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Pepperdine University  
Graduate School of Education and Psychology

LEADERSHIP: THE ROLE OF MENTORING IN WORK-LIFE INTEGRATION

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

by

Sudonna Moss

December, 2015

Margaret Weber, Ph.D. – Dissertation Chairperson

This dissertation, written by

Sudonna Moss

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 Devotion to the Ancestors

## ACKNOWLEDGMENTS

To the committee.



## VITA

**Sudonna Moss****SUMMARY OF QUALIFICATIONS**

Seeking a position where passion for community involvement and service along with specialized doctoral training in organizational leadership will make a credible contribution.

- Recognized for the ability to motivate and influence others to excellence by gaining confidence, cooperation and trust
- Highly motivated professional with experience producing results
- Ability to employ a broad range of professional fundraising skills in collaboration with colleagues
- Entrepreneurial self-starter
- Creative thinker
- Experience managing highly capable teams using goal-setting

**EDUCATION**

Pepperdine University, Graduate School of Education and Psychology Los Angeles, CA

**Doctor of Education in Organizational Leadership**

May 2014

- Dissertation: *Leaders: The Role of Mentoring in Work-Life Integration*
- Research: *Social Impact on SB1070 – Immigration Reform*
- International Experience: Shanghai, Xian, Beijing and Hong Kong
- Domestic Public Policy Experience: Washington D.C. Governmental Institutions

Loyola Marymount University

Los Angeles, CA

**Master of Arts in Educational Leadership**

May 2005

Savannah State University

Savannah, GA

**Bachelor of Arts in Political Science**

December 1998

Minor: Mass Communications

Armstrong Atlantic State University

Atlanta, GA & Savannah, GA

**Teacher Certification Program**

December 1998

## PROFESSIONAL EXPERIENCE

- Rowland Heights Charter Academy Rowland Heights, CA  
**Principal** February 2013 – Present
- Shaped a vision of academic success for all students based on high standards
  - Created a climate hospitable to education in order that safety, a cooperative spirit and other foundations of productive interaction prevail
  - Cultivated leadership in others so that teachers and other adults assume their roles in realizing the school vision
  - Improved systems to support teachers to teach at their best and students to learn at their highest potential
  - Managed data and processes to foster school improvement
- Mayor Elect Eric Garcetti Campaign Los Angeles, CA  
**Fundraising Host & Phone Bank Staff** April 2013 - May 2013
- Served on host committee for *African American Women for Eric Garcetti for Mayor Reception* to raise funds for campaign awareness
  - Conducted 100+ phone calls at the South Los Angeles Phone Bank, endorsing Eric Garcetti
  - Disseminated candidate platform information, clarified questions and secured voter support for upcoming election
- Pepperdine University, Graduate School of Education and Psychology Los Angeles, CA  
**Technology Department - Graduate Staff** May 2012 - Present
- Provide IT support to faculty and staff across five university campuses
  - Trouble shoot technical issues ranging from hardware malfunctions to software updates and installations for faculty and staff
  - Coordinate and set up audio visual equipment for educational presentations and special events
  - Handle inventory requests, video conversions and computer re-imaging
- Geoffrey H. Palmer Center for Entrepreneurship Los Angeles, CA  
**Graduate School of Education & Psychology Project Member** May 2011-September 2011
- Worked in conjunction with Pepperdine University School of Law and the Geoffrey H. Palmer Center for Entrepreneurship to develop a microfinance program in partnership with the Union Rescue Mission for clients interested in starting small businesses
  - Acted as liaison between Union Rescue Mission and their clients to assist in the conception and development of their own private businesses
  - Participated as Teaching Fellow for instructional component of program for teaching experience and interpersonal skills

- Served as Coach for individual microfinance borrowers from homeless population to empower career success and financial independence

The Spirit Speaks

Southern California and Georgia

**Founder/Retreat & Conference Coordinator**

February 2007 – Present

- Organized and led yearly women's retreats and day conferences in Southern California and Georgia for 100+ participants so they could regain awareness and emotional/spiritual balance
- Counseled individuals and groups between 50-75 women per year of diverse backgrounds and ages (17-85) on personal, familial and marital issues
- Fiscal responsibilities; disbursement of funds to venues and speakers for their contribution to the event
- Coordinated guest presenters, preachers and wellness care specialists to provide holistic experience for women seeking to regain balance in their lives
- Conducted motivational speaking engagements for diverse audiences of churches, corporations and universities

Emmanuel and Bethel AME Churches and  
Ruach Christian Community Fellowship

Los Angeles, CA

**Outreach Ministries Leader**

August 2001 – Present

- Distributed food and clothing resources through Missionary Societies to help underserved communities and homeless population
- Coordinated toiletries and toy drives for homeless populations during the holiday seasons
- Assisted in planning meetings for support groups of recovering addicts
- Provided educational tutoring sessions for K-12 students to increase test scores and students' success rate
- Organized special programs for nursing home residents to reduce depression and loneliness of patients
- Organized monthly women's fellowships

Georgia Department of Labor

Savannah, GA

**Career Specialist – Jobs for Georgia Graduates**

August 1999 - August 2001

- Conducted trainings on career goal setting, job search strategies, interview skills and resume writing for over 60 high school seniors from underserved communities at Savannah High School
- Recruited all participants through informational meetings and motivational discussions
- Provided specialized guidance for students to ensure successful transition from high school to the work force or military enlistment
- Coordinated with businesses in the area to present to students, donate to the program, or offer job opportunities

Savannah High School, Windsor Forest High School, Savannah & Hazlehurst, GA  
and Jeff Davis High School

**World History Teacher – 10<sup>th</sup> - 12<sup>th</sup> Grade**

**Student Government Advisor**

**International Business Organization for Women Co-Advisor**

**Substitute Teacher**

August 1995 - June 1999

- Taught classes of up to 40 students in urban and rural schools, including curriculum development and classroom management
- Empowered student government leaders to practice shared governance by ensuring that all students had a voice and were involved in development and implementation of new initiatives
- Co-advised Z Club for Zonta, International for 9<sup>th</sup> – 12<sup>th</sup> grade girls to encourage community service

### **CONFERENCES/PRESENTATIONS**

9<sup>th</sup> Annual Hawaii International Conference on Education, January 2011

**Presentation:** *Leadership Views from Philanthropic Leaders*

## ABSTRACT

The purpose of this phenomenological research was to review the literature and investigate the role of mentoring in work-life integration. The study also raised further awareness about women's identity, relational style, drive, motivation and adaptive styles. The findings indicate that mentoring and mentoring relationships are meaningful and effective when implemented. The study allowed for a greater insight into who the chosen mentors were and what they did professionally. Additionally, the narrative life-course framework was utilized for interpretation of results.

## Chapter One: Introduction

According to the United States Department of State (2015), there is a total count of 195 independent countries. Women head the leadership of 17 of those independent countries. Globally, women occupy 20% in parliament. According to Sheryl Sandberg's popular 2010 TED Talk, *Why We Have Too Few Women Leaders*, in the United States, women became 50% of the college graduates during the early 1980s. Since the early 1980s, there has been an increase in women earning collegiate level degrees, accepting entry-level jobs at the lowest level in an organization intended for people who are new to a job and beginning a subject and entering more disciplines formerly dominated by men. At the top of Corporate America, the advance toward a marked contrast in improvement for the standing of women has yet to be realized. Over the past 10 years, the rate of progress has been indistinct.

Out of all Fortune 500 CEOs, women only account for 21 of those positions. On a national level, women comprise 14% of executive officers, 17% of board seats and 18% of elected congressional officials. For women of color, these numbers decrease even more to four percent of highest corporate jobs, three percent of board seats and five percent of congressional seats. Although comparatively women surpass men in attaining an education, women are nonetheless not making headway at the uppermost of many industries. In our global and expanding society, women's voices need to be equally heard. Decisions that affect our world need the voice of women as well as men.

In her book *Lean In*, Sheryl Sandberg (2013), who is the Chief Operating Officer at Facebook, notes that 30 years after women became 50% of the college graduates in the United States, men still dominate leadership positions. Business, commerce, trade, engineering, production, administration and management are all led by men in the highest positions.

According to Sandberg, women have inconsequential significance in the decision making process. *Lean In* highlights reasons for the hindrances women face in progressing towards attaining pinnacle leadership roles.

Popular and academic literature suggests there are beneficial advantages of mentoring relationships (McKeen & Burke, 1995). Professional women leaders who are endeavoring to advance in efforts and achievements, make turnover changes and expand their direction, destination, or position are typically driven by a sense that they are doing what is right for themselves, their families and their organizations (Kotter, 1996). Professional women leaders, who choose to mentor other women, provide great encouragement. According to Kotter (1996), mentors supply an intense benefit to humanity by helping other people conquer unpleasant feelings of anxiety or apprehension caused by the feelings of fear in ideas, thoughts, or other entities and expand the leadership capacity in their organizations.

