Couse and Russo (2006) studied preschool teachers and their training programs. The researchers found four identified levels in teacher development, survival, consolidation, renewal, and maturity. The primary area of focus was on the last level maturity where leadership development included mentoring younger teachers. Further, it provided that the maturity of the teacher is the basis for professional advancements. Whereas, Sampson and Moore (2008), asked a sample of women if they perceived that they had the same opportunities as their male counterparts. The study found that 65% responded yes. The participants that responded no to the question were asked to describe three strategies that would contribute most to the helping women move up the ranks. “The three organizational practices named most often were (1) leadership development, (2) recognizing different work and leadership styles, and (3) and family-

friendly policies and culture” (Sampson & Moore, 2008, p. 333). When asked what were the contributing factors for women to move ahead, the top three most cited reasons were (1) effective use of power, (2) exceed performance expectations, and (3) taking on high visibility (Sampson & Moore, 2008; Tharenou, 2013).

In a study by Chen (2005), it was found there are five advancement strategies: (1) education and training, (2) networking opportunities, (3) career path planning, (4) formal mentoring programs, and (5) exceeding expectation on performance reviews. The study provided survey questions to the participants. The responses were based on the participant perception on how the strategies supported career advancement (Chen, 2005). The study concluded formal mentoring was perceived to be the most beneficial for advancing careers.

The study by Mclean (2006) outlined several steps that facilitate and ensure for career advancement. Using secondary data gathered by the Chartered Management Institute (CMI) of 1,800 respondents, the researchers found that 70% of those surveyed cited moving to another company contributed to career advancement. Of the participants surveyed, only 20% felt confident they knew the direction of their career. Furthermore, McLean offered steps and strategies to developing a career path that can withstand challenges. The first step is to remain motivated. The second is to develop a personal development plan. The third step is to continue learning. Lastly, remain open to new opportunities. This study lacked strong statistical data.

According to Maxfield (2005b) women make up over 60% of employees in the pharmaceutical and health services sector; however, only 10% hold executive positions. Maxfield examined the Latin American professional women and their career advancement. The majority of workers in health service and finance corporations were women. The study was a qualitative research design comprised of two parts: an interview of twenty-seven professional

women and a survey of Latin American literature. Maxfield examined organizations that were enhancing their development programs to improve career outcomes for women. Further the study concluded that training and mentoring is a key factor for career advancement. According to Maxfield (2005), it is necessary for companies to create change by implementing diversity programs. Similarly Elmuti, et al. (2003) recommended the glass ceiling study be included in business education. Furthermore, to promote change within organizations training on gender base equality could offer a positive impact.

Additional research explores the glass cliff which is an extension of the glass ceiling and the glass elevator, in which women more than men face a glass cliff such that their leadership positions pose a increase risk of failing (Ryan & Haslam, 2007). The study provides evidence on the glass cliff and the possible causes and consequences. The study also outlined various potential reactions to the glass cliff phenomenon and offers strategies to help organizations remove the glass cliffs. Furthermore, Ryan and Haslam (2007) provide the caveat that it depends removing the resistance of those within the organizations to maintain the status quo.

Ryan and Haslam research highlights a growing body of evidence that indicates the existence of the glass cliff phenomenon. This raises other questions about why it is that women are more receive high-risk leadership roles and assignments. The data suggests it may be “a product of implicit theories of leadership in which women are seen as better suited to crisis management than men” (Haslam & Ryan, 2007, p. 557). The manager–think male phenomenon suggests to produce the belief “(1) that women are best equipped to deal with the socio emotional challenges that (potential) crises present, (2) that men are not suited to these challenges, (3) that men are best equipped to deal with the task demands of success, or (4) that women are not up to the task” (Haslam & Ryan, 2007, p. 557).

Sampson and Moore (2008) examined salary equity for women in development for Women in Development of Greater Boston. The focus of the study was to learn if a glass ceiling was present in the Greater Boston area and outline their progress. The U.S. Equal Employment Opportunity Commission (EEOC) established the Equal Pay Act of 1963, which required that men and women should be provided equal pay for equal work in the same organization.

The research questions for the study are as follows

- Is there a wage disparity between women and men in the development field? If wage disparity does exist, in which types and sizes of organizations does it occur?
- Is there a glass ceiling? Are women taking time out of the workforce in great numbers, thereby limiting their future careers?
- If there is a wage disparity among women and men in the development field, is it becoming greater or lesser over time?
- Given the state of the development field today, what can individuals and organizations do to remedy the wage and advancement gaps for women?

(Sampson & Moore, 2008, p. 325).

The study examined the pay equity of professionals in fundraising in the northeastern United States. The researchers received the contact information for the members from the following organizations: Planned Giving Group of New England, the Council for Advancement and Support of Education, the New England Development Research Association, the Association of Fundraising Professionals and Women in Development (WID). Twenty percent of the individuals responded to the survey, which included fifty questions on various topics such as demographics, salary, bonus, leadership and benefits (Sampson & Moore, 2008). The researchers looked at the differences between genders. Similar to research by Padma (2010),

Sampson and Moore (2008) performed a chi-square analysis to review if relationships between gender and elements of the study existed.

Sampson and Moore (2008) found that there is a wage disparity between genders. Their research found that the wage gap \$23,000 in median salaries. Further, the results show that more often women held lower-paying administrative jobs. Moreover, the researchers found that female respondents were earning between \$45,000 and \$65,000, compared to the male respondents who were earning between \$90,000 and \$120,000 per year. Sampson and Moore (2008) determined that the female participants in the study were working in organizations that have lower pay scales. Additionally, both men and women in this study began with similar salary levels, but as they progressed in their careers the salary for men continues to rise at a steady rate. Further the study found that pension plans were higher for men than women. The study also shows that the participants have similar work experience. Similarly, Tharenou (2013) found that there are enabling factors at each transition of advancement that favor men, such as they gain more challenging assignments, receiving additional training opportunities, sponsorship and mentoring. At each level, women are less likely to have access to the resources needed to help them advance.

According to Walsh (2012), women make up 44% of lawyers in England compared to only 8% in 1980. Walsh offers that although there has been a rise of women who enter the legal field, there are less women working as law partners. Additionally, the researcher stated that most previous studies focused on the gender disparity related to advancements and the probability of women being selected for partner. However, Walsh discovered those studies lacked insight into the female lawyer's aspirations and preferences. Therefore, the researcher sought to assess the strength of the female lawyers aspirations for partnership advancement and whether the degree



of aspirations are associated with differences in personal and work attitudes (Walsh, 2012). The study found that all female lawyers in the study felt their opportunities for advancement were limited. Further the study found that work-life culture and flexible work policies influenced female lawyers' perceived ability to advance to partner (Walsh, 2012).

The mixed method study examined survey data and qualitative questions for a sample of 384 female lawyers. The study examines career aspiration of women and their perceptions of their opportunities for career success. The researcher provided background in the law firm employment model with a traditional 'up or out' or 'tournament' promotion system. In the up or out or tournament system the individuals that are deemed partnership material are expected to leave or are not retained for employment (Walsh, 2012). Only 10 to 20% of trainees in larger firms can anticipate being promoted to a partner level position. In order to achieve this status there is a cultural fit in which long hours, ability to draw clients, mentoring of junior associates, and networking with senior high-ranking partners is expected. The researcher provided literature that shows that women may have to perform at higher standards in order to improve their partnership potential. Walsh also points out that women's perception of their eligibility for advancement can also influence their opportunities. Similarly, Mclean (2006) found that only 26% felt confident in their career aspirations and recommend women develop career resilience. In addition, studies show that women would benefit from networking with senior leaders in both work and outside of work to increase the chance for advancement (Lundquist, 2005; Walsh, 2012; Weidenfeller, 2012). Moreover, having children can affect careers for women differently than men. Men are perceived positively and promotion chances improve when having children. Whereas, promotion chances for women are negatively impacted when they have children (Walsh, 2012). Furthermore, Elmuti, et al. (2003) and Walsh (2012) shows that work-life

balance policies including flexible work schedules are available; however, women fear using them because it will hinder career advancement and be seen as having a lack of commitment (Walsh, 2012). Lastly, Walsh (2012) found limited research on women's career aspiration in the legal profession.

Walsh (2012) research is based on a sample of 2000 women lawyers working as associates and assistants who were sent a multiple-item questionnaire survey. Of the 2000 surveys sent out, 808 were unusable, representing a response rate of 40.4% (Walsh, 2012). Information collected from the completed the survey ( $N=384$ ) showed that the average age was 35 years, 75% were married, 1/3 had dependent children, less than 10% had caregiver responsibilities for sick, disabled or elderly persons, and 73% worked full time. Additionally, just over half of the women had been mentored and 90% had female partner representation. The survey consisted of a 5-point Likert scale that asked questions regarding career aspirations, opportunities for advancement, work and career commitment, including work-life balance supportive policies in their workplace.

Included in the study were open-ended comments about the women's career experience. Walsh (2012) found several themes: 1) women with high aspirations felt the likelihood of having children will hinder future career advancement possibilities, 2) partnerships were male dominated in many examples, 3) lack of female role models in the higher ranks of the firms, and 4) inequity of gender activities outside the firm (i.e. men who cannot relate to women having to carry the majority of the childcare and household responsibilities). Walsh concluded that the comments indicated that women lawyers had significant concerns about having children and eligibility for career promotion or advancement. According to Walsh, the perceptions are fostered further by the messages convey by senior leadership. In addition, women felt a sense of

disillusionment due to the lack of seeing females in senior leadership roles. Similarly, Maxfield (2005a) suggests it is necessary for companies to create change by implementing diversity programs to support creating an inclusive culture.

In summary, despite more women entering the field of law, women are still overrepresented in departures to the field with their primary reason being the perception of the lack of career advancement opportunities. Both women with low and high career aspirations think negatively about their career advancement opportunities. Furthermore, even women with high aspirations felt there is a lack of work-life balance and work flexibility and thus led to such women leaving the firms. This study offered a well-balanced study including both quantitative and qualitative research to explore the challenges women face. Further opportunities for study are how women's perceptions hinder their career advancement possibilities in other fields.

### **Networking, Mentoring and Coaching**

Lundquist (2005) examines a lack of activities that impact upward mobility for women in leadership roles, such as networking, mentorship, sponsorships, and the right role models. The study cites similar statistics about the lack of women in senior executive levels with only 16% held by women in Fortune 500 companies. Furthermore, Weidenfeller (2012) suggests that leaders that reach leadership positions had a strong sense of purpose and what they wanted from life. The research found that in addition to self-awareness they understood the values relative to the norms of the organization. In particular, each described how they sought after leadership roles and organizations where they could lead in a manner that was authentic to their values and norms. They also described cultivating strong professional relationships through networking both inside the organization and outside (Weidenfeller, 2012). Despite abundant research on mentoring and its benefits on the individual and for career development, the literature on

networking through professional business trade associations is minimal. The body of literature for professional business trade associations is also older and does not include associations with a minority membership base. This study aims to provide the research that is lacking.

Mentoring is when an experienced senior employee assists a less experienced employee, also referred to as the protégé (Noe, Hollenbeck, Gehart, & Wright, 2004). Mentoring is a tool for organizations seeking to transfer personal knowledge about how to be successful within the organization (Kraiger, 2002). Cohen (1999) describes mentors as individuals who promote meaningful learning in the workplace and who serve as a valuable source of personal support. The research shows that formal mentoring relationships develop with the help of organizations through structured pairing of mentors and protégés (Ragins, Cotton, & Miller, 2000). Some of the benefits that protégés gain from mentoring relationships includes higher satisfaction rates about career, improved number of career advancements with higher income, and increased overall confidence (de Janasz et al., 2008). Protégés learn from their mentors by being observant and by discussing workplace challenges and being open to receiving feedback. On the other hand, coaching has a broader applicability and a more general skill set (Kraiger, 2002). Although, there are multiple reasons for providing coaching to a larger population of the workforce, it is recommended that organizations focus their efforts on higher performing employees (Kraiger, 2002). Focusing on higher potential employees provides the greatest return on investment. Other research shows, organizations that offer high performing women with leadership opportunities, succession planning and mentoring have more female executives than those that do not offer such programs (Stockdale & Crosby, 2004).

Mentoring programs can be informal or formal. Informal mentoring is described as the natural relationship that occurs between junior and senior employees or members in an

organization (Stockdale & Crosby, 2004). The junior and senior relationship can be challenging because it reinforces a giver-receiver type of relationship (Shea, 2002). According to Shea, this was successful in the past because it provided a parental satisfaction to the mentor. A problem with this type of mentoring approach is that it can lead to producing individuals who cannot think for themselves. Another issue with natural forming relationships associated with informal mentoring is related to diversity. For example, African Americans report less mentoring relationships than Whites (Stockdale & Crosby, 2004). “White women in a cross-race relationship may be at a disadvantage when it comes to acquiring support” (Stockdale & Crosby, 2004, p. 109). Whereas, other research shows that employees with informal mentors saw their mentors as more competent, received larger raises, and overall performed better than employees whose mentors were formally assigned (Stockdale & Crosby, 2004).

According to Douglas (1997), relationships are referred to as formal because the organization actively participates in the design and implementation of the program. Organizations are focusing on creating formal mentoring programs that encourage the pairing of senior managers and junior members, also called formal mentoring relationships. Research has shown that formal mentoring relationships are six to twelve months, whereas informal mentoring relationships tend to go beyond lasting up to years (de Janasz et al., 2008). Further, the data shows that formal mentoring programs are implemented to increase retention rates and demonstrate value to junior employees (Douglas, 1997). Formal mentoring and coaching programs begin with a clear purpose, planning, and providing the framework for evaluation of the process and results (Kraiger, 2002).

With the increasing use of technology for professional and personal communication there is a growing trend of individuals using email and computers for relationship development (de

Janasz et al., 2008). E-mentoring is a mutual relationship between a mentor and a protégé in which career discussions and advice about challenges is provided electronically in the form of email or social media site. According to de Janasz et al., the level of engagement between protégés and their mentors influences the quality of mentoring. The researchers found that the more engagement protégés had with their mentors the more career development and guidance they received. A benefit of e-mentoring is the relationship builds on common interests and goals rather than of the stereotypes associated with face-to-face mentoring (de Janasz et al., 2008). In simplistic terms, a mentor's role is to listen and be there for the mentee (Shea, 2002).

Recently, organizations have begun to realize the important role that coaching and mentoring can offer when aligned with their strategic goals and priorities (Kraiger, 2002). Whereas, there is some research that is less confident about the benefits of mentoring (Stockdale & Crosby, 2004). When beginning to implement a mentoring or coaching program, research shows the organization should begin with a clear definition of the purpose and objectives (Kraiger, 2002). Additional research describes four phasing of mentoring (Gilbreath, Rose, & Dietrich, 2008). The first phase is called identification, in which the protégé asks for guidance. The second phase is growth, where the protégé is sensing strengths and experimenting with behaviors. In the third phase there is separation, a wanting for independent identity. The last phase is referred to as mutuality where seeking and sharing of experiences was equal.

A program that is designed well tends to include many aspects of best practices for learning and development (Kraiger, 2002). According to Gilbreath et al. (2008), the goal was to present various mentoring instruments because they are difficult to locate for researchers. Therefore, it was thought that it would be even more difficult for managers in the workplace to find such data. Another goal of the research is to help human resource professionals or managers

make informed decisions about the various mentoring instruments. The initial review found that several of the mentoring instruments had been used by researchers instead of practitioners (Gilbreath et al., 2008). Objectives within the development category “vary but usually fall with one of the three domains: orientation for new employees, development of women and minorities, and development of high-potential employees” (Douglas, 1997, p. 81).

An evaluative approach to mentoring increases the quality and effectiveness of the program (Gilbreath et al., 2008). Assessing the type of mentoring an employee receives and the effects it is having on the organization could offer valuable information. This information could be used to improve training. In addition, the information adds value for improving organization-sponsored mentoring objectives. The use of mentoring tools also could also be applied to pair mentors and protégés. Mentoring instruments are questionnaire-type assessments of mentoring processes and outcomes (Gilbreath et al., 2008). As summarized by Gilbreath et al., (2008), the questionnaire designed by Alleman and Clarke, enables human resource professionals and managers to access the how the mentors are impacting their protégés on a macro level. The data is also beneficial to assisting mentors with other methods to help their protégés be successful (Gilbreath et al., 2008). On the other hand, one of the weaknesses of this assessment tool is that respondents may feel they have no other choice but to mark a frequency because it lacks a not applicable option (Gilbreath et al., 2008).

The literature indicates an organization support system is essential to the success of a formal mentoring program (Douglas, 1997). In other research, creating change requires forming a guiding team (Kotter, 2006). Four key points described by Kotter, are position power, expertise, credibility, and leadership. In position power, an organization ensures there is adequate buy-in from the top line management to avoid barriers. A guiding team includes

various types of employees with the skill set to accomplish the change. Credibility refers to having individuals with a good reputation that employees will follow. The last aspect of the guiding team is having individuals that are proven leaders to effect change (Kotter, 2006). Further research suggests organizations carefully select an appropriate pool of mentors or coaches (Kraiger, 2002).