Generations of women have experienced this same issue of time pressures as it relates to work-life integration (Muna & Mansour, 2009). Having a mentor is one way to fare powerful and stressful demands (Mickel & Dallimore, 2012). One's time, attention and energy are all clear requests, which are difficult to deny. Pressures of work-life integration affect thoughts and behavior in powerful ways (Gurvis & Patterson, 2011). Mentors can help one achieve their objectives (Klasen & Clutterbuck, 2012). Among the challenges faced by professional women leaders are the intertwined issues of reversing the wage gaps and restructuring gender roles and expectations (Webster, 2010).

This study proposes to discover more about the role of mentoring in women's lives in regards to work-life integration, which includes appropriate prioritizing between work and home life. Behaving in a respectable or socially acceptable way to fulfill all expectations and criteria

between work and home life is an assumption of proper work-life integration propriety. It is possible that several of the subjects which are of central importance as topics for discussion that revolve around work-life integration will materialize. These issues could include, among others, interpersonal relationships and stress related medical conditions (Nixon, Mazzola, Bauer, Krueger, & Spector, 2011). There are many professional women who are emotionally overpowered by the realities of consistent stress (Bolen, 2009). In these instances, a mentor could serve as a valuable resource for women faced with this plight (Gavin, Gavin, & Quick, 2012). The dynamics of worry, nervous tension and societal pressures multiplied by common daily stressors can leave many women drained and counterproductive when it involves work-life integration concepts (Posen, 2013).

There is a credible, collective, wisdom associated with work-life integration mentoring (Munro, 2009). Detailed strategies and distinctive action items are necessary in the work-life integration mentoring process (Potgieter, 2011). Mentoring has grown over the past decade (Hester & Setzer, 2013). Of particular interest have been women-to-women mentoring. A women-to-women mentoring approach is making advancements across the nation. Growth of formal women-to-women mentoring has surpassed the research (Green-Powell, 2012). Integration occurs when a woman's professional life and personal life produce a harmonious whole (McGee-Cooper, 2011). When integration is in play, no portion of a woman's life is disproportionately highlighted at the expense of any other part. Additionally, integration is a sound state of mind (Sethi, 2009). It is a state of mental stability. In this conceptual state, choices and decisions can be rationally made (Drucker, 2013). This preferred state can cause choices and decisions to be more advantageous for all involved.



This study examined women who are using mentoring as a strategy for work-life integration. Women who do not have integration have a smaller amount of gratification and have elevated peaks of enervation (Allen, Herst, Bruck, & Sutton, 2004). Yet, there are women who are using approaches such as mentoring which lead to integrated, rewarding lives (Barnett & Cahill, 2013). To achieve this integration, individual coping efforts should be implemented (Burke, 2004). Managing strategies differ among women. Discipline and coping in difficult situations vary among women (Zwicker & DeLongis, 2011). This variation could be a result of different conditions and consequences including, but not limited to, upbringing or social class.

Mentoring appears to be a powerful strategy in the lives of women. There is an instinctive awareness that stimulates women to believe that the work-life integration platform must be perfect (Silverstein, Sayre, & Butman, 2009). Some women have been led to believe that their daily roles, on the work-life integration platform, must be fulfilled without any faults. Women are often excessively and unfairly criticized. Society in general, family members with unrealistic expectations and corporate interests with opportunistic outlooks can all express unjust disapproval. These realities can potentially lead to an unhealthy manner of living.

### **History and Background**

According to Rios and Longnion (2000), frequent procurement to informational networks and organizational systems that are required for success are limited. Perceived personal shortcomings can also be viewed as deficient performance. Challenges can call many things into question. Challenges also demand an explanation, justification, or proof of evidence. Women can be and are often, challenged with career concerns. These matters may include weighted workloads, insecurities, or family dealings. Public career matters, coupled with personal duties at home, can leave many women frustrated. These feelings of exasperation are capable of leading

to discouragement and dissatisfaction. Already unpleasant conditions can worsen their psychological state, attitude, or mood at any specific time.

Women who have been successful in balancing work-life integration dynamics should seek to help other women who also need similar work-life integration support. Many women may share comparable quandaries but not necessarily identical ones. Dilemmas can leave women in a state of uncertainty or indecision as to what to do in a difficult situation. The concept of mentoring is relatively simple; when you are successful you give back so others can also become successful (Karakas, 2010). More women are now realizing that there is a value-added component to helping each other succeed.

### **Statement of the Problem**

Through the empirical lens, there appears to be a need for implementing women-to-women mentoring. This process of mentoring could encourage women to stay in the workforce longer and to achieve greater success with work-life integration. Often, women leave the workforce too early, i.e., without realizing their full potential or without realizing significant strides in their field. Some women are finding themselves degreed with no prospective career outlook. In addition, there are those whose progress is hindered because they lack professional development, through their own organization, as well as on the job training (Zerzan, Hess, Schur, Phillips, & Rigotti, 2009). As a result, growth and potential are both thwarted.

Mentoring can positively influence women at any stage in life. There is an immense need for mentoring in the complex phase of work-life integration. Work-life integration mentoring requires responsibility on both parties involved. There must be a strong commitment to the responsibility of mentoring by both mentor and mentee (Zerzan et al., 2009). Work-life integration mentoring provides a needed system of accountability and can lend itself to

improving the welfare of women. The general well-being of women can benefit from work-life integration mentoring.

### **Statement of the Purpose**

This study seeks to find the strategies that women implement into their lives to obtain equilibrium. By studying the narratives of these selected women, this study gains insight regarding the proactive and reactive strategies that women utilize in their dual roles. In addition, the purpose of this study is to determine what impact, if any, mentoring has on the work-life integration of women. With increasing lifestyle demands, it is becoming difficult to manage both careers and family life (Karakas, 2010).

There are, however, steps women can take to close that gap. There are ways of achieving a better work-life integration building block. One idea would be to develop and implement a relationship with a work-life integration mentor. Women are learning that it is safe to ask others for help and best practices on how to manage the work-life integration process well (Bordas, 2012).

Goal setting during this process will add significantly to success (Green-Powell, 2012). Goal setting is a way of developing and effectively meeting priorities. Mentoring can be a means to develop those attributes that are of greatest importance. Mentors may help women to more efficiently structure their roles and responsibilities (Karakas, 2010). Once roles and responsibilities are established, focus can shift onto what is most relevant.

### **Research Questions**

The researcher examined the issue of work-life integration using the concepts of mentoring. The questions for this proposed study are as follows:

1. How does the role of identity differ for women leaders who have mentors as opposed to those who do not have mentors?
2. How do motivational goals differ among women leaders who have mentors as opposed to those who do not have mentors?

### **Significance of the Study**

This study is significant in that it aims to contribute to the current body of literature, as well as future studies and schools of thought attempting to examine or explain the relationship between mentoring and work-life integration for the women of the world. Ultimately, this study is aimed at raising the awareness of balancing work-life ethics and with that consciousness, increases the responsiveness of the need to develop meaningful mentoring relationships for that same purpose (Green-Powell, 2012).

Mentoring can be a valuable method of reaching higher career levels and gaining greater access to resources. Women who are involved in work-life integration are also fortified when there is a strong base of support in friends, family, neighbors and co-workers who are willing to help when needed. Work-life integration is a topic of increasing interest and recurring dialogue. The realism is that many women are facing on-going competition for their energy and time (Bolen, 2009). The question might ask how mentoring can be instrumental in a high paced society how can women have both meaningful work experiences and good health? Moreover, how is it that we can best utilize mentoring relationships to examine the lives of women for work-life integration? Work-life integration involves contributing effort equitably in terms of the extent of time and energy amid work and personal life (Karakas, 2010).

### **Key Definitions**

The following definitions are used throughout this dissertation.

- Adaptive Style: The innovative versus traditional manner in which a person adjusts to his/her setting (Giele, 2008)
- Concept: A concept is an idea of something formed by mentally combining all its characteristics or particulars; a construct.
- Guide: Mentors act as guides by sharing their own wisdom and past mistakes. Mentors help individuals being mentored to develop problem-solving skills and set realistic goals.
- Identity: The manner in which the study participant views and portrays herself to others, such as being different versus conventional (Giele, 2008) Identity is associated with a person's location in time and space and cultural milieu (Giele, 2008)
- Interviewee: A person who is interviewed.
- Interviewer: A person who interviews.
- Leader: A leader is anyone willing to help (Burns, 1978).
- Leadership: A process whereby an individual influences a group of individuals to achieve a common goal and transform them in the process (Northhouse, 2004).
- Mentor: A mentor is a wise and trusted counselor or teacher, an influential senior sponsor or supporter. A mentor is a catalyst in the development of a future leader (Doyle, 2000).
- Mentoring: Refers to coaching and transferring knowledge to develop others.
- Motivator: Mentors perform the role of motivator when there is a need to motivate an individual being mentored to complete a difficult task or pursue a goal. Through encouragement and support mentors can motivate individuals to succeed.

- Narrative Life Story Framework: A focus on the following four themes: identity, adaptive and relational style and motivation are based on the four life stages: (a) Pre-Adolescent, (b) Adolescent, (c) Adult – Current, and (d) Adulthood – Future (Giele, 2008).
- Participant: A person or group that partakes.
- Protégé: A person under the patronage, protection, or care of someone interested in his or her career or welfare.
- Relationship: A relationship is a connection, association, or involvement.
- Role Model: The mentor is a living example of how to live. The individual being mentored will learn how the mentor handles situations or interacts with others.
- Supporter: The role of supporter requires the mentor to establish a lasting and open relationship with the individual being mentored. The mentor must stress confidentiality and show respect by listening carefully and attentively to the individual being mentored.
- Women Leaders: Females that are esteemed by their peers or colleagues for their abilities, knowledge and/or ethics, which can be demonstrated by a title, awards, publications, public speaking, educational degrees or position within an organization/community
- Work-Life Integration: A comfortable state of equilibrium achieved between an employee's primary priorities of their employment position and their private lifestyle. Most psychologists would agree that the demands of an employee's career should not overwhelm the individual's ability to enjoy a satisfying personal life outside of the business environment.

### **Limitations of the Study**

It is worthy of consideration to perhaps give mentors and mentees a given time line to determine how long the mentoring relationship should last. The duration, the period of time that the mentoring relationship lasts, should help to determine which goals can realistically be accomplished within the given confines (Orland-Barak & Hasin, 2010).

Without a pre-determined ending date, mentors and mentees may discover that the mentoring relationship has outlived its usefulness to exist (Okurame, 2012). If the ability to produce the desired results or the ability to reach the accepted principles or standards of a mentoring relationship concludes, then the benefit has also likely ceased (Helms & Rogers, 2011). If participants, however, want to continue a relationship beyond the designated time frame specified, especially if there is a dearth of new ideas, it is most likely that a successful friendship relationship has ensued more so than a professional relationship (Ensher & Murphy, 2011). It has yet to be determined if there are benefits for either mentor or protégé as the relationship continues on a different level with a different purpose.

This type of study is time consuming. Had it not been for the keen interest of work-life integration subject matter, the process of intense study could potentially be tedious for the researcher. Some professionals may take an apathetic approach to work- life integration issues. However, this researcher finds the subject matter to be stimulating and of great interest. This natural curiosity caused the researcher to engage in careful thought and deeply reflective thinking of the subject matter during the study. Additionally, the researcher showed special regard and concentration during the process (Judge et al., 2009).

This study is limited to women leaders only regardless of age, race/ethnicity and socioeconomic status as categorical variables. Distinguishing characteristics, which define each

woman, however, is different. Common classifiers are ethnicity, level of education, age, and seniority in their organization or number of siblings in the biological family. It is presumed that the women who were interviewed answered the questions with forthrightness. It was desired but not guaranteed that the women interviewed spoke in a direct manner with an honest style. The researcher believes that effective mentoring implements multifarious mentoring strategies.

### **Benefits of Mentoring Relationships**

The one benefiting from the mentoring process is the mentee. Some scholars believe that there is a prospect for development for both parties, the mentor and the mentee, in a mentoring relationship (Daloz, Keen, Keen, & Parks, 1996; Hansman, 2002). Additionally, in relating to both the psychological and the social aspects, mentoring can aid in the advancement of both the mentor and the mentee. While mentees enjoy very diverse and different components of mentoring, mentors could also benefit. These advantages, for both, include higher confidence levels, higher self-efficacy and stronger conviction. Concentrated reflective thinking and communiqué, along with feelings of contentment, all influence the next generation (Dubois, Holloway, Valentine, & Cooper, 2002; Rhodes, 2005).

Traditional mentoring relationships are those caring, learning alliances that happen naturally and evolve from a formative relationship of mutual respect and trust. Mentoring encompasses the expectation of creating a relationship of mutual respect where the experienced mentor provides support, advice and challenge to the inexperienced (Haggard, Dougherty, Turban, & Wilbanks, 2011). Efficacious mentoring, which has the power to produce a desired result most especially an improvement, pilots countless constructive outcomes. Among these marked effects are augmented competency levels, adeptness, proficiency and professional individuality related to career satisfaction (Hansman, 2002). Traditional mentors focus on long-



term goals lasting for an extended period of time. Traditional mentors allow mentees autonomy to discover, investigate, search and examine (Haggard et al., 2011). Mentors provide counsel and share their wisdom and erudition. Also, mentors are coaches. Mentors help mentees take responsibility for his/her skills and behaviors (Lee, 2010). This type of assistance helps to guide mentees to increased self-esteem and greater self-perceived intellectual growth (Burke, 2004).

Mentoring is a key component in the process of change (Karakas, 2010). Mentoring helps to keep individuals focused. Life management and coping skills gained through mentoring build self-confidence. In this certainty, mentees gain a conviction and belief in themselves (Lee, 2010).

### **Summary**

Research shows that strong mentoring relationships can help women become leaders in their work, partners in their homes and champions to other women. Solid mentoring relationships, which provide ample support, can transform ambitious challenges into successful endeavors (Allen et al., 2004). In model mentoring relationships, which are substantial, the vital leadership of women can be unleashed and supported throughout all sectors of society.

The findings from this study are suitable to generalize for a larger population. This study will be enlightening to all supporters and skeptics of the work-life integration dynamic. In this study, clarifying information, free from prejudice, is presented. As a practitioner of work-life integration and an advocate for the same, this researcher's study focused on mentoring, as praxis, for strategically achieving work-life integration.

It is the belief of this researcher that there are many benefits of living a life of integration between work and home. Further, it is commonly accepted that living a life of integration has a

good effect and promotes overall well being. This research benefited from an injection of new ideas, reflections and projections from the interviewees.

Because of the significant implication of work-life integration, Chapter Two reviews the literature on the history of women and mentoring in the work-life integration dynamic. This background will create a context for the study to take place. Chapter Three focuses on the methodology and implementation of this research study. It explains how the data was collected and analyzed. It also expresses plans for any findings and future studies. Chapter Four is a summary of the findings. Chapter Five is the final presentation of findings and recommendations for future studies.

## **Chapter Two: Literature Review**

Chapter Two focuses on the research literature centered around women in leadership and organizational leadership, as it specifically relates to mentoring practices for overall well-being and integration in the work-life integration arena. Chapter Two includes the following topics for examination: (a) Introduction, (b) Historical Background and Context of the Problem, (c) Theoretical Context, (d) Life Course Framework, (e) Development of Mentoring, (f) Advantages of Mentoring, (g) Women and Mentoring, (h) Women and Work, (i) Men and Mentoring, (j) Peers and Mentoring, (k) Misconceptions in Mentoring, and (l) Summary.

1. How does the role of identity differ for women leaders who have mentors as opposed to those who do not have mentor?
2. How do motivational goals differ among women leaders who have mentors as opposed to those who do not have mentors?

An organized study of the literature was achieved through a methodical investigation into the subject matter used to discover facts, establish theory and develop a plan of action (findings) based on the facts revealed. This organized study and review of literature cited articles, peer reviewed journals, books, theses and dissertations. This study investigates the work-life integration dynamics of women in various organizational leadership capacities.

The study seeks further to examine the perceived role of mentoring and achieving a personal sense of work-life integration among the interviewees. This chapter places a premium on leadership, mentoring and work-life integration.

### **Historical Background and Context of the Problem**

One traditional account of mentoring can be retraced to Greek Mythology (Colley, 2001). Specifically, it can be routed to Homer's *Odyssey*. The legend is a literary narrative about King

Odysseus. King Odysseus is about to go to war (Thompson, 2013). He is leaving his beloved son, Telemachus, with his dear friend Mentor (Quaranta, 2009).

Mentor is an older, wiser, paternal figure acting as a trusted advisor (Wren, 1995).

Mentor is both caring for and training Telemachus by sharing his knowledge, experience and wisdom. The term *mentoring* itself comes from a Greek word meaning *enduring* and the term *protégé* is from the French verb *protéger* meaning to protect (“Mentorship,” 2015).

Homer’s epic story has provided a means of support for alternative interpretations (Ryken, 2013). This establishment of meanings represents the wider history of mentoring that is conceived. For example, feminist writers would contend that it was the Goddess Athena in the poem that represented the active mentoring role as she was a self-sacrificing and inspirational character and did not take the directive, more controlling role of Mentor (Colley, 2001). Other authors suggest that the custom of mentoring dates from much earlier than Greek mythology (Matthews & Matthews, 2013).

These writers suggest that there is mounting substantiation that the gradual ascendancy of modern man over other related species was an outcome of passing down perspicacity from generation to generation (Banko, 2010). According to some scholars, from Homer to the new millennium, very little has changed in terms of mentoring (Banko, 2010). However, other researchers would argue that despite the tendency to portray mentoring as an activity, which has endured since Homeric times, for much of human history its forms have been submerged in other relationships (Colley, 2001). In various cultures and eras, namely those relating to religion or believing in a higher being and the long established trade/craftsman/apprenticeship professions associated with commerce industries such as the activities of buying and selling, several different types of significant connections that involved mentoring activities were based on those

influential customs (Colley, 2001). Mentoring has its strong roots in the apprenticeship system (Monaghan and Lunt, 1992). Through these relationships, mentoring has become chiefly characterized as a parental type of relationship between a more experienced person and a developing individual (Jerry, 2013).