Gilbreath et al. (2008) shared the position that mentoring is not intuitive and individuals need to be self-aware and competent. The next steps include clarifying the purpose and expectations of the participants (Douglas, 1997). This step also consists of communicating the goals and intended results, designing a program with clear visible expectations including timelines. Douglas also outlines an emphasis on a flexible approach where participation is voluntary for the mentor and the protégé. However, the literature indicates that whether the mentor or the protégé had a choice in joining or selecting their mentor was not significantly related to work or career attitudes (Ragins et al., 2000). During the matching phase, mentors are selected carefully based on specific criteria. Commercial assessment tools are described by research conducted by Gilbreath et al. (2008).

Lastly, an effective mentoring program includes continuous monitoring and evaluation (Douglas, 1997). In this phase, the program is evaluated against the outcomes. The feedback received during this process could assist in developing modifications and improvements to the program as needed. Douglas also suggests the use of assessments through interviews and surveys to evaluate the program. Data shows that the top reason for not conducting evaluations was that it was not required by the management or was not included in the design of the mentoring program (Kraiger, 2002). Therefore, including the evaluation process in the design phase is beneficial.



Weidenfeller (2012) participants had similar leadership traits as described by (George, McLean, & Craig 2008). “Authentic leaders can use different leadership styles while remaining aligned to their True North” (George et al., 2008, p.147). According to George et al. there are six core leadership styles. The first leadership style is directive leadership, in which the leader demands immediate compliance. The second leadership style is engaged. Engaged leaders are able to motivate individuals toward a vision. The third leadership style is coaching. Coaching is important because it focuses on developing people for the future of the organization. A democratic leadership style is where the leader obtains consensus through participation. In the fifth leadership style, the leader creates a balance of emotional bonds and harmony. With the sixth leadership style, the expert leader has high expectations for excellence and self-direction. Participants indicated their drive to control the outcome. Additionally, the results showed the participants expressed increased self-confidence that is attributed to having meaning assignments (Weidenfeller, 2012). Further, they expressed “having a strong belief in their ability to be successful and consistently expecting and exceeding performance expectations” (Weidenfeller, 2012, p. 368).

### **Employee Turnover**

All organizations “must try to ensure that good performers want to stay with the organization and that the employees whose performance is chronically low are encouraged or forced to leave” (Noe et al., 2004, p. 280). Weidenfeller (2012) supports evidence the glass ceiling can be costly to companies due to loss of productivity by women who are frustrated by the lack of opportunities and to turnover costs. A number of companies are realizing diversity and inclusion along with mentoring programs is a business tool that impacts the bottom line and the ability to be competitive in global markets (Padma, 2010; Weidenfeller, 2012).

Involuntary turnover is when the employer initiates the turnover, such as a layoff or a termination. In contrast, voluntary turnover is when the employee leaves the organization. Turnover can be internal or external. An internal turnover occurs when an employee leaves their current role and assumes a new role within the same company (Noe, et al., 2004). Research shows that voluntary turnover is lower for organizations that have an effective mentoring and employee development program. Larger companies use mentoring to complement training and increase employee retention (Kraiger, 2002). Branham (2005) describes seven reasons employees leave their current employment. Three of the seven reasons are related to mentoring. They include a lack of coaching and open discussion with management, few development opportunities, and lack of recognition (Branham, 2005; Lundquist (2005). According to U.S. Department of Labor, Bureau of Labor Statistics (BLS) in 2006, the overall U.S. voluntary turnover increased slightly to 23% annually, up from 22% the previous year.

“Saratoga Institute estimates the average cost of losing an employee to be one times the annual salary” (Branham, 2005, p. 3). Expenses include costs associated with advertising the position, recruiting, human resource related costs, productivity loss, new hire orientation, and customer relationship impact. In addition, replacing employees is costly because new employees require time to learn the job scope and to establish teambuilding skills within the new workgroup or organization (Noe et al., 2004). Branham describes three things that leaders can do to retain employees. The first is to inspire a clear vision with a comprehensive action plan. The second tip is ensuring the employees can see the organization implement the vision. Third, leaders must show confidence in the workforce through empowerment. Another tool for leaders that is thought to help an organization reduce both voluntary and involuntary turnover is providing effective human resource management (Noe, et al., 2004).

**Work-life Balance**

“Over a recent ten year period, the average U.S. workweek increased from 43 to 47 hours; and the number of people working fifty or more hours per week jumped from 24 to 37 percent” (Robbins & Judge, 2011, p. 20). Contrast with the typical employee in 1960s or 1970s that worked a standard Monday through Friday, forty-hours per week. Today research shows that employees find the workday is bleeding into their personal time creating stress associated with managing both work and life. The researchers suggest that the introduction of global companies creates a twenty-four hour and seven days a week environment. Companies doing business globally are running around the clock in various time zones. Another reason for the work-life conflicts is the advancement in technology that allows employees to work from home, while on travel, or even while flying on an airplane. This creates additional stress because employees feel they cannot disconnect from work. Another reason for the work-life conflict is that employers are asking employees to do more with less. Robbins and Judge further assert that the rise of the dual career family makes it difficult for couple to manage the demands of home, family and career commitments. Moreover, studies suggest that work-life balance is an employee priority over job security (Robbins & Judge, 2011).

Guest (2002) explored why work-life balance has become an important topic in contemporary research and policy. Guest shares that historically, during the industrial revolution in Europe and in developing the countries the concerns are primarily related to child labor. During times of recessions and global markets struggling, the concern is lack of employment. However, as modern societies become affluent the concern is on the demands of work and work-life balance issues (Guest, 2002). The article discusses traditional perspectives on work-life balance, the definition of work-life balance, model for analysis of work-life balance, evidence of

imbalance, determinants of work-life balance, and the consequences of work-life balance on health and performance.

In theory, work-life balance means to allocate equal time between work-related activity and those related to non-work-related tasks (Roebuck, Smith, & Haddaoui, 2013). However, it is not so simple. Mesmer-Magnus and Viswesvaran (2005) argue there is a constant state of imbalance when it comes to dealing with the challenges associated with work and family and that this imbalance leads to conflict. Guest (2002) suggests that work-life balance is complex and can be interpreted many ways. Researchers Roebuck, Smith, and Haddaoui (2013) conducted a qualitative study with a focus on how women of three different generations, Generation Y, Generation X and Baby Boomers, interpret the impact of work-life balance. In addition, they explored the relationship those views had on career advancement to leadership positions. Five findings resulted from the research (Roebuck et al., 2013):

1. Women in the three generations studied feel that there is a challenge to find balance in between their personal lives and work.
  2. There are differences in how each generation group views the other generation's values and perception of work-life balance.
  3. Each generation felt they had support from their organizations.
  4. All generations perceived they had the ability to advance into leadership positions.
- Furthermore, all generations felt that it was a man's world and that if women wanted to be successful they would have to make personal sacrifices between career and family demands.

5. All generations had the same views about whether women support other women. It was found that all three generations believe that women in higher ranks in the organization do not support other women as they seek career advancement.

Guest (2002) shares that while the number of hours worked by employees in the United Kingdom had been steady from the 1980's to 2002, the proportion of people working over 48 hours per week had increased. Further Guest found the intensity level of the work had also increased. Therefore, the argument is that these demand begin to dominate life as a whole and thus lead to work-life imbalance. In addition, according to Guest there is a concern that family life and community life are suffering as a result of the imbalance. The researcher shows various reasons for this concern such as the growth of single parents and lack of local resources and public assistance. Moreover, in Western societies, there is larger number of women in the workplace. Therefore, there is less time for quality time at home. The concerns for the community is that less family time available for children could lead to juvenile crimes, drug use , and overall less community involvement as a result of increase work hours.

Another area of concern according to Guest (2002) is the attitudes of the people in the work place. For example, the concept of work-life balance increased as Generation X entered the work place. Generation X workers tend to place higher emphasis on balance work, home and overall life. Thus offering the perception that these workers are less committed to their careers or the organization. Guest offers the reason could be that the Generation X generation saw the job market as unstable and not as a place of steady long-term employment. As a result, workers put less emphasis on work as the central focus, which leads to an imbalance between work and life. In addition to the changing value systems of younger workers, the Guest shares that there is limited data on the causes and consequences of work-like imbalance.

Molloy (2004) suggests that strategies can be designed to assist in coping with the challenges associated with finding balance between work and like. Further Molloy concluded that women face challenges associated with work/life balance. In particular, the study found that women struggled with time management, financial stress, lack of energy, managing emotions, childcare needs, the ability to say “no”, and having a supportive partner. Whereas, Henderson (2006) suggests that work-life balance can be achieved through the following ten strategies:

1. Exercise
2. Identifying values
3. Meditation
4. Creativity
5. Social activities
6. Financial stability
7. Taking holidays
8. Maintain to do-nothing-days
9. The ability to say “no”
10. Eliminating the superwoman-syndrome

As summarized by Heath (2012), Henderson describes the superwomen-syndrome as women who strive for perfection. This can be problematic because women with superwomen-syndrome impose deadlines and pressure when there is no real urgency.

Cowart, Gilley, Avery, Baber and Gilley (2014) reviewed the ethical behaviors of the leadership within organizations. Their interested was on the frequency employees perceived their managers to be considered ethical or behaving ethical. The researchers found that the frequency of the perception is not consistent. Additionally, it was found that creating a trusting

environment, offering work-life balance policies influenced positively the perceptions of the employees on their manager's ethical behavior. The literature showed that there were low rates of ethical behaviors and therefore Cowart et al. (2014) felt that their study would yield low rates of perceived managerial ethics. In addition, the researchers found that trust was the most influential factor on whether or not employees perceived their leaders to be ethical. The study predicted that managers are perceived as consistently behaving ethically with low frequency; while managers who are perceived as trustworthy positively influence employees' perception of their ethical behavior.

The study was part of a longitudinal study with a focus on managerial practices. The researchers were interested in often leaders were perceived as being ethical or behaving in an ethical manner (Cowart et al., 2014). MBA, organizational development (OD) masters, and PhD students from five four-year public universities were surveyed. The survey instrument asked 23 behavioral questions about the leader behaviors. In addition, there were nine demographic questions. They had 314 responses. The study employed a 5-point Likert-type scale from (1) never to always (5). Respondents were asked the frequency with which the managers in their organization: 1) support work-life policies; 2) treat employees as unique; 3) are trust worthy; and 4) create a fear-based environment (Cowart et al., 2014).

The findings related to question number one on work-life balance showed that the manager plays a key role in establishing an environment that promotes work-life balance. Further Cowart et al. (2014) found that generations X, Y and Millennials value work-life balance. Moreover, these generational cohorts do not want to be treated as type or classification but rather seen as an individual. In addition, it was suggested that companies could create programs that support work-life balance would also aid in meeting the needs to be valued.

According to the research it was concluded that these types of activities create a culture based in trust. The study was lacking a strong literature review. A limitation of this study is that focused solely on the perceptions of the employees. Another limitation is that the respondents were all students and could yield different responses as the employee matures.

Interviews of 200 women executives concluded that the participants applied three tactics to create work-life balance and achieve success (Gallagher, 2000). All the participants had high emotional intelligence and were self-aware. They had a clear understanding of office politics and their work place environment. Moreover, the women credit having role models as important to being successful. Having role models led provided possibilities for mentoring relationships. Additionally, as summarized by Heath (2012), the study concluded that most of the executives who were mothers had a house manager, a housekeeper, childcare, and supportive spouse and family as strategy for creating work-life balance (Gallagher, 2000).

Emslie and Hunt (2009) administered semi-structured interviews. There were 23 participants in this study. The participants' ages ranged between 50-52 years old. The purpose was to explore similarities with their work-life balance experiences. This research included a longitudinal survey to collect quantitative data from three age cohorts within Scotland (Emslie & Hunt, 2009). The 2007 study focus was on health, which provided a framework for the qualitative study. The researchers concluded from the data in the 2007 study that these cohorts traditionally enter into marriage and have children during their twenties (Emslie & Hunt, 2009). The researchers randomly selected 12 interview participants with the criteria they were married and also had children before they entered their thirties. The interview questions centered on specific stages in their history such as: childhood; young adulthood; and work-life balance experiences. The participants were asked how they integrated the demands of work and life and



it there were situation in which they had encountered problems. The researchers found data that suggest that gender influences how individuals approach finding balance between home and work.

### **Conclusion**

This literature review looked at many scholarly articles on the life course method and life story framework (Elder & Giele, 2009; George, 1993; Giele, 2008; Hutchison, 2014; Verd & López Andreu, 2011; Weber, 2011), women in the workplace (Elmuti et al., 2003; McDonald & Westphal, 2013; Oakley, 2000; Padma, 2010; Weidenfeller, 2012), career advancement (Chen, 2005; Couse & Russo, 2006; Maxfield, 2005a, Maxfield, 2005b; Mclean, 2006; Ryan & Haslam, 2007, Sampson & Moore, 2008; Walsh 2012), mentoring and networking (Branham, 2005; de Janasz et al., 2008; Gilbreath, et al., 2008; Kraiger, 2002; Lundquist, 2005; Noe et al., 2004), and work-life balance explored (Cowart et al., 2014; Emslie & Hunt, 2009; Gallagher, 2000; Guest, 2002; Heath, 2012; Henderson, 2006; Molloy, 2004; Robbins & Judge, 2011; Roebuck et al., 2013; Walsh 2012). Interviews were conducted by Douglas (1997); Emslie and Hunt (2009); Maxfield (2005a, 2005b); McDonald and Westpal (2013); and Walsh (2012); and among others. From the review of the literature it was determined there is limited research on professional business trade associations, ALPFA, and specifically Latina members. The literature provided extensive research on concepts of the glass ceiling, work-life balance challenges and the various barriers offered as explanations for the limited amount of women in leadership in corporate roles. Lastly, the researched verified there is an opportunity to expand on the existing knowledge and scholarly literature on the role of active engagement on career advancement, the relationships formed, and the work-life strategies developed as a result of active engagement.

### **Chapter 3: Methodology**

This chapter examines the research design and the specific procedures for this phenomenological study. This study employs a qualitative methodology using the life-story framework (Giele, 2008). The intent is to focus on the participants experience from their individual perspective on their career goals, career choices, and the impacts of active participation in professional business trade associations on career outcomes, work-life strategies, motivation, and relationships. Further, this chapter offers a restatement of the research questions, population sample, instrument, data collection process, and data analysis. Lastly, the final section will describe the approval process from the Institutional Review Board (IRB), which will ensure the protection of the research subjects (Pepperdine University Institutional Review Board (IRB)., 2009).

#### **Restatement of Research Questions**

Creswell (2009) shares that qualitative research is an approach to examine and understand the “meaning individuals or groups ascribe to a social or human problem” (p. 4). The focus of this qualitative study is to understand the life experiences of Latinas to examine the barriers they encounter in their careers and in their aspirations for career advancement. Additionally, the study seeks to obtain greater insight into how professional business trade associations such as ALPFA facilitate forming relationships that create support systems and strategies for Latinas in managing their careers, families and the demands of their communities. Although there is ample research on work-life balance issues and on the challenges facing women in the workplace, few studies have focused on the impacts of professional business trade associations on career outcomes and the development of work-life balance strategies with a Latina population.

The research questions provided for this study are:

- What demographic factors (age, ethnicity, socioeconomics, and first generation) of Latinas are associated with the life story elements (identity, adaptations, motivation, and relationships) that impact career goals?
- What experiences (identity, adaptations, motivation, and relationships) shape career choices of Latinas?
- How does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges?

### **Research Design**

The design for this study is the life story methodology employed by Giele (2008). “While no one can get a grasp of a whole life history in a single interview, it is possible to elicit a story about key events and turning points that convey a whole social context as well as distinctive themes in an individual’s life” (Giele, 2008, p. 399). Giele (2008) conducted a qualitative study which interviewed 48 women which were recruited from alumnae list from selective colleges and also from the organization of African-American homemakers (Mothers of Color at Home-MOCAH Moms). The researcher selected to administer semi-structured interviews, which lasted approximately an hour to two with the majority taped and transcribed. The researcher asked four general questions about early adulthood, childhood and adolescence, adulthood-current, and adulthood-future. A question designed for the Digital Women’s Project (Weber, 2011) is incorporated into this research as question number five.

The theoretical lens for this qualitative study is the feminist perspective, which “view as problematic women’s diverse situations and the institutions that frame those situations” (Creswell, 2014, p. 65). Further, the life course method employed in this study allows the researcher to review the past, present and future in order to understand the barriers women confront over time in the workplace and balancing the demands of their families, careers and community. According to Giele (2008), the life course method combined with a qualitative approach could provide the most detailed view of a woman’s life in a short interview.