Another traditional account of mentoring can be traced to African Culture (Khomba & Kangaude-Ulaya, 2013). The word Sankofa is coined in Akan (Bisschoff, 2013). Akan is the ruling language of the Ashanti Empire (Asante, 2013). Akan is the most prominent language of Ghana (Amenga-Etego, 2013). The origination of Sankofa is resultant from the words SAN (Return), KO (go), FA (look, seek and take; Erk, 2013). Sankofa symbolizes the Akan's journey in pursuit for knowledge with the association that the quest is based on essential consideration and intellectual enquiry (Evarts, 2013; Facione & Facione, 2013). Sankofa is an Akan word that means, we must go back and reclaim our past so we can move forward; so we understand why and how we came to be who we are today (Wheeler, 2010). The literal translation is, to go back and get it (Baker, 2013).

The legendary symbol of Sankofa is established on a fabled bird that flies and soars forward with its head directed backwards (Quan-Baffour, 2012). The conviction embodied in this widely held belief is that history, what has happened in past events of a period in time or development, functions as a benchmark for creating the future (Okrah, 2013). "The Akan believe that there must be movement with times, but as the forward march proceeds, the gems must be picked from behind and carried forward on the march" (Collective of Black Artists, n.d., para. 4). In the Akan military system, the symbol signified the rear guard, the section on which the survival of the village and the defense of its heritage depends (Graves, Riordan, & MacDonald, 2012).

It is the belief of Sankofa that no one should be left behind (Deckman, 2013). The theory of Sankofa is looking back to go forward (Henry, 2013). Sankofa is about empowering people to be self-sufficient (Bordas, 2012). The African-centered approach of Sankofa, is to evoke self-determination through education, training, preparation and advocacy (Dyson, 2012). Collective work and responsibility are also components of the Sankofa model (Erk, 2013).

### **Theoretical Context of the Study**

Leadership literature from the 1980s to the early 1990s primarily focused on men (Mendenhall, 2013). Current literature includes women and female characteristics related to leadership (Alimo-Metcalfe, 2013). As women reach advanced leadership positions, research linked to leadership styles and characteristics progresses to expound on gender divergences (Hays & Kim, 2012). Traditional roles for women have been revolutionized. In the past 30 years, there has been a radical change in method and approach as to how women have been transformed (Clegg & Dunkerley, 2013).

Improvements have been made as society has removed outdated, ineffective and unjust practices and unacceptable ways of viewing women in leadership capacities (Rizzetto & Kornfield, 2013). Unfortunately in influential, dynamic leadership roles, women are still the marginal element (Silvestri, 2013). As a whole, it would serve women in leadership well to mentor and influence other women in the attainment of their individual aspirations, including purposes and goals and lead collectively in any organization (Wajcman, 2013). It is expected that the landscape and general situation for women in leadership will continue to improve as women mentor other women (Silvestri, 2013).

According to Rezvani (2010), the leadership style of women differs from the leadership style of men. Today's organizations prefer leaders with a combination of hard and soft skills.

Women in leadership often find themselves with limited access and information (Rezvani, 2010). Riggio (2010) cited Eagly and Johannesen-Schmidt's (2001) study in which the authors argue women possess leadership traits associated with success to a greater extent than their male counterparts.

Eagly and Johannesen-Schmidt (2001) also maintain that women are more transformational in their leadership style than men. Women are more focused on developing their followers (Jordan, Brown, Treviño, & Finkelstein, 2013). Women in leadership listen more intently and motivate others to be forward thinking (Hayes, 2013). In essence, women can be considered to be more inspirational than men (Annis & Gray, 2013). Moreover, it is widely believed that women are more ethical than their male counterparts (Jordan et al., 2013).

Seemingly, women conform to accepted standards, agreed upon principles and correct moral conduct more readily than men (Dunn, 2012). Riggio (2010) finds transformational leadership exceptional and agrees with Bass (1985) – who developed the current transformational leadership theory, that in the future it will be expected that women leaders will be more prominent as a result of the prevailing influence of being better suited to existing 21st century leadership than men. Bass (1985) submits that executive men have a general apprehension with their female counterparts. Notwithstanding, women still have yet to overcome many barriers. There are, nevertheless, hindrances that prevent progress and impede success. Women at the zenith of Corporate America and leadership roles are still a rare occurrence (Eagly & Johannesen-Schmidt, 2001).

According to Lips (2008), people respond differently to male and female leadership. Although organizations have advanced in development and complexity women in leadership are still held to higher standards than are their male counterparts. Lips (2008) maintains that men

and women should be aware of differential expectations. Whether this consciousness stems from having knowledge from personal observation or whether it is from having been told about the disparity, it must be acknowledged that this inequality exists (Dunn, 2012).

According to Wajeman (2013), there is a poignant difference in organizational leadership status between men and women. The disparity is based on unequal opportunity and treatment centered on gender (Silvestri, 2013). Many women leaders are equally as competent as their male equivalents. According to Lips (2008), external endorsements and validation are necessary for women to gain acceptance into leadership roles. Validation from outside sources, commonly referred to as sponsors, is important in order to achieve desired results (Appelbaum, Habashy, Malo, & Shafiq, 2012).

Elder and Giele (2009) present four dynamics which contribute to an individual's behavioral system: (a) historical and cultural, (b) social relationships, (c) personal motives and (d) timing and adaptation to major life events. Historical and cultural is coded as *identity*. Identity methodically examines a person's milieu: the surroundings or environment that somebody lives in and is influenced by. The social relationships factor is coded as *relational style*. Relational style expressly involves relationships (Olver, 2013).

Relational style is assiduously shaped by one's loyalties and social circles (Kitsuse, 2009). The personal motives section is coded as *motivation*. The cognitive forces behind motivation activate the direct behaviors of work achievements and successes (Raelin, 2010). The timing and adaptation section is coded as *adaptive style*. The application of adaptive style reconnoiters the ability to make adjustments or change.

The scholar practitioner who relies on life course consolidates ethics, social networks, motivation and the adaptive style of a person as the conceptual framework for explaining the



differences in the life outcomes (Elder & Giele, 2009). The subsequent stage is to apply both inductive and deductive studies. The inductive stage is the process of inducing feelings and ideas (Vacharkulksemsuk & Fredrickson, 2013). It is in the inductive state where themes begin to emerge (Vacharkulksemsuk & Fredrickson, 2013).

The deductive stage is empirical and based on observation versus theory (Bendassolli, 2013). It is in the deductive stage where differences and similarities among the life stories will materialize (Rosile, Boje, Carlon, Downs, & Saylor, 2013). According to Elder and Giele (2009), perspicacity is essential to identify major themes that link the participants' origins to their life outcomes.

### **Life Course Framework**

The life-history interview process appears to be well respected and widely used in this area of research. Gerson (1985) used this design to study women facing hard choices about work and family. Blair-Loy (2003) used this method in a study of competing devotions. Stone (2007) used it in a review of women who opt out of their careers. This method considers the choices a woman makes within the context of her work and family histories prior to those decisions.

The life-course approach, also known as the life-course perspective or life-course theory, refers to an approach developed in the 1960s for analyzing people's lives within structural, social and cultural contexts. Origins of this approach can be traced to pioneering studies as Thomas and Znaniecki's "The Polish Peasant in Europe and America" from the 1920s or Mannheim's essay on the "Problem of Generations." The life-course approach examines an individual's life history and sees, for example, how early events influence future decisions and events such as marriage and divorce, engagement in crime, or disease incidence. A life course is considered a "sequence of socially defined events and roles that the individual enacts over time" (Giele &

Elder 1998, p. 22). In particular, the approach focuses on the connection between individuals and the historical and socioeconomic context in which these individuals lived (Giele, 2008). The method encompasses observations including history, sociology, demography, developmental psychology, biology, public health and economics. So far, empirical research from a life-course perspective has not resulted in the development of a formal theory.

Life-course theory, more commonly termed the life-course perspective, refers to a multidisciplinary paradigm for the study of people's lives, structural contexts and social change (Giele, 2008). Life-course theory directs attention to the powerful connection between individual lives and the historical and socioeconomic context in which these lives unfold. As a concept, a life course is defined as a "sequence of socially defined events and roles that the individual enacts over time" (Giele & Elder 1998, p. 22). These events and roles do not necessarily proceed in a given sequence, but rather constitute the sum total of the person's actual experience. Thus, the concept of life-course implies age-differentiated social phenomena distinct from uniform life-cycle stages and the life span. Life span refers to duration of life and characteristics that are closely related to age but that vary little across time and place (Gurvis & Patterson, 2011).

In contrast, the life-course perspective elaborates the importance of time, context, process and meaning on human development and family life. The family is perceived as a micro social group within a macro social context—a collection of individuals with shared history who interact within ever-changing social contexts across ever increasing time and space (Bengtson & Allen, 1993). Aging and developmental change, therefore, are continuous processes that are experienced throughout life. As such, the life course reflects the intersection of social and

historical factors with personal biography and development within which the study of family life and social change can ensue (Elder, 1985).

### **Development of Mentoring**

Today, we think of a mentor as someone who is both a counselor and a teacher and who instructs, admonishes and assists a mentee (or the protégé) in attaining success (Huckaby, 2012). Mentoring has become a popular topic of research since the mid-1970s. Bozeman and Feeney (2007) define mentoring as a means of imparting, information and knowledge. Connected, also, to mentoring are psychological and social aspects such as social capital gains and support. These advantages must be meaningfully connected by the mentee to either personal or professional development or both. Huckaby (2012) maintains mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience and a person who is perceived to have less.

According to Vacharkulksemsuk and Fredrickson (2013), companies create mentoring programs in the workplace because they want to cultivate, retain and attract talented people, share the benefits of experience and keep ahead of the changing market conditions. Companies value adaptability, creativity and innovation (Annis & Gray, 2013). An effective mentoring program helps develop untapped potential to the benefit of the individuals and the business as a whole (Clegg & Dunkerley, 2013). Mentoring helps improve the achievement of individual performance targets and goals (Hayes, 2013). According to Raelin (2010) motivations for workplaces to establish mentoring programs could include:

- Development of new leaders
- Promote diversity

- Retention of valued employees
- Placement of high-potential individuals on a faster career track
- Reduce the fear or shyness factor between management levels
- Improve employees' technical knowledge
- Improve employees' leadership and managerial skills
- Enhance employees' career development

Research indicates that mentoring is one of the important factors in overall business success (St-Jean & Audet, 2012). Mentoring provides a safe, protected, learning community. The one who is mentored benefits from the mentor's experience through time compression without having to go through the trial and error of learning the same lessons.

In this respect, mentorship minimizes failures while allotting for experimentation with alternatives. Valuable lessons, knowledge, attitudes and recognition of opportunities are transferred in this way. According to Raelin (2010) successful corporate/workplace mentoring programs incorporate some, if not all, of the following attributes:

- Design based upon needs of the company and its employees
- Develops guidelines and support materials
- Prepares mentors and mentored for what to expect from the program
- Uses both periodic and ongoing evaluations
- Has executive and senior management support
- Has training sessions to ensure all parties understand the commitment involved
- Provides awareness training when working with individuals with disabilities
- Provides incentives that encourage and motivate

Once deemed an open-ended activity with no prearranged end, mentorship should now have agreed upon expectations, including how long the mentoring will last and how frequently mentorship meetings will take place. Additionally, it would serve as an advantage to have specified expectations, which can be easily modified with minimal difficulty (Ensher & Murphy, 2011). This standard of conduct or performance should be customary for both parties.

Mentorship requires both the mentee and mentor to work on an individualized development plan (Lim, 2009). Individualized development planning helps redefine meanings, expectancies and benchmarks. Consideration should be given to the following when creating a mentoring program (Huckaby, 2012):

- Eligibility: everyone, executive and/or management
- Creation: representatives from all
- Training: who will educate and prepare

Another consideration is to create a structure for the mentors and mentees. The structure should complement the program's purpose. Participants can be matched based on skills, topics they want to master, leadership, company culture, or networking goals (Huckaby, 2012). Coordinating mentees and mentors can also be accomplished in a number of ways either through committee or by allowing mentees to choose from a list of available mentors. Management is yet another consideration for the program.

It is important to gauge authority and exercise power but not limit or restrict the mentee during the mentorship process. Mentors can be charged with setting the agenda (Lips, 2008). It is also plausible that mentees and mentors participate in shared responsibility. In shared responsibility both parties accept equal responsibility for the outcomes (Kaltreider, 1997). It is desirable that both parties bring a fresh, outside perspective to the mentorship relationship.

It is paramount to remember that the mentee also brings vast knowledge to the mentorship relationship (Hayes, 2013). The quality of sharing adds to the richness of the mentorship experience. Both mentee and mentor should decide together what matters need attention, what the priority list is and personal motivations (Gurvis & Patterson, 2011). Another consideration is to remain receptive. Leadership stems from a variety of places.

In mentorship relationships, both parties are to be ready and willing to accept or listen to new ideas or suggestions (Lee, 2010). Mentoring can help integrate people when the workplace is growing. When the workplace is not growing it can help people make the next step in their career. That all mentorship relationships are good relationships is a misconception (Okurame, 2012). It may take more time and effort than originally perceived for the reaction of two people to each other, especially a mutual sense of understanding, to evolve (Lee, 2010).

Superficial differences that have little significance should not profoundly affect the mentorship relationship. The weighty benefits that are able to exert influence, of a serious nature, are those that should be considered. Evaluation is a crucial component of mentorship (Hays & Kim, 2012). There are a variety of methods to evaluate the many aspects of a mentoring program.

Evaluation is not about proving the success or failure of mentoring programs. Rather, it is the act of considering the mentorship to judge its value and quality (Kochan & Pascarelli, 2012). Additionally, in determining the importance, it is equally as important to remain amenable to feedback. Feedback, in the form of direct opinions about and reactions to, the mentorship program, is intended to provide useful information for future decisions and development.

Workplaces can create and develop mentorship programs. According to Baron (2013), specialized resources available include published materials, mentoring websites, diagnostic tools and professional consultants. Conferences provide a forum for the exchange of good practices and information. Evaluation of mentorship comes in many forms including the following:

- Goals-based evaluation: established to meet specific goals
- Process-based evaluation: established to understand how a program works
- Outcomes-based evaluation: established to understand if program is effective

The commitment involved in mentoring includes time, energy and obligation. There is also a component level of devotion and dedication embodying mentoring. Mentoring should be adaptable based on the needs of the individual participants (Payne-Jackson, Scott, Haynes, & Miller, 2010).

The different conditions and environs should be capable of being modified to suit changing purposes. The extent of time contributed by mentors is dependent on their availability and chosen level of participation (Lee, 2010). Mentors often determine the level of interaction, the combined reciprocal action, in mentorship.

The collaborationism, the act of working together with the mentor and mentee to achieve previously planned objectives, should also be a reliable element (Okurame, 2012). Both mentor and mentee should be able to be trusted to do what is expected or has been promised. Mentors often give mentees an inside look at career options.

Mentors also help mentees with skills needed to improve their success. Networking with other professionals helps to educate mentees with the work involved in their careers. In this regard, mentoring is designed to promote professional networking and gain career insight (Bell & Villarosa, 2009).

## **Advantages of Mentoring**

The recipient who receives the most benefit of the practice of mentoring is commonly known as the mentee. Scholars are now expounding that the mentoring relationship could be a development opportunity for both mentors and mentees (Daloz et al., 1996; Hansman, 2002). It is probable that mentoring relationships have the potential to foster psychosocial development (Ruiz, Ruiz, & Martínez, 2010). Mentees emerge from these mentoring relationships with greater self-assurance. Mentors, it has been determined, similarly benefit from enhanced self-confidence of their capabilities for reflective thinking and communication, as well as personal satisfaction of contributing to the next generation (Dubois et al., 2002; Rhodes, 2005).

Traditional mentoring relationships are those caring learning alliances that happen naturally and evolve from a formative relationship of mutual respect and trust. Mentoring encompasses the expectation of creating a relationship of mutual respect where the experienced mentor provides support, advice and challenges to the inexperienced (Judge et al., 2009). Effective mentoring can have many positive effects. Mentoring that ends with the intended results usually increase self-efficacy, productivity, professional identity and career satisfaction (Hansman, 2002).

Traditional mentors focus on long-term goals. Mentors provide a safe space for the mentees. Mentoring affords a supportive atmosphere in which to explore experiences, provide advice and share knowledge (Judge et al., 2009). Mentors help mentees take responsibility for skills and behaviors (Munro, 2009). This type of assistance helps guide mentees to increased self-esteem and greater self-perceived intellectual growth (Mason, 2012).

Mentoring is a key component in the process of change. Mentoring helps to keep individuals focused (Klasen & Clutterbuck, 2012). Life management and coping skills gained



through mentoring build self-confidence (Payne-Jackson et al., 2010). This type of support helps to build a strong sense of self.

### **Women and Mentoring**

Mentoring is entrenched in the rich history of apprenticeship (Bell & Villarosa, 2010). Historically, the role of apprenticeship has been male oriented (Lee, 2010). In this fast paced society of career and leadership development, mentoring is a valued art (Payne-Jackson et al., 2010). Although mentoring is one of the oldest and most fundamental pedagogical approaches, women have largely been mentored in traditional roles of homemaker (Bell & Villarosa, 2010). Mentoring is often associated with leadership roles – the mentor as leader (Okurame, 2012). Women frequently lack access to within profession and more frequently within department, mentors to help them clarify and maneuver within the unwritten rules of their profession's culture (Payne-Jackson et al., 2010).