### **Population and Sample**

**Selection criteria.** The group for this data collection was selected to gain insight in the lives of Latina leaders and how active participation in leadership roles within the professional trade association impacts career outcomes. Creswell (2009) describes this as a purposefully selected group with an aligned design. The goal was to interview between 15-20 women for this study. The participants were selected from the target population of career Latinas who are currently employed or self-employed and actively engaged in leadership roles within the professional business trade association ALPFA. The participants for this study were chosen from a list of women identified by ALPFA as individuals who hold a leadership role within the organization. Further the participants hold a professional level membership. The researcher sent electronic solicitation letters to approximately 30 women ALPFA leaders who reside in the greater Los Angeles/Orange County area and to female leaders known to the researcher (see Appendix A). Since there were not 30 individuals available to participate in the greater Los Angeles/Orange County area, or within the list of known female leaders, the researcher expanded to other regions. Additional invitations were sent to ALPFA chapter presidents in Chicago, Seattle and St. Louis based on referrals from the ALPFA network known to the researcher.

Fifteen women participated in the study. In the event the number of positive responses was below the minimum required for this study, the researcher intended to contact the national office of ALPFA to obtain a broader list of women leaders.

The researcher is an ALPFA member and holds a leadership position within the organization. The researcher is not related to any member of ALPFA. The researcher may have met several of the participants in the past. The researcher intended to conduct in-person interviews with participants for those residing locally. In all cases, the interviews were conducted via telephone due to the location of the participants.

**Population descriptions.** A total of 15 women agreed to participate in the study. The demographic data is shown in Table 3. Each of the participants holds a leadership role in ALPFA at the local chapter level or at the national level. They vary in marital status with ten reported to be single, four reported as married, and one reported to be divorced. Of the women, four have children. Two women have two children, one has three children and one has one child. The study focused on Latina women. The U.S. Census Bureau defines Hispanic or Latino to refer to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race, and states that Hispanics or Latinos can be of any race, any ancestry, and any ethnicity (United States Census Bureau, 2012). For the purpose of this study, the U.S Census Bureau definition will be applied. The participants for the study included 12 Latino/Hispanic women, two participants that are Caucasian-Latino, and one woman is Italian American and Spanish Filipino. The women were born in various places. Six of the women were born in Mexico. Five of the women were born in the United States; five were born in Illinois, one in California, and one in New York. Lastly, one woman was born in the Dominican Republic.

The participants are a good cross section of the ALPFA population with women ranging in ages from 25-56. Two of the women were born in the 1960's; three in the 70's, seven in the 80's, and three in the 90's. Furthermore, the participants represent three generations or work cohorts of the four described by Robbins and Judge (2011). Two of the participants are Baby Boomers. Six of the participants are Gen Xers. Lastly, seven of the participants are Millennials. The Baby Boomers are a large cohort born after War World II. During this time veterans were coming home from the war and setting down to have families. They were born between the years 1946 and 1964. They entered the workforce during the mid-1960s through 1985. The next generation cohort is the Xers also called Generation Xers. They were born from the years 1965 through 1984. This group is currently between thirty and fifty and entered the workforce during the years 1985 and 2000 having experienced globalization, two-career parents, AIDS, internet and technology. The last cohort is the Millennials, also known as Netters, Nexters, Generation Yers and Generation Nexters). This cohort birth year are beginning in the early 1980's through the early 2000s. They grew up during time of economic stability and have entered the workforce beginning in 2000.

Additionally, the four married women reported holding a percentage of the household income that ranges from 1% to 70%. Ten of the women who reported earning 100% of the household income were also single. One woman declined to report percentage of household income. Twelve of the women in the study are employed by Fortune 500 Companies. One of the participants is employed by a not-for-profit, and two are employed by small businesses on a part-time basis. Fourteen participants hold a finance/business position within their organization; one is in human resources.

Lastly, education was described as important to all participants in the study. Eight of the participants were first generation college students. Three women were first born in their family or the only child. Fourteen women reported to be bi-lingual and one reported to speak four languages.

Table 3

*Population Demographics*

	Name	Work Cohort	Age	Type of Occupation	Type of Company	Ethnicity	Marital Status	Children	1 Generation College	2nd Generation College
1	Jennifer	Gen Xer	38	Accounting	Fortune 500	Latino	Single	0	x	
2	Kimberly	Millennial	29	Accounting	Fortune 500	Latino	Single	0		x
3	Cecilia	Gen Xer	39	Accounting	Small Business	Latino	married	0	x	
4	Gloria	Millennial	28	Finance	Fortune 500	Latino	Single	0		x
5	Wendy	Millennial	24	Finance	Fortune 500	Latino	single	0	x	
6	Maria	Baby Boomer	54	Business	Small Business	Latino	married	2	X	
7	Denise	Millennial	27	Accounting	Fortune 500	Latino	Single	0		x
8	Alba	Millennial	28	Accounting	Fortune 500	Latino	Married	0	x	
9	Cassandra	Gen Xer	36	Accounting	Fortune 500	Latino/Mixed	divorced	3		x
10	Emilia	Gen Xer	42	Business	Not for Profit	Latino/Mixed	married	1		x
11	Laura	Millennial	24	Accounting	Fortune 500	Latino	single	0	X	
12	Isabel	Millennial	25	Finance	Fortune 500	Latino	single	0		x
13	Marina	Gen Xer	35	Accounting	Fortune 500	Latino	single	0		x
14	Nadia	Baby Boomer	56	Accounting	Fortune 500	Latino	single	2	x	
15	Gabrielle	Gen Xer	33	Business	Fortune 500	Latino	Single	0	x	

**The Interview Instrumentation**

Dane (2011) describes an interview as a structured conversation that is used to complete a survey, using the survey instrument as the structure. The design for this study is the life story methodology employed by Giele (2008). According to Giele (2008), it may not be possible to grasp an entire life history in an interview; however, it is feasible to explore key events and significant moments that provide a glimpse into the whole person. Weber (2015) describes the life course framework as “contributing significant understanding to the direction of a life path” (p. 4). Using one semi-structured set of four questions, which addressed difference stages in the

lives of the participants. The fifth set of questions was added in the Weber (2011) replication study of Giele life-story study and was included in this study. In addition, a set of socio-demographic questions was included to provide context. Senk (2014) asserted that “using the same set of questions of open-ended questions also allowed for consistency and structure” (p.76).

The following are the five sets of questions that were part of the interview:

The first set of questions regarding early adulthood:

About the period in your life immediately after completing your education or...your early twenties. What was the level of your education? Did it include college education or 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?

The second set of questions regarding childhood and adolescence:

Thinking of the period in your life before completing your education and the goals that you and your family held for you, what was your family's attitude toward women's education 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?

The third set of questions regarding adulthood current:

Since completing your education, 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 job discrimination, children, separation or divorce, health problems of you 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?

The fourth set of questions regarding adulthood current:

Looking back at your life from this vantage point, and ahead to the future, what are your main concerns? What are your goals, hopes and dreams for the next few years? What problems do you hope to solve? Looking further out, where do you hope to be a few



years from now with respect to work or additional schooling, family, faith, community, mentors, health, finances, etc.?

The fifth set of questions regarding work-life balance strategies:

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 made 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 balanced?

The interviews were conducted via telephone due to the location of the participants.

Each interview began by the researcher following the interview protocol. The first step was to describe the purpose of the study, indicating the expected length of the interview along with the framework for the questions. The researcher presented and walked through the informed consent form together with the participant. The consent form along with the socio demographic information forms were submitted via email to the participant. With the participant's permission, the researcher proceeded to turn on the recording device. In order to conceal the identity of the participants each interview was coded with the mother's maiden name or other name. Each interview was scheduled for 60 minutes; however most interviews were completed in less than 45 minutes. The interviews were transcribed into Microsoft Word documents by using a transcription company. Later each transcribed interview was provided a random pseudonym to further conceal and protect the participant.

### **Validity and Reliability of Data**

“Reliability is a necessary condition for quality measurement, but it alone is not sufficient” (Dane, 2011, p. 140). According to Kvale (1989) it requires investigation, asking questions, verifying and applying theory. Reliability is the extent to which a measurement

procedure provides the same answer and is consistent; whereas validity is the extent to which it yields the correct answer (Dane, 2011; Kirk & Miller, 1986). Similarly, Merriam (2009) elaborated that validity and reliability are concerns that can be addressed by paying close attention to a study's theoretical framework and design. Creswell (2014) further describes qualitative research validity is when the researcher examines for the accuracy of the findings by applying a set of processes. Additionally, qualitative reliability is when the researcher's approaches are the same amongst other researchers (Creswell, 2014). Moreover, in qualitative research (Golafshani, 2003; Merriam, 2009), ensuring trustworthiness is based on the rigor in carrying out the study.

In the last decade there has been a focus on the topic of work-life balance issues and challenges. The Digital Women's Project (Weber, 2011) began in 2011 and has led to many students participating in the research as their dissertation framework. The qualitative methodology based on Giele (2008) lends itself to various topics of study. For instance, Krymis (2011) studied women in theology and the issues associated with work life balance. Toston (2014) was also interested in women of faith and she explored strategies of women leaders from a specific protestant church community. Campbell (2015) focused on women leaders within a specific theological association. Other researchers were interested in exploring work life balance from a diversity perspective. For example, Barge (2012) explored African American women and how they deal with the issues of work-life balance. Whereas, Jenson (2013) sought to explore how technology impacted work-life balance issues in the Native American.

The area of focus in the Digital Women's project is very diverse. For example, Heath (2012) was interested in the multiple strategies women utilized to handle the challenges of work-life balance for women who have children. Further, Almestica (2012) sought to understand how

women in male dominated careers experienced work-life balance challenges. Capron (2014) was interested on understanding the role of mentoring on retention for women. Rothberg (2014) looked into the role health played on work-life balance situations.

There are several other doctoral researchers applying the life course method within the Digital Women's Project. Neiworth (2015) sought to understand how childhood incidents impacted women in leadership roles. Shashinamen (2015) explored women leaders within the finance sector in India and how culture and influence of family impact decision-making outcomes. Lastly, Green (2015) focused on the non-profit sector and specifically learning about the strategies women leaders employed.

Gibbs (2007) suggests ways for researchers to check if their approach is reliable and consistent. One approach is to check the transcripts to ensure they represent a good and careful attempt to capture aspects of the interview by going back to the recording to review the interpretations on the transcript (Gibbs, 2007). Another way to ensure good representation is to have good sound quality. However, Gibbs (2007) explains that regardless of the quality of the sound there will be a need for interpretation of what is heard on the recording. Therefore, it is suggested that the transcriber understand the context of the interviews. In addition, ensure there is not a drift in the definition by comparing the data against the codes regularly.

Creswell (2014) recommends having a procedural process in which the researcher identifies and discusses one or more strategies available to verify the accuracies of the findings. Furthermore, it could provide assurances to the reader that the findings are accurate. Creswell (2014) outlines eight primary strategies that a researcher could employ and are described in this section. The first strategy is to triangulate various data sources of information through the process of examining evidence from different sources to outline the emergent themes. Another

strategy is to use a process called member checking which means to take the final report to the participants and asking them if they feel that they are accurate. A third option includes the application of a detailed description to convey the findings, such as describing the setting, which can lend to the validity of the research. In a fourth strategy, the researcher could clarify any bias brought into the study. Creswell (2014) further suggests that good qualitative research contains reflection by the researcher about how the interpretation of the findings is formed by their shared histories or similarities such as gender or socio economic background. In the fifth strategy, the researcher provides alternative or counter perspective of the themes. Gibbs (2007) offers that the researcher needs to be sensitive to the differing perspectives held by different groups and to acknowledge any potential conflicts between the perspective of those being studied and the researcher. Applying this strategy offers a realistic view of the issues in which both sides are discussed. The sixth strategy presented is for the researcher to spend time in the field better understanding the themes in the study, which also gives credibility to the narrative accounts. Another strategy used to add validity is to employ a peer debriefing in which the person reviews the study and asks clarifying questions about the study. Lastly, the researcher could enlist an external auditor to review project through an independent lens similar to a financial audit.

The researcher actively incorporated validity strategies into the proposal. According to Gibbs (2007), a key characteristic or object of qualitative research is to see things through the eyes of respondents and participants. One way to accomplish this is to triangulate the data by including a large sample of women to interview. This study selected 15 participants to be interviewed. The researcher in this study intended to view the narratives through the lens of the participants. Secondly, the researcher clarified any bias brought into the study such as the fact the researcher is a mid-career Latin female with an active role in ALPFA (Creswell, 2014;

Golafshani, 2003). According to Creswell, “self-reflection creates an open and honest narrative that will resonate well with the readers” (2014, p. 202). This study included standardized open-ended interview questions, which increases the credibility of the data that is collected and aids in the reduction of interviewer bias. In order to add further validity to the study, the researcher employed a peer examination consisting of two doctoral students to enhance the accuracy and credibility of the account.

Further, the researcher applied the Elder and Giele (2009) framework as outlined in Appendix A and as incorporated in the Digital Women’s Project (Weber, 2011) to provide validity and credibility. Moreover, the credibility of this research is also established by the training of the researcher on how to conduct professional interviews (Weber, 2011). The training provided detailed steps on how to establish rapport with the participant, and how to establish anonymity through the informed consent process.

In summary, the strategies explored in this section offer validity and reliability for this study. As scholars suggest reliability and validity require being curious and asking questions then verify and re-verifying (Dane, 2011; Kvale 1989). The researcher actively incorporated validity strategies to ensure trustworthiness based on the rigor of the study (Golafshani, 2003; Merriam, 2009).

### **Data Collection Procedures**

The data collection procedures section outlines the steps including the purposefully selected individuals, setting for the study, collecting of data, any documents used and establishing the protocol for the recording (Creswell, 2014). The collection procedures in qualitative research include four basic types. This is phenomenological study intended to gain insight into the perspectives of Latinas on their career goals, career choices, and the impacts of

active participation in professional business trade associations on career outcomes, work-life strategies, motivation, and relationships. The study applied the life-story framework (Giele, 2008), which offered questions from the life course dimensions: identify, relational style, motivation and adaptive style. Furthermore, an additional question regarding work life balance was included (Weber, 2011). This framework and set of questions provided a level of insight into the lives of Latinas.

The study was conducted by inviting via email Latina chapter leaders of ALPFA to participate in the study. The invitations were sent to ALPFA chapter presidents in Orange County and Los Angeles County, Chicago, Seattle and St. Louis. The invitation asked the ALPFA chapter presidents to share with their chapter leaders. Fifteen women responded to the invitation and volunteered to be interviewed from each of the chapters solicited. This process allowed for a wide variety of perspectives from women working and residing in different cities and regions of the country. The participants ranged in age, marital status, children and generations.

The following procedures and processes were applied to collect data:

1. Training: The researcher was trained for the Digital Women's Project (Weber, 2011).
2. Timeline: The data was conducted September 2015 through March 2016 once approval was received from the IRB. It includes one hour recorded interviews from each of the subjects who agreed to participate.
3. IRB process: The researcher obtained full approval of the IRB committee at Pepperdine University before conducting interviews or inviting participants (Pepperdine University Institutional Review Board (IRB), 2009).

4. Invitation of participants: The participants were invited to participate based on a list of chapter presidents provided from the ALPFA organization. The invitation was sent to chapter president seeking female members who hold a professional status membership and hold a leadership position within ALPFA. The list of chapter presidents included the following chapters: Los Angeles, Orange County, Seattle, St. Louis and Chicago.
5. Pre-interview: Prior to the interviews the participants received copies of the executive summary of the dissertation proposal, interview protocol, and human subject approval paperwork via email. In addition, the participants received a phone or emails to help answer any questions, confirm logistics and build rapport.
6. Semi-structured interview: The interviews were scheduled for one hour. Each participant received an informed consent form and socio-demographic forms via email to obtain consent to proceed and to collect background information. The researcher recorded the interview using an electronic recording device and transcribed afterwards.
7. Interview Protocol: The researcher applied the interview protocol following similar guidelines outlined by Creswell (2009) and documented by Weber (2011). The protocol included the following components:
  - A heading (date, place, interviewer, interviewee)
  - Instructions for the interviewer to follow so that the procedures are consistent from one interview to another (Weber, 2011)
  - A final thank you concluded the interview, which provided an acknowledgement of the time the interviewee spent during the interview.

## **Data Analysis**

This is a phenomenological study that sought to understand the perspectives of Latinas on their career goals, career choices, and the impacts of active participation in professional business trade associations on career outcomes, work-life strategies, motivation, and relationships. The study applied the life-story framework (Giele, 2008). Giele (2008) life-story framework provides questions from the four life course dimensions: identify, relational style, motivation and adaptive style. NVivo software was used to analyze the data. The transcripts were reviewed and coded. Gibbs (2007) suggests that transcribing can take between 4 to 6 times longer than it takes to collect the data. Therefore, the researcher hired a transcriber. The researcher printed hard copies and coded manually in order to allow “more control over and ownership of the work” (Saldaña, 2013, p. 26). Creswell (2014) describes coding as the process of reviewing text data gathered in the interview and segmenting the words and sentences into categories then labeling those categories with a term. When the review was completed the researcher imported the transcribed interviews into NVivo Version 10.2.2 software. The data was grouped through the grouping tool called Nodes, which are collected related material identified by the researcher into one location. Additionally, the researcher created topic codes for networking, mentoring, career goals, career achievement, work-life balance and guilt. The following guidelines from the Giele (2008) study were applied to the identify themes:

**Identity:** How does “A” see herself? Who does she identify with as being like herself? Does she mention her race, ethnicity, social class, [religion], or how she is different or similar to her family? What qualities does she mention that distinguish her—intelligence, being quiet, likeable, innovative, outstanding, a good mother, lawyer, wife, etc.?