In academia, women may find advancement more challenging, both academically and professionally, which cultivates a need for mentoring relationships (Casto, Caldwell, & Salazar, 2005). It has been supported in studies that female instructors are pivotal in women enrolling in atypical subjects for women and this has aided in some of the biases women fear (Bettinger & Long, 2005). Many studies have illuminated that female students are more likely to succeed with female mentors, in particular, Neumark and Gardecki (1997) found this to be accurate in female doctoral students.

Mentoring research has indicated a strong positive relationship between women and mentors in their career advancement as a result of having more barriers. In one study, there were significant differences in female ratings of goals and self-development in higher education than in males (Rosener, 1995). According to a longitudinal data set of 54,000 students, Bettinger and

Long (2005) asserted that there is a connection between female instructors and female student's choices in course selection and field of study. Review from organizations that have founded mentor programs for women and other underrepresented groups to advance in their careers is explained by Clutterbuck and Ragins (2002) and Blake-Beard (1999).

Women may have more family, organizational and interpersonal barriers to their hierarchical advancement than men do (Sattar & Siddiqi, 2010). Career support differs from psychosocial support for females. Career mentoring is mainly sponsoring a female in her hierarchical advancement through coaching and promoting her visibility to organizations (McGuire, 2012). Psychosocial mentoring incorporates friendship, emotional well-being and personal growth, including self-esteem and career advancement (Allen, Eby, Poteet, Lentz, & Lima, 2004; Wanberg, Welsh, & Hezlett, 2003).

Mentor career support appears to be related to career advancement more so than is psychosocial support (Allen et al., 2004). According to Sethi (2009) mentoring provides advancement in the workplace and advancement, for women, in academic settings. The benefits of mentoring include acquiring the knowledge and skills needed to contribute effectively in a field of study. The relationship between a female faculty member and a female student can help the protégé gain a greater awareness of the program's organizational structure and politics, as well as, add to the body of knowledge in the field.

Role modeling is important as faculty members model the role that graduate students are expected to learn (Blankemeyer & Weber, 1996). Women who are mentored frequently attest to higher ratings of career and life satisfaction. Additionally, women who are mentored report more rapid promotions and higher salaries (Ragins & Cotton, 1999). General benefits of mentoring include a continued relationship with the mentor, a greater understanding of the

nuances of the graduate school culture, constructive and supportive feedback and the opportunity to network with other students and professionals (Casto et al., 2005).

This section focuses on the research literature of theoretical and empirical work on leadership development. Leadership represents an integral element in the development and transformation of future leaders. Research denotes that leadership is one of the most commonly discussed subjects. Leadership dialogue is discussed among many including scholars, writers, and students, practicing leaders, educational institutions, government agencies, private industries and non-profit organizations.

According to Daft (2008), leadership describes an influence relationship between leaders and followers who determine to have real changes and outcomes. Daft's leadership method includes the following main elements: (a) influence, (b) followers, (c) intention, (d) shared purpose, (e) change and (f) personal responsibility and integrity. Daft (2008) contends that excellent leaders are also great communicators. Kotter (1990) defines leadership as coping with change and innovation. Kotter (1990) further explains that leadership focuses on the big picture, strategies that take calculated risk and the values of people. Kotter (1990) supports the idea that the most effective stories producing desired results and favorable impression are fashioned by leaders who influence their audience and move their hearts. According to Gardner (1995), the key to leadership is the effective communication of a story.

Sosik (2006) maintains that leadership contributes to the extraordinary organizational growth and high performance of individuals. Sosik (2006) demonstrates a wealth of leadership knowledge in an exceptional compilation of 25 captivating stories about celebrated male and female leaders. The industries range in the categories of business, history, government and pop culture. Celebrity names include Political Scientist and Diplomat Condoleezza Rice, 35th

President of the United States John F. Kennedy, Author and Poet Maya Angelou, Business Magnate and Philanthropist Bill Gates, Professional Baseball Player Brian Wilson, Civil Rights Activist Rosa Parks, leader in the African-American Civil Rights Movement Martin Luther King, Jr., former American football player Joe Namath, an American football player who left his professional career and enlisted in the United States Army in June 2002 in the aftermath of the September 11 attacks Pat Tillman, Nobel Peace Prize winner in 1979 Mother Teresa, Princess of Wales Lady Diana, Pope of the Catholic Church from 1978 until his death in 2005 Pope John Paul II, Congresswoman, representing New York's 12th Congressional District for seven terms from 1969 to 1983 Shirley Chisholm, 71st Governor of North Carolina Governor James Hunt, Grammy Award-winning Southern-gospel singer Andy Griffith, the longest-serving Prime Minister of the United Kingdom of the 20th century and the only woman ever to have held the post Margaret Thatcher, media proprietor Oprah Winfrey, South African anti-apartheid activist, revolutionary and politician who served as President of South Africa from 1994 to 1999 Nelson Mandela, the most successful investor of the 20th century Warren Buffet, science pioneer in the semiconductor industry Andy Grove, the longest-serving First Lady of the United States Eleanor Roosevelt, former CEO of Southwest Airlines Herb Kelleher, founder of The Body Shop Anita Roddick, one of the most influential musicians of the 20th century Johnny Cash and Presbyterian minister, songwriter, author and television host Fred Rogers.

According to Sosik (2006), these leaders possess the exemplary virtues of wisdom, courage, humanity, justice, temperance, vision and transcendence. Their individual associated characters are strengths that form the foundation of leadership. These leaders reaped numerous physical, mental, social and spiritual benefits from their strong characters. Leaders have the power to change the course of history. Leaders have vision that other people do not. Leaders

have the outlook to see potential for capacity development and opportunities for success (Doyle, 2000).

Rosener (1995) argues that a woman's way of leading is different in comparison to traditional male approaches. Moreover, Rosener (1995) notes that women are not often seen in terms of leadership potential because they do not exhibit male attributes. Women often do not obtain leadership roles merely by emulating their male peers. Males and females have different leadership styles, according to Eagly and Johannesen-Schmidt (2001).

Women are generally inclined to be more democratic and participative than men. Men have a propensity to place themselves in a hierarchy of formal ranking and vie to gain positions. Conversely, women are more concerned with cooperation, harmony and forming connections. Women have different personal and social networks that have a significant impact on their individual career advancement (Lips, 2008).

Women are more likely to have more domestic responsibilities than men. Oftentimes these responsibilities cause them to interrupt their careers. According to Kaltreider (1997), some women who have completed their degrees and are in the process of transitioning to the corporate sector may feel as though they have been in school for such a protracted period of time that they are uncertain of whom they are and doubt if they truly want to compete against contemporaries. Some women wish to combine both child rearing and a career. This, too, is challenging because it could diminish their internal drive to become successful leaders (Kaltreider, 1997).

Northouse (2004) defines leadership as a process by which an individual influences a group of individuals to achieve a common goal while transforming them in the process.

Northouse's research involves transformational leadership. Transformational leadership is a

process that changes and transforms individuals (Bennis, 2010). The transformational leadership model encompasses emotions, values, ethics, standards and long-term goals (Northouse, 2004).

Kouzes and Posner (2002) expanded on Northouse's idea by asserting that leaders act as educators to develop skills in others. Burns' (1978) model also discusses two other leadership types. Those styles are transactional and transformational. According to Kouzes and Posner, transactional leadership employs monitoring others to ensure achievement of organizational objectives.

This type of transactional leader manages according to previously established structures (Kouzes & Posner, 2002). Transformational leaders shift goals away from personal safety and security towards achievement, self-actualization and the greater good (Bass, 1998). Burns (1978) found that transformational leadership focuses on the leader who connects with others to increase an organization's level of motivation and moral standards. The goal of a transformational leader is to inspire followers to share the leader's values and connect with the leader's vision (Bass, 1985).

Bass (1998) further expanded Northouse's (1997) transformational leadership model. The Northouse model defines four factors of transformational leadership that may contribute to career development:

1. Inspirational motivation, in which the leader communicates high expectations to followers and inspires them through motivation
2. Intellectual stimulation, which describes how the leader motivates the followers to be creative and innovative influence
3. Idealized consideration, in which the leader provides a supportive climate and listens to the individual needs of the followers, also acting as a coach and mentor

4. Individualized consideration, in which the leader attends to each follower's needs, acts as a mentor to the follower and listens to the follower's concerns

Bass defines transformational leadership with a different focus than Burns (1978). Bass describes three ways of increasing motivation in followers:

1. Heightened consciousness through ideals and values,
2. Self-transformation for the organization and
3. Collaboration to meet higher-level human needs.

He further suggests that transformational leadership affects the mental state and mental condition of the individual or group who trust, admire and respect the leader. For example, Bass's (1998) leadership style relates to the leaders that often motivate their followers to manage with collaboration and meet needs while increasing their awareness and contributing to their career fields.

Organizations encouraging the transformational leadership approach strive to bring both leaders and followers to high levels of motivation and a greater pursuit of purpose in life. Transformational leadership creates an environment conducive to encouragement and the success of leaders (Burns, 1978). Anecdotal, survey and experimental evidence all point to women in leadership positions being more transformational and less managing than the male leader (Bass, 1998). According to Eagly and Johannesen-Schmidt (2001), male-female differences in transformational leadership may be caused by women's innate tendency to be more nurturing. However, there is a strong component of personal development in transformational leadership. Transformational leaders tend to focus on developing and raising awareness of their followers (Burns, 1978). Bass (1985) also highlights a particular type of leader, among the ranks of transformational leaders, which followers emulate and captivate the heart of the people.

Distinguished examples of charismatic leaders include John F. Kennedy, Mother Theresa and Mohandas Gandhi. Some of these charismatic leaders' source of influence originates from personal wisdom and characteristics versus a position of power (Crow, 2012). History defines successful leaders principally in terms of their capacity to produce constructive change (Zerzan et al., 2009).

Leadership styles have been studied, some of these studies included having employees report on how their managers typically behave (Burns, 1978). Researchers have also collected information on how effective managers are. After large numbers of such studies became available, reviewers aggregated them quantitatively to discover what kinds of leadership are effective. One conclusion that has emerged based on the research of the past 30 years is that a hybrid style known as transformational leadership is highly effective in most contemporary organizational contexts (Burns, 1978). Transformational leaders motivate others to excel, encourage creativity and foster human relationships (Burns, 1978).

A transformational leader acts as an inspirational role model, motivates others to go beyond the confines of their job descriptions, encourages creativity and innovation, fosters good human relationships and develops the skills of followers (Burns, 1978). This type of leadership is effective because it fosters strong interpersonal bonds based on a leader's charisma and consideration of others. These bonds enable leaders to promote high-quality performance by encouraging workers rather than threatening them, thus motivating them to exceed basic expectations. By bringing out the best in others, transformational leaders enhance the performance of groups and organizations.

Transformational leadership is androgynous because it incorporates culturally masculine and feminine behaviors (Bass, 1985). This androgynous mixing of the masculine and feminine



means that skill in this contemporary way of leading does not necessarily come naturally (Lee, 2010). It may require some effort and thought. Men often have to work on their social skills and women on being assertive enough to inspire others (Wajcman, 2013). It is nonetheless clear that both women and men can adapt to the demands of leadership in the transformational mode.

One of the surprises of research on transformational leadership is that female managers are somewhat more transformational than male managers. In particular, they exceed men in their attention to human relationships. Also, in delivering incentives, women lean toward a more positive, reward-based approach and men toward a more negative and less effective, threat-based approach (Baron, 2013). In these respects, women appear to be better leaders than men, despite the double standard that can close women out of these roles.

Why are women leaders more transformational when they are less likely to become leaders in the first place? One reason is that the double standard that slows down the rise of women would work against mediocre women while allowing mediocre men to rise (Mason, 2012). As a consequence, the women who attain leadership roles really are better than the men on average (Crow, 2012). It is also true women generally avoid more domineering, *command and control* behavior because of the backlash they receive if they lead in this way. Men can often get away with autocratic behavior that is roundly disliked in women. Ironically, this backlash against domineering women may foster good leadership because the androgynous middle ground is more likely to bring success (Crow, 2012). Leaders gain less from ordering others about than from forming teams of smart, motivated collaborators who together figure out how to solve problems and get work done (Lips, 2008).

## Women and Work

Over the past 60 years, the labor force participation of women has more than doubled. Nearly one out of every two workers is a woman. This increase in labor force participation was driven largely by non-African-American women electing to work outside their homes. African-American women have a long-standing history of working outside their homes and have the highest labor force participation rate among women at 63.4%. Not only are more women working, but more of these working women are mothers as well. Further, one out of four married working women earn more than their husbands.

Nevertheless, many African-American women are concentrated in low paying service jobs or staff positions. African-American women are six percent of the workforce. Fourteen percent of workers earning between \$15,000 and \$30,000 per year and are less than one percent of workers earning over \$100,000 per year. Not only do African-American women earn less, the growth in their earnings has lagged behind that of white women, at 19% and 29% respectively. At the upper end of the earnings distribution, disparities in the labor market impact approximately one percent of African-American women in corporate officer positions whose earnings are on average \$229,000 compared to \$250,000 for white women.

Despite these disparities, African-American women have made great achievements in the classroom, state, political, judicial and medical arenas. According to the most recent statistics, African-American women earned over 90,000 bachelors, nearly 39,000 masters and over 2,000 doctorate degrees. African-American women hold three percent of the Congressional seats and serve in the state legislatures of 37 states. African-American women are over six percent of all women lawyers and doctors and 14,800 of the 256,900 women employed at the doctorate level in science and engineering. Between 1997 and 2006, the growth rate for businesses owned by

African-American women was more than six times the growth rate for privately owned businesses. The dilemma of African-American women and their overall status in the workplace reflects the progress and the promise of tomorrow for women in our economy.

### **Men and Mentoring**

Male mentors can be instrumental to help women shatter glass ceilings. The proverbial glass ceiling is that invisible barrier that stifles women from obtaining senior level, executive positions in Corporate America (Ensher & Murphy, 2011). It is not, however, always simply a barrier of bias. Women, in general, tend not to recognize their own accomplishments (Lee, 2010). Women have a propensity for promoting everyone's achievements except their own. Male mentors could prove invaluable in showing appreciation, giving credit and validating women's contributions (Ensher & Murphy, 2011).

Male mentors can help make mentees feel valued as an employee and as a person that their opinions and ideals are worthwhile. Recognizing achievements of goals that have been set by mentees, especially those achieved through great effort, is a key to ascending the corporate ladder (Denmark & Williams 2012). Most mentors have had, themselves, the same experiences identified by women in the early years of their career.

Career experts report that women are not inclined to be as aggressive in the workplace as male counterparts (Wajcman, 2013). Not every woman, however, possesses this particular trait. A male mentor could prove beneficial in this area. According to Dennehy (2012), a male mentor with specific knowledge and general awareness of corporate principles, information and ideas learned through gained experience that a mentor can be a great asset. A well-placed, successful, encouraging mentor can be a sponsor when a woman is not present. A mentor who will defend, support, or promote on one's behalf puts women in a superior position. In this particular

circumstance having a sponsor, when out of the room, places women in a favorable position of having an advantage in relation to others (Ellemers, Rink, Derks, & Ryan, 2012). Additionally, a mentor (Dennehy, 2012) can help navigate various networks in Corporate America.

Mentoring is important in achieving success in one's career. Mentoring can help to enter the order of high-ranking women executives. Mentors give a bit of additional confidence by giving needed assurances. Those assurances help with career development and moving up the proverbial ladder (Orland-Barak & Hasin, 2010). New connections can be established when a mentor is safeguarding a mentees interests (Lee, 2010).

A lack of female mentors hinders advancement for women (Lim, 2009). This dearth of mentors leads to women having to establish their own style. This trial and error period could lead to waste of valuable time and resources, whereas, having the reinforcement from a mentor could be the added support needed for the purpose of promoting one's career upward (Ellemers et al., 2012). Having a mentors can lead to more money and power (Lee, 2010). It was discovered that women with mentors received more promotions than men (Mickel & Dallimore, 2012). In the study the mentors provided access to promotional opportunities, which ultimately affected compensation. Mentors raised the visibility of these women in the organization and helped them to develop the skills for these promotions (Mason, 2012).

Mentors are also instrumental in providing feedback about job performance and help women develop the skills that are required to compete in the job market (Helms & Rogers, 2011). Many companies that offer mentoring programs often see women who are self-effacing and hesitant to put themselves forward (Mason, 2012). These types of women tend to be modest about their achievements and reserved in drawing attention. Women still do not get the mentoring help they need as often as their male counterparts (Lim, 2009). Women can be

apprehensive about taking the initiative when it comes to advancing their careers. Mentors can espouse mentees for getting onto the right path for advancement (Lips, 2008).

Helpful topics for male mentors and female mentees could include how to discuss what skills one may be lacking, how to speak up and be heard, or how to have a successful career. An interactive male/female mentor/mentee relationship is best. Having the communication and collaboration with the added exchange of information and instructions between a mentor and mentee is an ideal situation.

According to Sosik (2006) studies have shown that women have more difficulties establishing mentoring relationships when being mentored by men. This is known as a cross-gender relationship. Because of the scarcity of female mentors especially in traditionally male-dominated occupations, most mentors in the past were men (Sosik, 2006). Price and McMullan (2012) suggested that the development of cross-gender mentorships may be inhibited by a number of perceptual and situational factors. These influences may include women's lack of access to informal networks, socialization practices, power differences and social norms regarding cross-gender relationships between mentor and mentee.

Women who do not have a mentor because they lack access to informal networks may not be visible to organizational decision makers. This lack of access may reduce their chances of being selected for leadership roles (Clarke & Garrett, 2011). Similarly, males, because of the way they have been socialized, may avoid building a mentoring relationship with a female because they perceive the roles to be incompatible. Rowland (2012) found that male mentors were less likely to believe that women were competent managers and deferred establishing developmental relationships with women mentees until they had proven themselves.