**Relational style:** What is “A’s” typical way of relating to others? As a leader, follower, negotiator, equal colleague? **Taking charge:** Is she independent, very reliant on others for company and support, has a lot of friends, is lonely? **Nature of the relationship with her husband or significant other [and her children]?**



Drive and motivation: Need for achievement, affiliation, and power. Is “A” ambitious and driven or relaxed and easy going? Is she concerned to make a name for herself? Focused more on helping her husband and children than on her own needs (nurturance vs. personal achievement)? Mentions enjoying life and wanting to have time for other things besides work. Enjoys being with children, doing volunteer work, seeing friends. 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 “A” an innovator and a risk taker or conventional and uncomfortable with change and new experience? Does A like to manage change, think of new ways of doing things? Is she self-confident or cautious? Used to a slow or fast pace, to routine and having plenty of time, or to doing several things at once. (p. 402)

Furthermore, once the topic coding was established, additional analysis of the data resulted in sub-themes to assist in idea formulation and grouping of themes such as having “different education”, “mentions race” or “discrimination”. The coding schema designed for this study is as follows:

Coding Schema:

- Identity
  - Different education than family members
  - Mentions race and ethnicity
  - Special qualities
- Relationship Style
  - Family support
  - Network support
  - Mentors
- Motivation/Drive
  - Career goals
  - Parents influence and emphasis on education

- Adaptability
  - First in family to attend college
  - Set backs
  - Discrimination
- Work-life balance
  - Strategies
  - Network
- Network
- Mentoring
- Career Goals
- Career Achievement
- Guilt

### **IRB Process**

Prior to conducting study, the researcher submitted the appropriate application form and letter as required to the Pepperdine Institutional Review Board (Pepperdine University Institutional Review Board (IRB), 2009) to confirm that the study would adhere to the specific ethical principles for human research protections. Further, the researcher intended to comply with copyright laws and all department requirements. Each participant received a letter that describes the type of data to be collected, how confidentiality will be maintained, and the voluntary nature of the participation. The interviewees were offered the opportunity to participate in person or on the phone and therefore would be known to the researcher. The participants were asked to provide formal consent to participate in the interview. As part of the plan, the informed consent and socio-demographic forms are stored in a file cabinet locked and

located in the researcher's home. Moreover, the electronic recordings and subsequent transcriptions are maintained on a device that is password protected. The interviewer did not ask for information that could connect the data to the participant. In addition, the study ensured not to expose the participant to more than minimal risk.

The appropriate forms were submitted for approval to the dissertation chair. Following approval, the forms were submitted to the department chair and IRB. Finally, an exemption was requested, in order to be granted permission to the use the existing data set from Weber (2011) research study entitled *The Digital Women's Project: Work-Life Balance Issues*.

### **Summary**

This study sought to understand the career goals, career choices, and the perceived impacts of active participation in professional business trade associations on career outcomes, work-life strategies, motivation, and relationships for Latinas. This study applied a qualitative methodology using the life-story framework Giele (2008) and Weber (2011). The stories of women were collected through a semi-structured interview. Specifically, the study focuses on the following themes of identity, relationship style, drive and motivation and adaptive style of Latin women (Giele, 2008).

## Chapter 4: Data Analysis and Findings

### Introduction

This study applied a qualitative methodology using the life-story framework Giele (2008) and Weber (2011) to understand life experiences through the narratives of Latinas in the professional association ALPFA. Further, this study intended to explore the life stories, via narratives, of Latinas to gain insight into the barriers women face in the workplace and in reaching top leadership positions. Additionally, this study sought to understand the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and their motivation to succeed. Moreover the study sought to understand how associations such as ALPFA create support systems that allow Latinas to develop strategies in managing their careers, families and the demands of their communities. Lastly, the study hoped to offer practical advice to women who are seeking upward career mobility.

The research questions that guided the study are:

- What demographic factors (age, ethnicity, socioeconomics, and first generation) of Latinas are associated with the life story elements (identity, adaptations, motivation, and relationships) that influence career goals?
- What experiences (identity, adaptations, motivation, and relationships) shape career choices of Latinas?
- How does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges?

The study used the life story framework (Giele, 2008) and (Weber, 2011), to understand how the elements of identity, motivation, adaption, and relationships impact Latinas as they

navigate their careers, family and the demands of their communities. Furthermore, the researcher intended to understand how being actively engaged in professional business trade associations provides strategies for career advancement and for the work-life balance of women (Giele, 2008) and (Weber, 2011). The data set was from 15 Latina participants who are actively engaged in leadership roles within ALPFA. Chapter 4 reveals the findings derived from the interviews. It identifies specific themes and shares the challenges women face in the workplace associated with career advancement. This chapter also describes the strategies women employ in creating work-life balance.

### **Findings**

The study applied a phenomenological approach utilizing a life-course theoretical framework designed by Giele (2008) with the intent to understand the elements of identity, relational style, drive and motivation, and adaptive style.

**Research Question 1.** The first research question that guided this study sought to identify demographic factors such as age, ethnicity, socioeconomics, and first generation of Latinas to learn if they are related with the specific life story categories (identity, adaptations, motivation, and relationships) that influence career goals?

**Identity.** Giele's (2008) first theme identify relates with how one sees themselves and asks: "How does she see herself? Who does she identify with as being like herself? Does she mention her race, ethnicity, social class, [religion], or how she is different or similar to her family? What qualities does she mention that distinguish her—intelligence, being quiet, likeable, innovative, outstanding, a good mother, lawyer, wife, etc.? (p. 401)".

**Race/Ethnicity.** The finding indicated that 12 participants identified themselves as Latino/Hispanic women, two participants identified as Caucasian-Latino, and one woman

identified herself as Italian American and Spanish Filipino. Six of the women were born in Mexico. Five of the women were born in the United States. Lastly, one woman was born in the Dominican Republic. Table 4 depicts the frequency with how the participants identified as Latino/Hispanic.

Table 4

*Latino/Hispanic Identity Word Frequency*

<b>Name</b>	<b>Reference Frequency</b>
Jennifer	10
Kimberly	5
Cecilia	7
Gloria	0
Wendy	1
Maria	0
Denise	1
Alba	7
Cassandra	1
Emilia	4
Laura	0
Isabel	8
Marina	8
Nadia	8
Gabrielle	0

*Different education.* All 15 participants had expressed that obtaining a college education was important in their family. The findings also indicate that eight participants were first

generation college students. Seven of the participants had parents with different levels of education of which four had fathers that had completed their higher education; two had both parents who had completed a bachelors or higher; and one had a mother who had a bachelors or higher. The participants share the following on the subject of how their education is different than that of their families:

Gabrielle: I'm a first-generation student of going to college. I actually was the first one of my family to attain a bachelor's degree.

Nadia: I am one of four, and I am the only daughter, and I was the first in my family to go to college and graduate.

Isabel: My mom actually only got to sixth grade in Mexico and my dad actually have a Bachelors from Mexico, he's an Engineer. So my family demographic was really interesting because my whole mom side of the family didn't go to school, but my whole dad side of the family did.

Alba: I was the first one in my entire family to graduate from college. So as I mentioned earlier my parents didn't really have much of an education.

Laura: It's different than my parents' education. They actually dropped out of college, both of them, because they had all three of us at a pretty early age and they had to work.

Marina: I was raised by a single mom. It was very much a tone that education is the only route and the most important route and that you're going to go to school. Partly was because my mom, in her own childhood, got married and started having building a family at the age 15 and 16, and from there she had four children right away so she obviously wasn't finishing high school. And then I came along a little bit later, but during that portion of her life, she was in Mexico, a traditional house-wife supporting the kids and doing house-wife type of duties. Once we moved here, she was a single mother. It always kind of bothered her that she didn't get to finish her education, and she wanted to.

Gloria: So, I think, I mean my Dad went to a four-year University and my Mom went to just a local Junior College; but she actually, I mean, my Mom, has started going to a four-year University. She just ended up not completing it.

Cecilia: Okay, my parents are -they do have a degree in Mexico. My dad, or my step-dad, he's in an accountant and my mom is now a surgical nurse. That's where trade school came from. I'm the oldest of three children, and I'm the only one who is going to have a Bachelor's degree.

*Distinguishing qualities.* One element of identity is how the participants see themselves with respect to distinguishing qualities. Some of the participants expressed qualities that could be attributed to being ambitious, extroverted, assertive, smart, and possessing leadership abilities.

Several participants expressed the following qualities that distinguishes them:

Wendy: I am an ambitious person and I'd like to take advantage of opportunities as they come to me so when I found out that we could do more than just a major you can do a minor as well, I was like, "You know, let's do it."

Cecilia: I never had, or I never considered myself an introverted, so I came in as extroverted, and more like a risk-taker.

Marina: I'm not super competitive in that aspect in my family, and I don't want to hurt feelings, and I wasn't sure that I wanted to go to audit in general.

Laura: I think I'll be successful because I'll put what's important to me at whatever stage of my life I am, I'll put what's important to me first.

Alba: I am not shy to ask questions.

Denise: Since I was a kid I kind of knew I loved math.

Nadia: It's kind of funny, my cousin told me... 'You've been leading us since you were little'. And even in high school, I founded the Latino group in high school, and we had a party, we did this and that... And, you know, she's right! I mean, I think about that... and I'm like: 'You're right! I have been trying to make a difference in people's lives since ... I was a youngster'.

*Relational style.* The relationship theme deals with how the participant relates to others (Giele's, 2008). Is she relating as a leader? Is she relating as a follower, or as equal to her co-worker? Is she the type to be confident and take charge, or is she dependent on others? What is the nature of her relationship with family?

*Education and family views.* Many of the women in this study followed the wishes of their families to attend higher education. They expressed how their family views on education influenced their goals to go to college and pursue certain career paths. The following participants expressed statements about how their family influenced their choices:



Gloria: So, I think, I mean my Dad went to a four-year University and my Mom went to just a local Junior College; but she actually, I mean, my Mom, has started going to a four-year University. She just ended up not completing it. So basically, just the fact that both my parents has at least gone down that path of furthering their education after high school and getting a College degree, I think that made a huge impact.

Jennifer: My family's attitude towards education. Both of my parents were strong advocates that everyone in the family, regardless if you're man or woman, you're required to complete your education. To us, that always meant we were going to, at the very least, get a college education, which is really different than our cousins, aunts and uncles. So my parents both completed primary education in Mexico.

Isabel: What pushed me from that side of the family was too give them an example and to give my younger cousins on that side of the family an example that they could go to school and get a degree and also like on that side of the family my brother and I are first generation, none of them has gone to college or gone past high school.

Nadia: I am one of four, and I am the only daughter, and I was the first in my family to go to college and graduate. We came to US, from Puerto Rico when I was seven or eight and we lived in a one-bedroom apartment and my parents both worked, they had three jobs. My mom didn't even speak any English, my Dad a little bit. And they just worked hard to work their way up, to them our education was really important.

Gabrielle: Having their support but just because they've not a chance of college, they didn't really know how to advise me as, "This is a career that you should take or this is the options that you have out there." So you know my dad would always say, "Either you're going to go to college or do you want to end up working in a factory?"

Cecilia: So, when I was very young, my mom was a single mother, and she had to go to nursing school, and work, and raise two children as a single mother. I think that's where my goal and my eagerness to get an education prior to having children, or that was my goal since I was a child. Did I know how to, or whatever's going to do, or how I was going to get funding or financial- no, I did not know, but I always knew I wanted to get a degree.

*Children.* Eleven of the participants did not have children. Four of the women in the study have children. Two of the participants have older children. One participant shared how proud she is of their accomplishments.

Maria: But in terms of achievements, well, I think there has been a lot. I think my two sons are really the greatest achievement for me. And so I'm very happy right now. They are college-aged. My older son, he received his firefighter certification. He's an EMT.

And he's working towards his paramedic certification. So he's very active in the community in that respect. And he's looking to make his way in the future. So I'm very happy for him. My younger son, our younger son, is in his last year of college at Santa Cruz. He's studying science. And he's very excited to be able to get out in the world and make his mark with genetics and some of the biology technology that's coming up. So I'm glad that they have a path that they're following. They have a concrete goal to reach.

**Motivation.** Motivation is the level of drive and ambition including the need for achievement and power (Giele, 2008). The following outlines the series of questions related to motivation by Giele (2008):

- Is she concerned to make a name for herself?
- Does she spend her time helping her husband and children, instead of tending to her 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 her children, doing volunteer work, or seeing friends?
- Does she exhibit a desire to be in control of her own schedule and to be in charge rather than to take orders?

*Goal oriented.* The participants are goal driven and motivated to be successful and also to choose a path that would be most beneficial in the long term. They sought careers that they and their family perceived as being higher paid.

Jennifer: My second older brother, he was a straight A student and always top of his class. He set the bar academically for me. I was always just trying to compete with him and trying to prove that I was as smart as he was. Having him around really motivated me to stay focused at times when maybe, when you enter like your early adolescence then you get focused on boys or whatever, I was focused on school. I try to also encourage that of my younger siblings. I have a younger brother right after me and then my sister. When I saw them struggling I would try and tutor, and try to make sure that they were also being challenged the way my older brother challenged me.

Cecilia: Well currently, I'm doing finally my last year to obtain my Bachelor's degree in June 2016. Right after graduation, I am planning to take my first, or one of the first parts of the CPA exam, which I'm going to get ready as I'm still completing my Bachelor's degree. My goal is to become a certified public accountant, and when, I hope, once I pass my first test, is to obtain a job in an accounting firm. I do hope that I get an offer once I am done with that part of school.

Emilia: All I heard was that engineering was the way to go and there are a lot of women in engineering. That it will give you pretty good livelihood.

Wendy: College was never offered or presented to me by my parents as an option. It was always a must have. You must go there. You must get a career and become somebody and work for it. I knew it was not going to be easy. Giving up was not an option either even though it was hard.

Jennifer: Since completing my education. I feel like I've had never-ending education. After I finished my bachelors, I went through and got my masters in accounting and now I'm getting my second masters. I promised myself this is it. I just think that in order to stay competitive, maybe that's part of our frustration. But in order to stay competitive in today's market, you need the advance degrees in order to advance within our company. You need to keep pushing yourself, keep learning more, and keep growing.

Gloria: I think that my family background changes, you're seeing that a lot of my family members work so hard to just to make a living. It pushes you and drives you to be more to be successful and pursue your dreams and if you can do it try and make it through a four-year university, to help yourself, continue to move forward and bring your family with you.

Maria: In my 20s, I had completed my bachelor's degree. And so, at that point, I was ready to conquer the world. And I wanted to go into marketing. So I eventually did go into marketing with an organization as an Associate Product Marketing Manager. But beyond that, I was also interested in pursuing my MBA.

Kimberly: In terms of work, I'm not sure where I'll be. I don't know if I'll be in my current company but I'll definitely, hopefully be like a managing director at another company.

***Adaptive style.*** The adaptive style theme seeks to understand how an individual approaches change, which can be innovated or traditional (Giele, 2008). Further it seeks to understand how the participants manage change.

*Adaptive.* Seven of the participants in study were born outside the United States and although some faced setbacks, most have adjusted and adapted to the challenges of learning a new language and new culture.

Wendy: Later on when I finished middle school and I came to the States, it was huge impact, it was tremendous. I can't explain how big of a change that was, not just geographically, but culturally too. You've grown surrounded by certain things and certain people and certain values, certain traditions and come from another country where it's totally different weather wise, location wise, people wise, you know it's a whole lot more. It definitely takes time to absorb and adapt to it without losing something you've grown up to... But apparently there was and I got accepted to (College) it which was a great challenge because I have to say, you know, it was around that time when I went to college and I was like late 17 years old I had just been in states for a couple of years so my English was ... so that's why going into honors class and just going into to college, period, was a challenge. Just thinking about the level of complexity per se and the responsibilities that you have to learn in college, I just, I feared that I was not going to be ready for it because my English was not there yet. I was still on a very basic level. When I went to college and I got accepted in the honors college, the specific program that they had was very intensive with reading and writing and I was really bad, I had ... I have to say I had absolutely no experience with it. All I took when I came to the city was the ESL classes which pretty much just gave me an overview of basic English and I never wrote more than a paragraph in those classes... I wasn't ready for it. But you know? It just came back to what I told you from the beginning. College was never offered or presented to me by my parents as an option. It was always a must have. You must go there. You must get a career and become somebody and work for it. I knew it was not going to be easy. Giving up was not an option either even though it was hard.

Emilia: But then when I came to the States I was, because of language initially, I was brought back two years. I had to repeat fourth and I had to repeat fifth grade in the States. But school was still something that I knew I was going to do. Reading was hard, but it didn't matter. I still love to read even though reading was hard. And then in high school I was diagnosed with actually having to dyslexia after I pleaded I was very poor in my, when I went to a school I had, on magnet program, I was very college driven but I was put in regular English and regular History, but in honors Math and honors Science, after getting my test scores, I was so not challenged in History or in English. I made a request to quit honors and because of that they tested me for learning disability and I was able to get in the second year I was able to get in all honors, based on my diagnosis.

Cecilia: Okay, so when I came here, I came illegally I did not have documents. Therefore, I cannot apply to universities, I did not know the system on my terms, so first

of all that has been the main factor for me in not completing education according to, I will say, the average American person. I just recently fixed my status last year. It's been a gap, so it's been already eighteen years.

Laura: I didn't think I would move and leave my family behind and come work here in St. Louis. But, I did it because it's what I learned from my mother actually like she moved here from other country with her three kids. So I found courage in that in just so that coming here was a good decision for my career, to begin my career after graduating.

Marina: When you go to these bigger companies to find people that you relate with on a cultural basis within some of the challenges of what's being in corporate America, is difficult. You want to find people that you can bounce ideas off of and just vent to that will understand.

*Socioeconomics.* Some participants dealt with socio economic issues. The following participants shared the following:

Nadia: My parents helped out a little, as much as they could, but between my working and the scholarships, and grants, I was able to put myself through the four years and I did end up getting married when I was twenty-one so I had a transfer, like I said earlier. My dad was furious. ...but I was able to finish. That was the main thing that my getting married didn't stop me from finishing and getting my degree and then being able to provide a different life for my family.

Marina: When we were growing up we had to deal with a lot more of my mom's struggles as a single mother, especially financially...Financial, I expected, "Okay, I'm working for this huge company and it's a great salary but then you know taxes come in, bills come in to play." The reality of things you want to pay for outside of that and then struggling financially and thinking, "Well, wait a minute, I went to college. I spent all this time, I shouldn't be struggling financially based on what I've been taught, what I've been told, if I do A, B, and C, you're set".

In summary, the demographic factors depicted in this study can be associated with the life story elements (identity, relationships, motivation and adaptations) that influence career goals. For example, all the participants identified as having a Latina/Hispanic background. They expressed having strong bonds to their family and were influenced by their values and beliefs about college. Although they expressed distinguishing qualities such as ambitious, smart and extroverted their decisions were still influenced by the guidance of the family. They were

driven and motivated to be successful in their desire to obtain a college education and in their careers. Lastly, many had an adaptive style. Many of the participants were first-generation college. Several of the women in the study were also first born in the United States. Both posed various challenges for the women. They shared an ability to confront change and adapt as needed to overcome challenges and be successful in achieving their goals.

**Research Question 2.** The second question that guided the research deals with understanding what experiences (identity, adaptations, motivation, and relationships) formed career choices for Latinas?

*Identity.* The first element of the life-story framework created by Giele (2008) is identity which is how one see herself with respect to race, ethnicity, religious background, or how she compares to her family.

*Experiences and career choices.* The second research question looks at the element of identity to see the experience of the participant related to identity influence their career choices. For example, Denise shares her dreams of wanting to be a “business women” as seen in the movies. On the other hand, Jennifer shared how her father believed that she was “too smart” to go into teaching. Jennifer and Kimberly were influenced by the discussions and experience of their siblings. Whereas, Maria shared how she needed to postpone her education to help her family financially.

Denise: So I guess when I was a kid, I used to say that I wanted to be a teacher or I wanted to - well, you see in the movies all the business women and eating fancy and stayed at hotels and travelling. So that was another I guess dream that I had was to be like a business woman and be big in business and dress up in suits... Since I was a kid I kind of knew I loved math and I wanted to travel and be in business and dress I guess like a professional.

Jennifer: My early twenties, I was actually taking a break from school because I had no idea what I wanted to do with my life. I had started out in an engineering program but I didn't enjoy the courses. The only courses I liked were math or any classes with data or

numerical analysis. I talked to my dad actually about maybe a career in education, becoming a math teacher. He highly discouraged then he said, "You are too smart to be a teacher." Around that time, my older brother, who was the first in our family to go to school, he finished his bachelors in engineering. He started his first job and hated it. So, I did not want to follow in his footsteps. I did not want to pursue a degree and a career that wouldn't work out for me.

Maria: However, at that point because of the large sized family, I felt like I needed to contribute more to my family and so I just postponed (school) that and decided, let's focus on the family.

Kimberly: So I always thought I was going to major in the same thing that she (sister) did it but I didn't because I didn't like economics. But I know I remember this one time I said something that I know I always think about so I guess I'm maybe watching her show and she told me ... well, I told her I said I wanted to be a flight attendant because it looks so glamorous and you got to go to a lot of places and she made a comment back that was kind of snarky and she was like, why wouldn't you want to be the pilot? And like I guess we never really ... maybe at that time I thought like anything I can be the next level.

Marina: That's ultimately always been kind of a dream, or a component of my dream job is to be able to leverage the connections or the culture of being Latina to business. I love to travel, so I've gotten to travel to 11 different countries in the last 3 years and I never thought in my lifetime I would probably travel to. It's giving me some really humbling opportunities and just moments in my career that...I'll give you an example. When I was auditing down in Brazil, they were having all of our Latin America finance leadership, they were having a conference and they ended up doing it there in Brazil because of the audit. One night at dinner we were sitting at the table with the heads of every country in our Company in Latin America was having just an informal dinner. I'm sitting there looking around and being happy but thinking of what my mom came from, the work that she's put in taking care of herself, and this little girl from Mexico growing up seeing her single mom struggle and do all this work, and never did I think I would be sitting at a table with the leadership of a company like this from Latin America all at one table.

***Relational style.*** The theme for relational style focuses on how the participants relate to others. Are they leaders, followers, equal colleagues (Giele, 2008).

*Support from others.* Although, most of the participants expressed feelings of being independent and strong, they all shared how the support of family, mentors, advisors, and the network played an important role in their career choices.

Denise: Well, I think my parents have always been very supportive. And my mom has always been very supportive of me being independent and how important it is to have a career. And make sure that if you have a career, make sure it's something you love and then something that you can financially depend on. So one day, you don't have to rely on someone else to pretty much eat and support yourself. And my dad has always had that mentality. He's just supportive but it doesn't matter what I major in.

Gloria: So, ultimately like asking through these questions with my parents. I decided to go down more like the Accounting Finance path... Right now, I actually just transitioned and enter a new role but my old boss she's definitely a big proponent and was always there encouraging. I think that makes a huge difference when there's somebody there who trusts you and knows that you are going to put your best effort forward.

Cecilia: So that is another club I enjoyed, and I was part of the student ceremony, which I became a student speaker, which I was helped by a mentor who was my supervisor at time when I was working. She was also the first woman in her family – Latino family – who had gone to school- to college, so she became my mentor. She helped me go through my junior college here. Not only that she also mentored me at work, and she was always around professionally. As a friend, she was always giving me support.

Wendy: I have to say I have great support from my adviser when I was in college and also when I was in high school. In the beginning I could understand higher level of education, what it was all about and when I went to college my adviser, we will meet at least once or twice in a semester to follow up and become aware of what was going on and all the opportunities that she will suggest that I go into.

Jennifer: I was fortunate enough to get a job at this non-profit organization in Chicago that focused on recognizing excellent teachers, also helping people like mid-career professionals transition out of their careers and helping them obtain a teaching certificate to then become teachers. I got to interact with a lot of professionals that had those mid-career changes. That helped me understand that at any point in your life, you can change path.

Laura: I'm beginning to think I wanted to do my accounting exam and be on the technical side, but as I entered the workforce I think that has changed as I have been in leadership roles, like ALPFA. I think that has definitely changed because I've enjoyed the people aspect of the management side.

Kimberly: I definitely also like joined ALPFA to have that network of Latina leaders and Latino leaders and that definitely also helped surround me with people that have similar paths and are working towards something better, so that always motivates me. It also helps just to kind of get my peer's perspective.



*Mentoring experiences.* Furthermore, mentoring offered a level support that provided guidance for the participants in their career choices. As the literature suggests some of the benefits protégés gain from mentoring relationships include increased satisfaction about career, improved rates for job opportunities with higher income, and increased overall confidence (de Janasz et al., 2008).

Jennifer: Most of my mentors are men, most of my mentors are White men. I've just had to learn to look beyond skin color, beyond what people look like. I do have a lot of advocates and a lot of support so I am thankful for that.

Wendy: In terms of transitioning from college to full time employee, I have to say, when I was still an intern, I got teamed up with someone who's currently a employing me. He's an executive and he has been very helpful all this time, helping me transition from an intern to a full time into the rotation program which is where I am right now. We have conversations just before I came here. We were deciding on what it will be for me after I finish the program. He has been fundamental in helping me understand which work aspect in transition and how to go about them. He's given me perspective of what to expect and what to look into. We have established a relationship from mentorship and just someone that I talk to at work, being comfortable, being able to talk about different topics has been helping me adapt, helping me take advantage of opportunities, look at things differently sometimes, and understand things when I don't really.

Emilia: I was getting the coaching and working with executives within ALPFA and other corporations.

Marina: They gave me the opportunity to work as a vendor and get a feel for the company and culture and see if I had an interest in that. Internally I started leveraging on that work. We had a high level senior management person on the ALPFA corporate advisory board at a national level. I was working with the women of ALPFA and we launched a mentorship program. As a benefit to that, I was matched with a mentor from a top company here in Seattle.

Cassandra: And what's really helped me is having different perspectives from not just one mentor but many mentors, both inside the company and outside of the corporation, to kind of give you what you're lacking or that strategy to take an outsider view of what would propel you to the next level.

Denise: But after that, that's when I became involved with ALPFA. This was even during school. And then that's where I received actually the mentorship. I received a lot of

mentorship through the organization just through interaction because there's a professional who comes to you and helps you do your resume building. And that led into - actually ALPFA was the one who put me in front of the big four accounting firms which I thought I had no chance in getting into. I had the grades, but I was really intimidated. That eventually got me to the door, got me to the accounting firm. And so once I was in accounting firm, I was so thankful to ALPFA that I wanted to do the same thing to other students and give back.

Nadia: My hiring manager was very much of a mentor to me and was able to help me manage it. He is someone who expected me to do just what I can and within the six months of being there, I stepped up my work with pure diligence, but then he obviously speaks up, then again it gets you to the point where you'd try harder to get to that next level.

**Motivation.** This theme focuses on the participants need for achievement, affiliation and power (Giele, 2008).

*Goal driven.* The participants in the study were motivated by various experiences. For example, Marina was motivated by the skills she learned while being an active leader within the organization ALPFA. There she learned how to set goals and utilize the support of others to help her achieve her goals; whereas, Isabel was driven by her achievements. Laura was motivated by her parents' experiences and watching them work so hard. Others, such as Denise were motivated to achieve higher degrees such MBA or CPA license in order to become more marketable and to support their future goals.

Marina: Pair that with an organization like ALPFA and a role within ALPFA, and that's where I feel I got the other side of my leadership and management skills that I wasn't getting at that point in my career, because normally you have to be in there longer. With ALPFA, I did many different roles. I did local and Seattle, I did students, I did corporate developments... I remember at one of the first meetings that we had, he told me, "My goal is in the next 6 months to a year to have you working at this company." I didn't know necessarily that that was my goal but it was a statement that always sticks in my head because it wasn't my plan, but somehow things just worked out. During that year, I would meet with him and he would try to guide me on decisions when I started reaching out and getting invited to internal mixers where they had open positions.

Isabel: So achievements for being as young as I am, I've been only out of college about four years. I'm probably the youngest branch manager in the region if not the company. I think for me that's been a really big achievement. Well, I received full size promotions in the past three and half years that I've been with this company, to me that's really important...I want to start thinking about what I really want to do with my career. I think one of the big things, since I do want to get my MBA.

Laura: Seeing them (parents), I think they have an effect on me. I didn't want to work as much as they had to work. My mom working all day because they didn't have an education. The types of job that they get were entirely different and required nighttime, late nights, maybe two jobs. Why? Because they wouldn't get paid as much...Getting my masters is my next step. I also, I would, after I finish school and am done with my exploring, maybe do some international opportunities out there. I would love to do that

Denise: My main goal was to be a CPA. And I would say ever since completing my school, I was glad that I sacrificed my time to really study for the CPA exams. Then I got my CPA license, which is one of the greatest accomplishments of getting an extra certificate of education for that. And that's benefited me because you become more marketable and easier to transfer even between different companies depending on where I want to go with my career...I've been with the company, the current company, for about a year and a half. So I eventually, my five-year plan is to hopefully be a supervisor. And that's one of my goals that I have career wise to be a supervisor in the accounting department.

*Adaptive Style.* The fourth theme describes the participants' energy level and if they are comfortable with change. The top word on the list for word frequency for this theme was time (47). The participants come from a variety of challenges such as being first generation (as described in Research Question 1), to learning how to navigate their education and careers, and dealing with cultural perceptions of Latin women.

*Innovative and Navigating Career.* The following participants describe challenges of not understanding how to navigate career choices and or career paths.

Cassandra: I always wanted to become a judge. But I didn't have a plan of action, an action plan, or a mentor to help guide me through.

Jennifer: I hadn't had the experience of being in the corporate world. I wanted to get a taste of what that was like. I was told before I even tried looking for opportunities that it

was going to be really difficult especially a mid-career professional doing the transition, having no real previous corporate experience, it's really hard to get in the door.

Gloria: I guess concerns would be whether I could actual be a manager. I think to address that is just you know putting myself out there a little bit more in situations where you have to take more initiative and you have to lead certain group, managing even if it's not within the workforce but just the outside of the workforce.

Marina: That doesn't mean that you'll get the opportunity, that doesn't mean that once you take the opportunity the road gets any easier, but it will be there for you and you just have to continue to be resilient against any of those obstacles that come up. They will knock you down, you may get knocked down once or twice. It sounds cliché, but it really is how you bounce back from that. You either lie down, or you can take that, digest it, and get to where you want to go. I may have to take a different path, but I'm still going to get there.

*Innovative and Culture.* The participants share they adaptive style as they dealt with cultural perceptions of associated with being a Latina.

Emilia: I don't know if there was discrimination that I know that when I started at my company and it was pretty much an administrative, in support of the group, but I always felt that I could do more, but they would never give me enough, more. Again, it wasn't initially a very diverse group. There were a lot of women, but one was Indian American, Asian American, and Jewish American. But there were no Latina or African Americans in the group. I suspected something, right? I never really did anything about it. It was a job, and my role was, it let me get through my MBA program.

Laura: What I didn't expect in employment, I would say was moving here to St. Louis. But, getting away from family has helped me grow. I actually became closer to my family, so that's been great.

Alba: So I think my biggest concern is being a Latina in such a demanding job. I think that a lot of times in our culture people are very judgmental of other women who may be working and not necessarily doing everything for the family.

Kimberly: I guess I don't think I've had job discrimination or maybe I wasn't aware of it

Denise: I was applying for an internship. This was almost my senior year. I did actually experience some discrimination, which to me was shocking. So I kind of wanted to let you know that even going through the school and to the whole recruiting process, even before I got my job there are a lot of stereotypes I guess. There's one occasion where I was interviewed for an internship. And honestly, this was before ALPFA. But I had no mentorship. I had no idea of what I needed to do. This was after I had to transfer from

some community college into the university. So I really didn't have a lot of guidance in what I needed, a mentor or network. So I had gone in to an interview. And I thought I was doing well. And then these two individuals who were interviewing said, here comes the hardest question ever. It's very difficult. I was like, okay, so what is this question? They're like, do you have the legal documents to work here in the United States? And I honestly didn't - I was shocked. I didn't know that that was a serious question. Because when you go into the internship, they already ask you, "Do you have - are you legal to work in the US?" So I'm like why are they asking me this in an interview for an internship? So I said, yes of course. And they're like, "okay I just want to make sure because a lot of people think that they can get this job and they're not legal". But they said it in a demeaning way. It wasn't very to the point like, okay, "are you legal?" But you work here, blah, blah. They said it in like, this is the most difficult question because I was Latina. So they're assuming that I was undocumented, I was an immigrant and I was just trying to - long story.

*Marital status.* Of the 15 participants one was divorced and one lost her husband to disease. Cassandra shares her experiences with divorce and financial hardship.

Cassandra: And when I was divorced, I started with nothing. I didn't have a job. I didn't have a car. I didn't even have a cell phone. So I wasn't quite sure how to navigate not only my emotions but where corporate life would take me. But through the help of my family and friends, I was able to get on my feet. And not just get on my feet, but also find a job in management.

In summary, the participants have varied experiences that help to shape their career choices. In some instances, the participants were influenced by family experiences and relationships with siblings for their choices in career paths. For others they expressed how support from family, mentors and advisors shaped their choices. Most had an adaptive style that is innovative when it comes to how they navigated career choices, dealt with cultural influences, marital status or illness.

**Research Question 3.** The third research question that guided this study is how does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges.

**Networking.** Research shows that self-confidence comes from seeking meaning developmental opportunities that help women grow their skills at all levels according (Weindenfeller, 2012). Using NVivo work frequency query, the top used word for this theme was ALPFA (46). In addition, a word query in NVivo was run to show the most often used words or phrases, which resulted a word cloud (Figure 1). The larger words depicted in the word cloud represent those words used more frequently during the interviews in this study.

Kimberly: I definitely also like joined ALPFA to have that network of Latina leaders and Latino leaders and that definitely also helped surround me with people that have similar paths and are working towards something better, so that always motivates me. It also helps just to kind of get my peer's perspective.

Marina: The next thing was the importance of building that network, getting your sponsors, and just navigating your own career while... They will give you the resources and you really have to grab the bull by its horns and drive where you want to go and who you want to be.

Jennifer: That's really where ALPFA came in and not just provided that opportunity but I think the convention that I attended in 2011 was the first time I saw so many Latina successful professionals. That was so impactful and I felt how important that was. I kind of thought a little late in my life about how impactful it is and how important it is that more Latinas see that. Because we just don't see enough, well not often enough, women that look like us that can accomplish and have accomplished a lot more.

Emilia: So I think I was in a struggle coming out of my MBA program. That's why after my MBA program, I started really getting involved with ALPFA, and other professional organization. I just threw all my forces into that. I have satisfaction and I was helping people also find themselves. I became involved in ALPFA on the board just as a volunteer and then starting really using my MBA when I earned my MBA program in my ALPFA leadership. I was comforted with the fact that I had a pretty much a monotonous job because I was doing this fun exciting thing in leadership in ALPFA. I was getting the coaching and working with executives within ALPFA and other corporations.

Maria: And as I was seeking a support group for my MBA program, I came across ALPFA. And ALPFA was more attractive to me because it was more on the finance and accounting area. And I wasn't very strong in that area, so I thought it would be very good for me. So I think within ALPFA it's been educational for me. And I think that I've been able to contribute to a lot of people. I'm one of the members here locally educating them about what the organization is about, how we can help not only the professionals but the students. And I feel a very deep sense of altruism. I am really committed to helping individuals.



**Career advancement.** According to Maxfield (2005a), when it comes to successful career outcomes training, mentoring and sponsorship of women are key factors. Many of the participants expressed how involvement in outside organization provided opportunities to develop leadership skills that help to differentiate them. It also introduced them to mentoring relationships. Additionally, many credited ALPFA with career advancement. The most frequently used word for the career advancement theme was company and ALPFA.

Jennifer: That's really where ALPFA came in and not just provided that opportunity but I think the convention that I attended in 2011 was the first time I saw so many Latina successful professionals.

Emilia: All of a sudden a role became available in ALPFA here to be the executive director of the chapter. When I took it I'm like, "Okay I worked 12 years for free for ALPFA, now I get to do it on a full time basis. Then I started my role on an executive level in ALPFA.

Nadia: Fortunately for me, I have been able to progress within the company but personally I served my ideal to get to the next level so I'm proudly a Manager, I might become a Firm Manager, so I'm currently in the process...with my manager to help develop my skills set so I can get the exposure so that I can actually qualify for the next commission...Externally, through my involvement with ALPFA, I've actually won the Leader Award, in...2012 or 2013. And there was quite an experience to have that, because I had never spoken in front of a thousand people. So it was a great, great, great experience! And I've also been recognized by the state professional organization for my diverse...the diversity of work that I do within the ALPFA chapter.

Denise: But after that, that's when I became involved with ALPFA. This was even during school. And then that's where I received actually the mentorship. I received a lot of mentorship through the organization just through interaction because there's a professional who comes to you and helps you do your resume building. And that led into - actually ALPFA was the one who put me in front of the big four accounting firms which I thought I had no chance in getting into.

Gabrielle: Yes, I've got into promotion besides my promotion I also had an opportunity to attend conferences when I was with my previous company...So I also had the opportunity to receive a bonus for my performance.

**Work-life balance.** Robbins and Judge (2011) assert that the rise of the dual career family makes it difficult for couples to manage the demands of home, family and career



commitments. Additionally, studies suggest that work-life balance is an employee priority over job security (Robbins & Judge, 2011). The participants in the study share various concerns and coping methods for work-life balance. Four of the participants are married and one is divorced. Ten of the participants are single. Some of the participants express concern over starting family in the future while focusing on career goals.

Jennifer: My main concerns are that I've been so career-focused. I am getting at that point of my life where I need to either have kids or I'm not going to have that option. I think right now I have a good work-life balance. If you asked any of my coworkers or anybody around me, they definitely think I have a lot on my plate because I have my full-time job, I'm in my MBA program, hopefully taking the certified internal auditor exams soon. I have the role of the president of the ALPFA chapter and then I have my family, a family member coming to visit at least once a month and I feel I have to host them and entertain and all of that kind of stuff. And on top of that, I have my boyfriend.

Marina: I'm really happy in that aspect professionally and then there's the personal and there's family, starting my own family, being married and single. I think that's one of the things that is just a little bit of a pain point of – I had a conversation with a lot of professional women the same age as me or in the same range where... You shouldn't have to give up careers for family, but I think ultimately there is always a tradeoff because we're women. There's a biological side that if we decide to focus on our careers and get to a stable place, the biological side may be a little bit more stressful. Or if you do it the opposite side, there's women that have children earlier on and come back to school later on. They also faced a lot of adversity to get through their careers and help take care of their children and family. I think that's one still very relevant conversation for women in general if you decide that you want to have a professional career and a family.

Wendy: I feel that it always difficult regardless of what stage of your career you're at. It is a challenge you want to spend time with family. I have much more flexibility in that regard, I feel like I can balance it pretty well, it's not like I'm working 12-hour shifts everyday. And of course just having to look after yourself helps a lot. But I do fear certain opportunities down the road. Like being able to spend time with them. But there's got to be that balance so you can have solid and fit foundations around the family and all of that. Keep on going down that road, keep on learning. I know I don't have a very solid frame of how to go about it...

Some participants indicated more is expected of them as women and or because of their culture.

Wendy: But it's like consuming on my time and I'm not really spending time with people I really care about. Like my family at home that I see more. My family and their kids, and all of that. That is going to be hard because some of the other values that was I raised on, you know as a woman, I feel that there's a lot more expected for me, not just, you know. I work and I always feel that I go above expectation to get somewhere, but also at home is like, I feel like I'm expected to do a lot there too. Take care of the house, take care of the kids and do all those type of things, that's giving me a lot of work, and it will require a lot of balance.

Cecilia: In regards of family, right in the beginning when I went to junior college, there was an issue with my parents and me being out of the house the entire day even though they have gone to school. They do not know the American system; it was challenging for them to understand how the school system does apply in the United States, so in the beginning it was a little bit of a challenge because there were days where I would be out almost 12, 15 hours out of a day which is I will work, I will go to work, I will train for my team, and then I will go to school and do a school project. In the beginning, I did feel guilty because coming from a Latino or a Mexican family, it's very community oriented, and especially the old, their child has to learn responsibility; helping more around the house. So, that was in my case, that's what how it was. But then little by little in having different conversations with my parents and my siblings, I'm somewhat detached to that part of my family culture, and I also kind of worked out on the guilty part of it.

Maria: So it was a very difficult thing to tell my husband. But I think after a point in time being at home, it was just too much excitement, too much fun, and not enough challenge for me. And I think that's really why I decided, I really need to go back to the workforce because I want to make more of a contribution not only at the community level but I think that at the corporate level I have so much to offer. And it was as if I had a second wind to my career. So now where I hear some of my friends saying, oh I can't wait to retire, for me it's just the opposite. It's like, okay, well great. I'm glad you have that plan but I'm kind of on the opposite road. I'm just ready to go. And I have lots of ideas and lots of projects that I want to complete.

Several of the participants stated that they use working out and general exercise as a strategy for remaining stress free. One participant included her spirituality as a coping mechanism.

Emila: But now, I'm trying to work out in the morning. That's helped a lot. I've been working out in the mornings, at least two to three times. That helped with stress levels but again, it's like you're managing your schedule with your loved ones because even though I try work out in the afternoon, a couple of times I would get cold out of my workout

because the baby was crying in the gym daycare. Until now, if I work out in the mornings my husband stays home until I leave and then we get her ready and then leave together to go to daycare. There are a lot of pieces that have to fit together and sometimes they do and sometimes they don't. Non-control of your home, you have everything that you want to do.

Cecilia: In regards of the strategies of work and home, what it has worked for me as an individual. I like to exercise, I like to run so, that is the first activity I do to distress myself, and to gather my thoughts or analyze a situation.

Maria: So in terms of work life balance strategies, some of the things that I really do to help me in that area basically are exercise, working out, spending some time with friends or family, just taking time to socialize, not think about anything else, and travel whenever possible. So I think those are the things that helped in addition to including a bit of spirituality into my life.

Moreover, some participants stated that having a strong network is an important coping strategy for creating work-life balance.

Emilia: I think my perspective of work has changed in the last year dramatically. Being a mom, the greatest challenge has been how do you balance two careers in a household and still have the capacity to support you children's development? You really need a strong network. So that's the challenge. I'm like, do I want to continue to grow and take an additional responsibility? I find it challenging 'cause, no matter what happens, the mom can still take more responsibility, just by nature.

Various participants shared their belief that building trust with the employer leads to greater flexibility at work and thus creates more work-life balance and overall less stress.

Gloria: Also, just, I think, it also helps if you show your boss that hey like am sort of getting the work done. So, as long as the works getting done, it's like you don't really have anything I guess to say like hey you can't go and that's my view point and I think that's eventually down the line. If I, when I become a manager, that same idea that I'll implement. It's just like, as long the work gets done, its fine. Like, do whatever you have to do. I understand you have personal things you need to take care of, you have your family, which you should always take care of. So, from that respect, I think, it's like I've found I've been able to balance the work-life and a little bit more.

Kimberly: But I think also you kind of earn that so you're going to have to prove yourself that you are a committed team member and that kind of comes with the territory that I guess if you have a history of taking off early all the time and not putting in your time

then that's on you and that's your reputation but if you have a history of making up your time where ... when you can then I think you definitely earn that and can ... that definitely helps with the work-life balance portion.

Marina: What I do today is, at the beginning it was a little less flexible when I started with my company, I'm not going to lie. That's more because you're building trust, responsibilities and building that trust factor between you and your manager. They know that you're a hard worker. They know that you're going to deliver the end product regardless.

Nine participants expressed feelings of guilt over not being able to manage career demands and family. One participant was able to stay home to raise her children. Additionally, various participants expressed feelings of guilt for not being available to support their teammates if they are single with no children.

Emilia: Now, until I have more security with my daughter, or until she's older. It's been a balance. So, I want to do harder work, I want to be working more and have more time. I'm always feeling guilty that I'm not doing enough for my job like I used doing before I was a mom. I just feel guilty that I can't give enough time to other people. That now I have to focus on my family. Yeah, I feel constantly guilty. I'm like in constant guilt. I'm like for example last night I had a work event and had to make arrangement for my daughter to be picked up. We had family friends coming over and I'm like, I'm sorry I won't be able to join you. One of the things that you have to be very open with your network. I think what's been helpful is having other moms that are going through the same thing at that time.

Marina: I think it's always going to be a constant issue in balancing and that guilt will always be there, but it's how you let it take over. What I've learned – and really in these last 3 years because I've been better about home but now that I travel, the times that I am truly at home, I'd like to actually be at my home versus my family home. I like to hook up with friends and do that. When you get all of that in one place, I'd say the one thing that at least I'm trying now is that, and so far it's getting better, but you really have to set boundaries.

Kimberly: So I don't have a family. I live with my parents. I don't currently have a boyfriend but I would like to ... I am dating. So I guess when we go to our busy season at work it is definitely difficult to kind of take the time for those commitments I guess in the afternoon if the rest of the team is working late. So I definitely felt guilty and some regard if I have to try to take some, maybe take off earlier than my peers if I have another commitment.

To summarize, the findings show that the participants attributed to networking as helping them with their career. Further, the participants expressed that participating in professional associations such as ALPFA grew their network and also provided access to mentors. Moreover, the participants developed leadership skills that could be directly applied to the current job or the help them qualify for the next job. Lastly, the findings demonstrate that women develop various coping strategies associated with work-life balance issues. Although the majority of the participants are younger they indicate they feel pressures associated with being a women and managing family and work.

### **Summary of Findings**

This study sought to understand the career goals, career choices, and the perceived impacts of active participation in professional business trade associations on career outcomes, work-life strategies, motivation, and relationships for Latinas. This study employed a qualitative methodology using the life-story framework (Giele, 2008; Weber 2011). Specifically, the study focused on the following themes of identity, relationship style, drive and motivation and adaptive style of Latin women (Giele, 2008). The findings indicate that the participants identified with their family and culture. In addition, the participants felt that their family's beliefs in education had a positive impact on their career choices. Furthermore, the participants relied on their family support and that of mentors and networks for learning how to navigate school and career. They were motivated to success by their family socioeconomic situation, family feelings about education, and dreams for a better life. In general the participants had an adaptive style that allow them to be resilient, set goals, and seek out challenges in corporate and in business overall. Moreover, the participants indicated networking and being actively involved in organizations including ALPFA, created opportunities for growth, mentorship, and career advancement.

Additionally, the findings indicate that the participants employed various strategies to create work-life balance from exercise, earning trust with the employer, and setting priorities.

Chapter 5 summarizes the dissertation and provides an interpretation of the findings. This chapter describes the meaning in the findings and provides conclusions based on the research questions. It uses the life story framework (Giele, 2008; Weber, 2011) to depict the lives of the women and demonstrate how it correlates to the literature discussed in Chapter 3. Furthermore, Chapter 5 provides practical implications and opportunities for further research. This exploratory study employed a qualitative methodology using the life-story framework (Giele, 2008; Weber 2011). This study conducted 15 semi-structured interviews of Latinas based on Giele's (2008) themes of identity, relationship style, drive and motivation and adaptive style.

## **Chapter 5: Conclusions**

### **Overview of the Study**

The purpose of this qualitative study was to understand the life experiences, via narratives, of Latinas to gain insight into the obstacles women encounter in the workplace and as they strive to reach top leadership positions. Additionally, this study sought to understand the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and their motivation to succeed. Moreover the study sought to understand how active engagement in professional trade associations such as ALPFA create support systems that allow Latinas to develop strategies in managing their careers, families and the demands of their communities. Active engagement as defined in this study as having a governance board position in a professional business trade association at the local or national level. Lastly, the study hoped to offer practical advice to women who are seeking upward career mobility.

### **Findings Related to the Research Questions**

This study conducted 15 interviews. The study employed the life-story framework established by Giele (2008). The literature review in Chapter 2 found a number of scholarly articles on life course method and life story framework (Elder & Giele, 2009; Giele, 2008; Hutchison, 2014; George, 1993; Verd & López Andreu, 2011; Weber, 2011). Furthermore, the researcher intended to learn about the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and their motivation to succeed (Giele, 2008; Weber, 2011). This study also sought to understand how life experiences influence career goals of women in the workplace (Oakley, 2000; Padma, 2010; Elmuti et al., 2003; McDonald & Westphal, 2013; Weidenfeller, 2012). Moreover, the researcher was interested in learning about how active engagement in professional trade associations provide strategies such as mentoring

and networking (Branham, 2005; de Janasz et al., 2008; Gilbreath, et al., 2008; Kraiger, 2002; Lundquist, 2005; Noe et al., 2004) that may support career advancement (Chen, 2005; Couse & Russo, 2006; Maxfield, 2005a; Mclean, 2006; Ryan & Haslam, 2007; Sampson & Moore 2008; Walsh 2012) and work-life balance (Cewart et al., 2014; Emslie & Hunt 2009; Gallagher, 2000; Guest, 2002; Henderson, 2006; Molloy, 2004; Robbins & Judge, 2011, Roebuck, Smith, & Haddaoui, 2013; Walsh 2012).

The research questions that guided this study are:

- What demographic factors (age, ethnicity, socioeconomics, and first generation) of Latinas are associated with the life story elements (identity, adaptations, motivation, and relationships) that influence career goals?
- What experiences (identity, adaptations, motivation, and relationships) shape career choices of Latinas?
- How does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges?

**Demographics.** There were 15 participants in this research study that employed a qualitative methodology using the life-story framework (Giele, 2008) and (Weber 2011). Each of the participants invited to participate in this study holds a leadership role in ALPFA at the local chapter level or at the national level. Leadership positions may include President, Vice President, Treasurer, and Secretary. The following Director positions are also included as a governance board position: Communications, Marketing, Membership, Student Affairs, Philanthropy, and Women of ALPFA Chair. Verd and López Andreu (2011) agree that life stories are a good approach in providing insight into specific snapshots in people's lives. The



first research question sought to understand how participant demographics shaped the four themes in the life-story framework (Giele, 2008). The participants varied in marital status with ten reported to be single, four reported as married, and one reported to be divorced.

Furthermore, there was a mix of women with children and some without. Of the women, four have children. Two women have two children, one has three children and one has one child.

The study focused on Latina women as defined by the U.S. Census Bureau, which states that Hispanic or Latino refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race, and states that Hispanics or Latinos can be of any race, any ancestry, and any ethnicity (United States Census Bureau, 2012).

Thirteen participants mentioned the words Latina, Latino, and culture most frequently during their interviews. The participants for the study included 12 Latino/Hispanic women, two participants that are Caucasian-Latino, and one woman is an Italian American and Spanish Filipino. Moreover, six of the women were born in Mexico. Five of the women were born in the United States; five were born in Illinois, one in California, and one in New York. Lastly, one woman was born in the Dominican Republic.

The participants represent a good cross section of age groups with women ranging in ages from 25-56. Two of the women were born in the 1960's; three in the 70's, seven in the 80's, and three in the 90's. The participants represent three generations or work cohorts of the four described by Robbins and Judge (2011). Fourteen women reported to be bi-lingual and one reported to speak four languages. All the participants speak Spanish.

### **Relationship to the Review of Literature**

**Demographics factors.** The first research question focused on the demographic factors and how they are related to the life story elements (identity, relationships, motivation and

adaptations) that influence career goals. The women all had strong identities that influenced their career choices. Also, they shared a common bond with their family that shaped their choices. The majority of the women reported to be motivated and career oriented. Despite, their closeness to their family and the influence to their beliefs the women had an adaptive style.

**Identity.** Giele's (2008) theme of identity deals with how one sees themselves and asked: "How does she see herself? Who does she identify with as being like herself? Does she mention her race, ethnicity, social class, [religion], or how she is different or similar to her family? What qualities does she mention that distinguish her—intelligence, being quiet, likeable, innovative, outstanding, a good mother, lawyer, wife, etc.?" (p. 401-402)". The findings indicate that all of the participants were influenced by their demographics. The women in this study saw identified themselves as Latino/Hispanic women, two participants identified as Caucasian-Latino, and one woman identified herself as Italian American and Spanish Filipino. Therefore, the participants were very aware that there were few minorities and especially few to no Latinas in management. This was aligned with the literature, which shows women and in particular minority women tend to face difficulties in entering the inner circles of corporate leadership (McDonald & Westphal, 2013).

All 15 participants had expressed college education was important in their family as an influence for career goals despite the stereotype that females are not encouraged to aspire to be career women in the Latin culture. This is concurrent with the literature by Shashinamen, (2015) which studied women in leadership roles in the finance sector of India. The findings were consistent in that the researcher found that family and cultural norms also played a major role in all decision processes. The findings also indicate that eight participants were first generation college students. Seven of the participants had parents with different levels of education of

which four had fathers that had completed their higher education; two had both parents who had completed a bachelors or higher; and one had a mother who had a bachelors or higher. All eight participants that were first-generation-college mentioned how their education was different from their parents.

Another element of identity that resonates with the participants is their self-awareness. Some of the participants expressed qualities that could be attributed to being ambitious, extroverted, assertive, smart, and possessing leadership abilities. Weindenfeller (2012) suggested that self-confidence came from seeking meaning developmental opportunities that help them grow their skills at all levels. Based on the responses aligned with the first research question, the self-confidence exhibited by the participants of this study cannot be attributed directly to the demographic factors.

***Relational style.*** The relationship theme has a focus on how the participant relates to others (Giele, 2008). Is she relating as a leader, follower, negotiator, and equal colleague? Does she take charge, or is she independent or relies on others? How does she relate to her family? All of the women in this study share a close connection with their family. In some cases they live with their parents until they are married. Many of the women in this study followed the wishes of their families to attend higher education and pursue certain career paths. In many cases the parents wanted their children to have a better life. Certain fields of study such as engineering or finance were encouraged over others such as teaching. The participants were strongly influenced to select higher education and also choose certain career paths as a result. This coincides with research by Padma (2010), which concludes the patterns of upbringing play an essential role on developing the leadership attribute of women. Furthermore, the family beliefs of the participants

in the study are aligned with the literature that suggests limited access to education and skill development act a barrier to women (Padma, 2010).

Another element of relational style is how the women relate to the children or family. Most of the participants in this study are not married and not have children. However, the findings did yield sufficient information to discuss how this element of relational style would influence or shape career choices. Further, the literature review did not discuss women with children from this perspective.

***Motivation.*** Motivation is the level of drive and ambition including the need for achievement and power (Giele, 2008). Is she concerned to make a name for herself? Does she spend time helping her family than on her own needs (nurturance vs. personal achievement)? Does she enjoying her life and has time for outside of work activities? Does she like being with family, doing volunteer work, or seeing friends? Does she need to be in control of her schedule, to be in charge, rather than to take orders? The participants in this study are very goal driven and motivated to be successful and also to choose a path that would be most beneficial in the long term. Weidenfeller (2012) suggests that leaders that reach leadership positions had a strong sense of purpose and what they wanted from life. The women in this study, seem to align with the literature that found five essential themes found in leadership positions and industries: 1) driven by a desire to control their destiny; 2) aspires to leadership positions; 3) are influencers through a collaborate style/approach; 4) are change agents while remaining focused on results and 5) being self-aware when facing obstacles (Weidenfeller, 2012).

***Adaptive style.*** The adaptive style theme aims to understand how an individual approaches change, which can be innovated or traditional (Giele, 2008). Further it seeks to understand how the participants manage change. The findings reveal that the participants were

adaptive and innovative in their approach to change. Seven of the participants in study were born outside the United States and although some faced setbacks, most have adjusted and adapted to the challenges of learning a new language and new culture. Furthermore the participants experienced similar transitions (George, 1993; Hutchison, 2014). These stages are marked by changes in roles or status such as coming to the United States, starting school, graduating from college, getting married, etc. Moreover, the women also made choices in a method described by the literature as the principle agency or human agency, which refers to the process by which people choose certain situations (Elders, 1994, 1998). Further, Verd and López Andreu (2011) describes this principle when individuals form decisions by about their options based on information about the opportunities and constraints within their environment. The women confronted issues associated with not speaking English when they first arrived in the United States by utilizing the options available to them to help overcome the language barriers. Additionally, they were aware of the choices to seek higher education even though it may be different than that of their parents, siblings or extended family.

**Experiences.** The second research question explores the experiences related to identity, adaptations, motivation, and relationships shape career choices of Latinas.

**Identity.** This finding found that the participants had various experiences that influenced their career choices. Family, society and cultural experiences differed in some instance and in others it was very similar. In all cases, education was very important to the family regardless of the parents' education. The participants expressed having support from family and other strong women in the family helped them pursue their goals. For eight of the participants, having the support of family help overcome challenges associated with being the first generation to go to college. Further, they mention the support of counselors and mentors in high school as being

beneficial and rewarding experiences to aid in the transition to college. This is an important factor that helps the women reach their goals because as the literature reveals at each level of advancement women are less likely to have access to resources to help them advance (Tharenou, 2013).

Many of the women describe stories of how they took risks and went outside their culture to pursue careers, move away from home, put off marriage to focus on higher education, and careers and if married, assumed less traditional roles within the household. These experiences offer growth and development that leads to business knowledge that can be incorporated right back into the workplace (Weindenfeller, 2012).

**Relational style.** The theme for relational style focuses on how the participants relate to others. Are they leaders, followers, equal colleagues (Giele, 2008)? Nearly all of the participants appear self-reliant and independent. However, they also share that relationships with family, mentors, sponsors and their network are essential resources. Furthermore, mentoring provided guidance for the participants in their career choices. This outcome coincides with literature suggestions that some of the benefits that protégés gain from mentoring include increased satisfaction about career and career trajectory (de Janasz et al., 2008). Nearly all of the women have clear career goals. According to Douglas (1997), successful mentoring relationships take time to clarify the purpose and expectations. In some cases, the mentors guided the mentees to help define the goals and the career path.

**Motivation.** The third theme focuses on the participants need for achievement, affiliation and power (Giele, 2008). Further Giele (2008) describes motivation as the goal setting for yourself or for the benefit of others. The findings confirm the participants in the study were motivated by various experiences. Some participants were motivated by the skills they

developed as performing duties associated to being an active leader within the organization ALPFA. Others were driven by their desire to be successful or lead different lives than that of their family.

Having strong motivations and being driven helps the women in this study continue to aspire to top leadership positions despite what obstacles are revealed by the literature.

McDonald and Westphal (2013) suggest that racial minority first-time directors experience less mentoring from high-level leaders than white first-time directors. Furthermore, their participation in these associations, such as ALPFA, provides opportunities to meet new mentors and grow the network. The mentoring relationships appeared to form organically and not part of a formal mentoring program as described by Kimberly:

Kimberly: I definitely also like joined ALPFA to have that network of Latina leaders and Latino leaders and that definitely also helped surround me with people that have similar paths and are working towards something better, so that always motivates me. It also helps just to kind of get my peer's perspective.

The literature indicates it is more beneficial when there is an emphasis on choice and an emphasis on voluntary participation in mentoring relationships (Douglas, 1997). Whereas, Ragins, et al. (2000) asserts that whether the mentor or the protégé had a choice in joining or selecting their mentor was not significantly related to work or career attitudes. None of the participants indicated being part of a formal mentoring program.

*Adaptive style.* The fourth theme describes the participants' energy level and if they are comfortable with change. It reveals findings, which showed the participants had to adapt to a new country and a new language in some cases. The participants in this circumstance adapted well to learning English and completing their college degree. A few of the participants did not feel they fit into their work culture. In three cases the participants utilized their ALPFA network to seek other careers or to switch organizations. A couple of the participants experienced

hardship and some even described instances of discrimination; however they were able to lean on family and also their network for support. Lastly, Padma (2010) suggests that discrimination in the workplace continues to make it difficult for women to attain higher leadership positions. Although a few of the participants mentioned experiencing some levels of discrimination; they indicated it did not bother them or they had adapted strategies to combat it.

In summary, through the findings confirm that experiences helped to shape career choices for women. In some instances, the participants were influenced by family experiences and relationships with siblings for their choices in career paths. In other cases they formed support systems with family, mentors and advisors, which helped shaped their choices. Most had an adaptive style that is innovative when it comes to how they navigated career choices, dealt with cultural influences, marital status or illness.

**Networking.** The third research question that guided this study is how does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges. One of the benefits of being a leader in a professional association is that it leads to higher self- confidence, according to the findings. Research also shows that self- confidence comes from seeking meaning developmental opportunities that help women grow their skills at all levels according (Weindenfeller, 2012). Furthermore, a lack of networking can affect the advancement of women into senior executive management roles Lundquist (2005). As understood by one participant:

Marina: The next thing was the importance of building that network, getting your sponsors, and just navigating your own career while... They will give you the resources and you really have to grab the bull by its horns and drive where you want to go and who you want to be.



**Career advancement.** The findings confirm that active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes. The findings show that involvement in outside organizations provided opportunities for growth and development. Specifically, the participants attribute their active involvement with ALPFA as a key to their career advancement. Furthermore, the findings demonstrate that active engagement in a leadership role has positive outcomes. Moreover, the literature suggests three activities that would facilitate leadership opportunities for women, specifically: leadership development assignments, recognizing different leadership styles, and providing family-friendly policies and work-life balance culture (Sampson & Moore, 2008). Similarly, Maxfield (2005a) suggests that when it comes to career outcomes two key factors are training and mentoring of high potential women. The findings show that the participants received mentoring and coaching, which they attributed as beneficial. Additionally, ALPFA provided career advancement due their active participation. The active participation provided opportunities for mentoring and coaching that help to differentiate the participants. As described by two participant:

Jennifer: That's really where ALPFA came in and not just provided that opportunity but I think the convention that I attended in 2011 was the first time I saw so many Latina successful professionals.

Denise: But after that, that's when I became involved with ALPFA. This was even during school. And then that's where I received actually the mentorship.

**Work-life balance.** The findings show that active engagement in leadership roles and networking in professional business trade associations provide tools and resources for dealing with work-life balance challenges. Additionally, the findings are consistent with the literature in that women in all generations of the study feel that there is a struggle to find balance regardless of whether they are married or single or have children (Roebuck et al., 2013). Robbins and

Judge (2011) assert that the rise of the dual career family makes it difficult for couples to manage the demands of home, family and career commitments. The findings also confirm that some level of conflict is experienced when dealing with demand of work and family, which is in accordance to findings from Mesmer-Magnus and Viswesvaran (2005). Additionally, for the women that have a family the findings confirm that work-life balance is an employee priority over job security (Robbins & Judge, 2011). The findings also conclude that having family friendly policies in the workplace help women achieve work-life balance (Sampson & Moore, 2008). Also, similar to research by Roebuck et al., (2013), all generations felt that women had different challenges than men when it comes to making personal sacrifices between career and family demands. As asserted by one participant:

Marina: You shouldn't have to give up careers for family, but I think ultimately there is always a tradeoff because we're women.

Furthermore, many of the participants shared their approach and strategies for coping with work-life balance challenges. The findings confirm that having a strong network is an important coping strategy for establishing balance between work and home. The participants are able to learn from other women in their network. Other coping strategies include exercise and the ability to prioritize and be organized as a tool employed by women to maintain a work-life balance (Henderson, 2006; Molloy, 2004). Additionally the findings conclude that having a supportive spouse and family to help with logistics and emotional needs help women achieve work-life balance (Gallagher, 2000). Lastly, the findings show that building trust with the employer leads to greater flexibility at work, and thus, creates more work-life balance and overall less stress. This is consistent with the literature that states that having programs that promote work-life balance can help build trust in the workplace (Cowart et al., 2014).

### **Limitations of the Study**

A key limitation, which is attributed to the qualitative method, is the findings cannot be generalized outside of those under the study (Creswell, 2014). Furthermore, Hutchison (2014) proposes one of the weaknesses lies with the premise that life course perspective is focused on searching for patterns of human behavior, which can be challenging in large countries with a diverse population. Moreover, a limitation to the research approach to use the life-story method in which participants will be asked to recall personal stories. Participants may not feel comfortable sharing certain details of their private lives. Another limitation of this study was obtaining participation. A minimal sample need for this study was 15 participants. It can be difficult to find volunteers interested in participating in a research study. Although the researcher knew several of the participants, there was limited time to establish trust for participants to feel comfortable sharing their stories. Further complicating efforts to create a safe space environment, the participants in this study were located in various parts of the city and country, which led to all interviews being conducted via telephone.

### **Recommendations**

Due to the limited research available on Latinas in professional trade association, this study provides information in the form of life stories. There is an opportunity to further explore policies and programs in school and in the workplace for minority women as they navigate college, their careers and families. Moreover, providing awareness about strategies for coping with work-life balance is needed to help women with the challenges they face in the workplace with family and career. Furthermore, additional mentoring and sponsorship programs could assist women as they advance their careers. Lastly, leadership programs need to be tailored for women at various stages of their career with and without children.

### **Recommendations for Further Research**

This study offered the researcher a unique opportunity to learn from 15 remarkable Latina women who are actively engaged in the professional trade association, ALPFA. The findings show that family expectations influenced the participants to attend college and seek career choices that offer a better life. Additionally, the study showed that mentoring and networking were valuable activities for establishing career goals and achieving career advancement. Several common strategies emerged for coping with work-life balance issues such as relying on a network for support; having a supportive spouse; earning trust in the workplace, exercise and learning how to set priorities. Although the current study provides valuable insight and supporting research about the benefits of active engagement in professional trade associations, the impact of family beliefs on education, and strategies for coping with work-life balance, more information is needed to establish effective tools and guidance for women as they deal with challenge in their career and work-life.

***Recommendations.*** It is recommended that future research include a larger population of members within ALPFA to add further depth to the findings.

- It is recommended to seek out older women to participate in the study to understand how active engagement in professional trade association impact career outcomes in the long term.
- The study presented findings that indicate the women had benefited and attributed career advancement directly to ALPFA. It is recommended that the study be conducted with other professional trade associations.
- Mentoring and networking were attributed as important factors in establishing career goals, advancing in the career, and creating a support system. It is recommended that

further research be conducted to learn how sponsorship differs from mentoring and if they yield different outcomes for women as they advance in their career.

- Although most of the women did not notice discrimination in the workplace, and if they had, they did not allow it to bother them. Further research is recommended to learn how minorities cope with various forms of discrimination.
- This study did not focus on policies such as the wage gap; however, it is recommended that further research be conducted to investigate common issues associated with the wage gap and how it impacts work life balance.
- The research could also be expanded to include men in the study to understand what challenges men face with career advancement as Latinos. Furthermore, it is recommended that men be included to learn how the Latin culture influences career choices, career advancement and work-life balance for minority men.
- Additionally, the findings indicated a strong emphasis on the education for the women in this study. It is recommended the literature review explore the stereotype associated with women and education within the Latin culture.

### **Practical Applications**

Research shows that companies are seeking competitive advantage by developing programs and policies to support corporate mentoring programs (de Janasz et al., 2008; Maxfield, 2005a, 2005b; Stockdale & Crosby, 2004). Further companies are focusing on flexible work schedules and hiring corporate experts in anthropology to create change in gender bias. However, according to Maxfield, only 25% of the companies surveyed have programs in place to support women's career advancement. Moreover, companies can partner with professional trade associations to offer development programs, mentoring and networking.

Additionally, internal training on the difference between sponsorship and mentoring is needed in organizations. Lastly, organizations can benefit from establishing formal mentoring programs. The literature suggests that an evaluative approach to mentoring increases the quality and effectiveness of the program (Gilbreath, et al., 2008). Providing an assessment tool to measure the effectiveness of the mentoring an employee receives and the effects it is having on the organization could offer valuable information. The information gathered could be used to design new training or improve existing training. Thus, adding value for improving organization-sponsored mentoring initiatives.

### **Conclusion**

The findings of this qualitative study provide an understanding of the career goals, career choices, and the perceived impacts of active participation in professional business trade associations on career outcomes, work-life strategies, motivation, and relationships for Latinas. This study applied a methodology using the life-story framework (Giele, 2008) and (Weber 2011) which offered the researcher an opportunity to focus on the following themes of identity, relationship style, drive and motivation and adaptive style of Latin women. The findings confirm that the participants identified with their family and culture. The participants expressed how much their family's beliefs in education had positively impacted their choices. Furthermore, the participants relied on their family support and that of mentors and networks for learning how to navigate school and career. Many of the career goals were driven by their family socioeconomic situation, family feelings about education, and hopes for a better life. Overall, the women in the study had an adaptive style. They were resilient and tenacious which helped them with setting goals and seeking out development opportunities for growth. Additionally, the findings confirm that networking and being actively involved in organizations

including ALPFA, afforded them opportunities for growth, mentorship, and career advancement. And finally, the women shared their strategies for coping with work-life balance such as exercise, earning trust in the workplace, leaning on the network for support, and setting priorities.

Lastly, one participant, Jennifer, represented the overall spirit of the women in this study, “You need to keep pushing yourself, keep learning more, keep growing”. The researcher is grateful for the candor in which the women in this study used to tell their stories. The responses were thoughtful and heartfelt. The findings offer other women the knowledge that they are not alone and that others may be facing similar challenges as Latinas navigating college, career paths, and seeking career advancement. Likewise, they provided a glimpse into the Latin culture and how it impacts work-life balance. They shared their strategies on how to cope with dealing with work, family and their community.

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## APPENDIX A

## Instrument

## Question #1. [Early adulthood]

About the period in your life immediately after completing your education or...your early twenties. What was the level of your education? Did it include college education or 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]

Thinking of the period in your life before completing your education and the goals that you and your family held for you, what was your family's attitude toward women's education 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 completing your education, 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 job discrimination, children, separation or divorce, health problems of you 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? What are your goals, hopes and dreams for the next few years? What problems do you hope to solve? Looking further out, where do you hope to be a few years from now with respect to work or additional schooling, 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 made 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 balanced?

## APPENDIX B

## Demographic Form

**Socio-demographic Questions:** **Mother's Maiden Name** \_\_\_\_\_

**Pseudonym** \_\_\_\_\_

Birth date \_\_\_\_\_

Place of birth \_\_\_\_\_

Race/Ethnicity \_\_\_\_\_

Occupation \_\_\_\_\_ Full time \_\_\_ Part-time \_\_\_ # hours/week \_\_\_\_\_

Employer \_\_\_\_\_

Branch of Service: \_\_\_\_\_

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)) \_\_\_\_\_

## APPENDIX C

## Informed Consent

**PEPPERDINE UNIVERSITY****Graduate School of Education and Psychology****INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES****Active Engagement in Professional Trade Associations and Career Outcomes: An  
Exploratory Study of Latina Career Women**

You are invited to participate in a research study conducted by Elena Einstein for a dissertation in partial fulfillment of the requirements for the degree of Doctor of Education in Organizational Leadership and Dr. Margaret Weber, faculty advisor at Pepperdine University because you are female members of Association of Latino Professionals For America (ALPFA) and hold a leadership role. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

**PURPOSE OF THE STUDY**

The purpose of this study is to explore the narratives of Latin women who are actively engaged in professional business trade associations and how participation impacts career outcomes. Further, this study will help provide insight into the strategies women employ to create balance in their lives to the demands of work, family and the community.

**STUDY PROCEDURES**

If you volunteer to participate in this study, you will be asked five detailed questions that are designed to help you recall several different periods of your life.

This interview will take about an hour. We will begin with reading the consent form and obtaining your signature that you wish to participate in the study. The questions at the beginning are very brief to get a snapshot of you, your present work, your education, and your living

arrangements. Then I will ask four big questions that are designed to help you recall several different periods of your life. I would like for you to tell me what stands out as being significant about them. Most people find this an interesting and enjoyable conversation. If, however, at any time you would rather not answer, you are free to decline.

With your permission, interviews will be recorded electronically, and then stored electronically. The interview content will then be transcribed. All data collected will remain confidential. We are asking you for your mother's maiden name and will code each interview with that name. A schematic will then ascribe a numeric code to each interview randomly. All relevant data collected within the jurisdiction of the investigator, including interview notes, recordings, and transcriptions will be placed in a locked cabinet and destroyed after all interviews are transcribed.

There is no major risk to you in answering any of the questions. If, however, you are uncomfortable with any question, you may decline to answer it, and you may terminate the interview at any time for any reason.

You are free to decide not to participate, not complete all the research procedures or answer questions, or to withdraw at any time without it affecting your relationship with any other entity. All information collected will remain confidential, except to the researcher, and all relevant data collected will remain private.

### **POTENTIAL RISKS AND DISCOMFORTS**

You should be aware that the foreseeable risks or potential discomfort to you as a result of participating in this study are minimal. Your participation in this study is voluntary. You are free to decide not to participate or to withdraw at any time without it affecting your relationship with any other entity. Upon your request, I will provide a copy of any published papers that take place as a result of this study.

The researcher plans to use the data collected in this project for subsequent analyses and would like to share the raw data with other researchers. Before doing so, all personally identifying information will be removed from your interview transcript.

### **POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY**

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include:

The purpose of this qualitative study is to explore the life experiences, via narratives, of Latinas to gain insight into the challenges women face in the workplace and in reaching top leadership positions. This study also seeks to understand the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and the motivation to succeed.

Additionally, this study intends to understand how professional business trade associations such as ALPFA create support systems and strategies for Latinas in managing their careers, families and the demands of their communities. Furthermore, the study aims to offer practical advice to women who are seeking upward career mobility.

### **PAYMENT/COMPENSATION FOR PARTICIPATION**

You will not be paid for participating in this research study.

### **CONFIDENTIALITY**

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you.

Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigators place of residence. The data will be stored for a minimum of three years. The data collected will be coded, de-identified, identifiable, transcribed etc.

With your permission, interviews will be recorded electronically, and then stored electronically. The interview content will then be transcribed. All data collected will remain confidential. We are asking you for your mother's maiden name and will code each interview with that name. A schematic will then ascribe a numeric code to each interview randomly. All relevant data collected within the jurisdiction of the investigator, including interview notes, recordings, and transcriptions will be placed in a locked cabinet and destroyed after all interviews are transcribed

### **PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

### **ALTERNATIVES TO FULL PARTICIPATION**

The alternative to participation in the study is not participating or completing only the items which you feel comfortable.

You are free to decide not to participate, not complete all the research procedures or answer questions, or to withdraw at any time without it affecting your relationship with any other entity.

All information collected will remain confidential, except to the researcher, and all relevant data collected will remain private.

### **INVESTIGATOR'S CONTACT INFORMATION**

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 Weber, faculty advisor at Pepperdine University, via email at [Margaret.Weber@pepperdine.edu](mailto:Margaret.Weber@pepperdine.edu) if I have any other questions or concerns about this research. If you have questions about your rights as a research participant, contact Dr. Judy Ho, Chairperson of the Graduate & Professional School Institutional Review Board (GPS IRB) at Pepperdine University, via email at [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu) or at

310-568-5753.

### **RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional School Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500

Los Angeles, CA 90045, 310-568-5753 or [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu).

### **SIGNATURE OF RESEARCH PARTICIPANT**

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

### **AUDIO/VIDEO/PHOTOGRAPHS**

- I agree to be audio recorded*
- I do not want to be audio recorded*

---

Name of Participant

---

Signature of Participant

---

Date

**SIGNATURE OF INVESTIGATOR**

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

---

Name of Person Obtaining Consent

---

Signature of Person Obtaining Consent

---

Date



## APPENDIX D

## Interview Protocol

Purpose of the study: The purpose of this study is to explore the narratives of Latin women who are actively engaged in professional business trade associations and how participation impacts career outcomes. Further, this study will help provide insight into the strategies women employ to create balance in their lives to the demands of work, family and the community.

This interview will take about an hour. We will begin with reading the consent form and obtaining your signature that you wish to participate in the study. The questions at the beginning are very brief to get a snapshot of you, your present work, your education, and your living arrangements. Then I will ask four big questions that are designed to help you recall several different periods of your life. I would like for you to tell me what stands out as being significant about them. Most people find this an interesting and enjoyable conversation. If, however, at any time you would rather not answer, you are free to decline.

Administration of the consent form: In order to continue with the interview, we need your written consent on this form, which has been approved by the IRB at Pepperdine University, and which assures you that there is no major risk to you in answering any of the questions. If you are uncomfortable with any question, you may decline to answer it, and you may terminate the interview at any time for any reason.”

The interviewer goes over the form with the respondent and answers any questions. Interviewer collects the form and leaves a copy with the interviewee.

Background questions: I would like for you to fill out some basic information about yourself on this form that will accompany the interview. It includes information about occupation, marital status, age, etc.

The interview instrument [turn on tape]

Conclusion [turn off tape]

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, please contact me. You can find a mailing address, phone number and email address on the initial letter and on your copy of the consent form.

I do have one last question. We plan to conduct another series of interviews in focus group style to share results of this study and probe about the future. We are hoping to be able to discuss strategies that you use in your work, in your family, and in your education that help you balance your life. Are you willing to participate in that interview?

Thank you so much for your time. I appreciate very much what you have shared with me and value your contribution to this research.

End of Interview. Thank the interviewee. Feel free at this point to enjoy conversation about other topics if appropriate. Now it is time to take a deep breath, jot down any thoughts about the interview that come to mind, any observations.

When you complete each interview, you should have a copy of the Socio-demographic Questions, a cover sheet with the Interviewee and Interviewer information recorded, and a tape of the interview. Be sure to clip these together carefully.

## APPENDIX E

## Invitation Letter to Participate

I am currently a doctoral student in Organizational Leadership at the Graduate School of Education and Psychology at Pepperdine University. I would like to invite you to participate in a research study I am conducting with female members of Association of Latino Professionals For America (ALPFA). The study is entitled “Active Engagement in Professional Trade Associations and Career Outcomes: An Exploratory Study of Latina Career Women”.

This study seeks to examine the experiences and challenges Latinas face in their career development and how they balance work, family and community demands. Further the study seeks to understand the identities Latinas develop over time, their adaptability, work-life strategies, relationships formed, and the motivation to succeed.

The purpose of this study is threefold:

- 1) What demographic factors (age, ethnicity, socioeconomic, and first generation) of Latinas are associated with the life story elements (identity, adaptations, motivation, and relationships) that impact career goals?
- 2) What experiences (identity, adaptations, motivation, and relationships) shape career choices of Latinas?
- 3) How does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges?

My research study follows the life story method. We will be conducting personal interviews with female subjects that are members of ALPFA. It is anticipated that the interview will require about 60 minutes of your time. Your name will be coded so that your responses will be confidential. All individuals that participate in this study will receive a copy of the findings if interested.

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 help. If you have any questions or concerns about this study, please do not hesitate to contact me.

Best regards,

Elena Einstein

Graduate Student, Pepperdine University

## APPENDIX F

## Executive Research Proposal Summary

**Elena Einstein****Doctoral Candidate, Pepperdine University****Title:** Active Engagement in Professional Trade Associations and Career Outcomes: An Exploratory Study of Latina Career Women**Problem:** The research shows that women face various challenges as they advance in their careers. One reason for the barrier to advancement is that women lack in line experience (Oakley, 2000). Careers in functions that generate revenue generating such as finance or sales are typically required to advance the corporate ladder. However, women continue to find ways to advance their careers through formal education and mentoring. According to the U.S. Department of Education women earn almost 60% of associate and bachelor degrees. Yet, women continue to face barriers. For example, one barrier Catalyst (1998) suggests is the negative perception that women are not capable of working in corporate leadership roles or lack commitment to careers. Further assumptions are made that women are unwilling to relocate or travel for career advancement (Catalyst, 1998).**Purpose:** The purpose of this study is to explore the narratives of Latin women who are actively engaged in professional business trade associations and how participation impacts career outcomes. Further, this study will help provide insight into the strategies women employ to create balance in their lives to the demands of work, family and the community.**Research Questions:**

- 1) What demographic factors (age, ethnicity, socioeconomics, and first generation) of Latinas are associated with the life story elements (identity, adaptations, motivation, and relationships) that influence career goals?
- 2) What experiences (identity, adaptations, motivation, and relationships) shape career choices of Latinas?
- 3) How does active engagement in leadership roles and networking in professional business trade associations provide strategies for career advancement and improved career outcomes for managing work-life balance challenges?

**Proposed Methods:** This study will employ a qualitative methodology using the life-story framework (Giele, 2008). The intent is to focus on the participants experience from their individual perspective on their career goals, career choices, and the impacts of active participation in professional business trade associations on career outcomes, work-life strategies, motivation, and relationships. Semi-structured interviews will be used to gather information on the life experiences of approximately 15 female Latinas leaders within Association of Latino Professional for America.

The research has been approved by Pepperdine University and will ensure the safety of the participants, and their confidentiality.

**Goal:** This study intends to explore the benefits to career advancement as a result of active engagement and participation in professional business trade associations. Further, it will provide a definition of what is active engagement and provide advice that could assist women as they pursue their career aspirations including how professional business trade associations support work-life balance strategies. Furthermore, obtaining insight through the application of the life story framework (Giele, 2008) into how career focused women manage the challenges associated with work and life demands can be valuable as organizations establish recruitment and retention strategies to improve the number of women in leadership positions.

## APPENDIX G

## Approval for Human Subject Research



Pepperdine University  
24255 Pacific Coast Highway  
Malibu, CA 90263  
TEL: 310-806-4000

**NOTICE OF APPROVAL FOR HUMAN RESEARCH**

Date: October 22, 2015

Protocol Investigator Name: Elena Einstein

Protocol #: 15-09-039

Project Title: Active Engagement in Professional Trade Associations and Career Outcomes: An Exploratory Study of Latina Career Women

School: Graduate School of Education and Psychology

Dear Elena Einstein:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at [community.pepperdine.edu/irb](http://community.pepperdine.edu/irb).

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Katz, Vice Provost for Research and Strategic Initiatives



Pepperdine University  
24255 Pacific Coast Highway  
Malibu, CA 90263  
TEL: 310-508-4000

*Mr. Brett Leach, Regulatory Affairs Specialist*

APPENDIX H  
Pepperdine University Integrated Courses

<b>Term / Course #</b>	<b>Course</b>	<b>Professor</b>
<b><u>Fall 2012</u></b>		
EDOL 714	Organizational Behavior, Theory and Design	Dr. June Schmieder
EDOL 724	Ethics and Personal Leadership	Dr. Farzin Majidi
EDOL 755	E-Learning: Theory and Practice	Dr. Paul Sparks
<b><u>Spring 2013</u></b>		
EDOL 700	Leadership Theory and Practice	Dr. Farzin Majidi
EDOL 763	Program Learning Design and Evaluation	Dr. Linda Polin
EDOL 766	Research Design and Analysis	Dr. Kay Davis
<b><u>Summer 2013</u></b>		
EDOL 754A	Economic and Policy Systems	Dr. Farzin Majidi
EDOL 754B	International Policy Experience	Dr. Farzin Majidi
EDOL 758A	Consultancy Project	Dr. Andrew Harvey
<b><u>Fall 2013</u></b>		
EDOL 767	Qualitative Research and Analysis	Dr. Linda Polin
EDOL 734	Advanced Data Analysis and Interpretation	Dr. Shreyas Gandhi
EDOL 764	Consultancy Project	Dr. Andrew Harvey
<b><u>Spring 2014</u></b>		
EDOL 759	Law and Dispute Resolution	Judge John Tobin
EDOL 785	Contemporary Topics	Dr. José L. Santos
EDOL 765	Strategic Leadership and Management of Global Change	Dr. June Schmieder
<b><u>Summer 2014</u></b>		
EDOL 753	Leadership, Advocacy, Policy Development	Dr. Jack McManus
EDOL 757	Entrepreneurship	Dr. Vance Caesar
<b><u>Fall 2014</u></b>		
EDOL 787	Comprehensive Examination	Dr. Doug Leigh
<b><u>Spring 2015</u></b>		
EDOL 791	Dissertation Research	Dr. Margaret Weber



**Summer 2015**

EDOL 791 Dissertation Research

Dr. Margaret Weber

**Fall 2015**

EDOL 791 Dissertation Research

Dr. Margaret Weber

**Winter 2016**

EDOL 791 Dissertation Research

Dr. Margaret Weber

**Spring 2016**

EDOL 791 Dissertation Research

Dr. Margaret Weber