Having a mentor of the opposite sex may also raise concerns over the public image of such relationships. Concerns over the public image of a cross-gender mentoring relationship are likely to emerge. In view of the often intense and frequent interactions between the mentor and mentee, these interactions center on concerns of a personal nature. Males tend to avoid mentoring women because they perceive the relationship as risqué (Clarke & Garrett, 2011). It is a consideration that the chance of something detrimental occurring is likely. Males can view mentoring women as a potential threat to their job security and possibly damaging their own careers because of the closeness associated with the functions of mentoring (Lips, 2008).

As long as the world of work was defined as the place where instrumental masculine roles are played out and the world of the family as the setting where expressive roles were played out, a legitimate framework existed that justified the relegation of men's priorities to work and women's priorities to family. Having a male mentor may very well be necessary for success. Navigating the trenches of Corporate America can prove to be difficult for either gender. The politics, the philosophies, the dogmas and the corporate culture, including awareness of nuances, are all skills learned in the trenches by doing (Payne-Jackson et al., 2010).

This journey becomes especially difficult if you are a woman. Finding the integration between respect and power can be a difficult path to master. It is at this juncture where male mentors would be of great benefit. Connecting with a male mentor, with more experience and understanding to help navigate the course of corporate America may be the best strategy to success. Male mentors can help break barriers to advancement. Mentorship remains a vital source to advancement in the workplace.

There are several important aspects of having a successful mentorship experience, with male mentors, that once understood provides a better understanding or explanation of the overall

mentorship concept (Payne-Jackson et al., 2010). Learning how to acquire a male mentor is crucial. Having mentors on both sides of the great gender divide has its benefits. Male mentorship gives a very distinctive quality. A man can offer insights that a woman cannot simply because he is a male. Professional relationships need to remain just that, professional. Male mentors have a genuine interest in mentoring and look for nothing more than excellence in the field of expertise.

In building successful male mentorship relationships, it is important to have a plan of action (Wajcman, 2013). Identify when possible what needs to be learned from that mentor (Kaltreider, 1997). Finding common ground with a male mentor is equally as important. Some mentoring relationships fail because there is no area of agreement between mentor and mentee (Judge, Piccolo, & Kosalka, 2009). Similar interests bring familiarity into the mentorship relationship. In that familiar quality, friendliness can develop and solidify the mentorship relationship (Wajcman, 2013). Expectations and commitment from male mentors should be set in the formative period of the mentorship relationship (Lee, 2010).

According to Bozionelos, Bozionelos, Kostopoulos, and Polychroniou (2011) a major benefit of male mentorship, for women, is to put them into the circles of those who are in the majority – the decision makers. Male mentorship relationships can give women the extra support and sponsorship needed for positive development to progress toward reaching higher standards and established goals (Wajcman, 2013). Male mentors can be found by attending events, learning about people who are in the same area of expertise, intended introductions, or making a random acquaintance (Lim, 2009). Male mentorship is a critical component in corporate advancement, social progression and personal expanse (Payne-Jackson et al., 2010).

Male mentoring is a powerful way to champion women leaders. Overcoming odds can seem quite insurmountable, but male mentorship can greatly reduce those apprehensions (Annis & Gray, 2013). It is inspiring for a man to simply take time to help guide and mentor women in Corporate America. When men assume responsibility and advance the collective of positive mentoring, powerful things happen. Women are empowered to soar in Corporate America and society at large when male mentors are available to help them attain their goals (Wajcman, 2013). The movement of mentorship develops ties to help women become stronger, more impressive and progress to a more complex state (Lim, 2009).

There are several barriers that impact recruitment, retention and outreach efforts of mentorship (Kaltreider, 1997). Some men are interested in being mentors but in fact need mentors themselves (Okurame, 2012). Time constraints on the part of male mentors can be a hindrance (Clarke & Garrett, 2011). Many men in Corporate America have family commitments, as do women. Some men lack the motivation and knowledge needed about the overall benefits of mentoring (Lee, 2010).

Many men do not believe that mentoring will make a substantive impact. They do not view mentorship as having any practical value or effect (Kochan & Pascarelli, 2012). Moreover, some men are not comfortable dealing with women colleagues in such a manner as mentoring (Judge et al., 2009). Previous challenges with lawsuits, lack of trust between the genders and unsubstantiated beliefs about men and women in the workplace delay the development or progress of healthy mentorship relationships (Kochan & Pascarelli, 2012). In finding male mentors, it may be discovered that many men lack adequate training and continuing support in the mentorship process (Lee, 2010). Awareness and attitude toward mentoring is also decreased among the male population (Jerry, 2013).



At its most basic level, male mentoring helps women in Corporate America because it is evidence that someone cares (Kaltreider, 1997). Male mentors provide mentees help in any number of situations. Mentors help keep students in school. Male mentors can help set career goals and start taking steps to realize those goals (Wajcman, 2013). Men can use their personal contacts to help women meet other organizational and corporate professionals (Kochan & Pascarelli, 2012). Additionally, men can help women gain access to professional resources and organizations (Kaltreider, 1997). The number of ways mentoring can help are as varied as the persons involved. Mentoring works from many different perspectives.

Mentoring tends to promote positive social attitudes and relationships (Kochan & Pascarelli, 2012). Driven by knowledge and innovation, climbing the corporate ladder is an economic imperative in today's global society (Karakas, 2010). Mentoring is a positive development strategy that supports that goal. Research has shown that mentoring has a significant positive effect on women in the corporate sector (Lim, 2009).

### **Peers and Mentoring**

Peer mentoring helps by developing friendships with others who are or have been in a similar process (Rowland, 2012). Sometimes it is easier to discuss processes with someone who has already been down the same path. Peer mentors can be excellent resources. Peer mentors can help motivate through their own real life experiences. Peer mentors can serve as role models by helping mentees visualize what can be actually be achieved. Peer mentoring can serve a variety of functions. In times of challenges peer mentoring can serve as an advocacy tool for asking appropriate questions, confronting negative behaviors and/or pushing the mentee to take risks (Clarke & Garrett, 2011). Peer mentors serve as role models by building self-confidence

through teaching by example, offering friendship and understanding the individual being mentored (Okurame, 2012).

Some of the best mentors are other peers. It is a misconception that all mentors are supposed to be other seasoned professionals (Lee, 2010). The newly found career world can be an exciting yet an intimidating place all at the same time. Conversely, it can be an intimidating and lonely place for many. Simple things that experienced professionals take for granted can be challenging for novice professionals. According to Clarke and Garrett (2011) many times the experienced do serve as guides for the newcomers, but it is not a firmly established truth. A mentor is defined as a knowledgeable and experienced guide, a trusted ally and advocate and a caring role model. Novices will seek the advice of the experienced regarding career decisions, difficulties and personal problems.

Effective mentors will prove themselves to be respectful, reliable, patient, trustworthy and a very good listener and communicator (Lim, 2009). Peer mentors are known as such, due to their close association with colleagues (Ghosh & Reio, 2013). Peer mentors are very important. It has been documented that peers will inquire from other peers with a career or personal problem prior to seeking advice from experienced colleagues and then, only with encouragement (Lim, 2009). One of the most significant factors associated with retention and advancement in organizations is the ability to find a mentor. Finding a mentor not only helps students succeed in planning, but also in development of life skills and dealing with family problems (Ghosh & Reio, 2013).

Organizations that have made a commitment to helping their employees by setting up formal mentoring programs have done a great service for themselves, as well as their employees (Snyder & George, 2013). All issues faced by novice employees are not cataclysmic in scope.

Sometimes the interaction between peer mentors and mentees is simply one of discovery, which helps the other to realize the potential within them to succeed (Lim, 2009). In mentoring, it is equally as important to integration the amount of energy expended as it is the quality of effort exhausted by both sides (Snyder & George, 2013). Extra work is not necessarily required, but the way we think about interactions should be considered in a new way (Marquis & Huston, 2011).

According to Eby, Butts, Durley, and Ragins (2010) peer mentors bring a layer of consciousness to their mentoring mantle. Sharing stories about career climbing and ways that they overcame obstacles similar to theirs is a great way to build rapport in peer mentoring (Ghosh & Reio, 2013). Peer mentors can be instrumental in teaching time management, identifying and exploring resources and dealing with personal problems (Sattar & Siddiqi, 2010). Rules and procedures can be particularly cumbersome to novice employees (Eby et al., 2010). When strong mentoring programs are implemented, lack of comprehension, minor disputes and failure to interpret something correctly can potentially be avoided (Baron, 2013).

### **Misconception in Mentoring**

According to Snyder and George (2013) it is a common misconception to believe that you must be an older person to be a mentor. Studies have shown that effective mentors can be either younger or older (Clarke & Garrett, 2011). Some of the most outstanding mentors are peers, those of the same age range. Another common misconception about mentoring is that it is based on a long-term engagement (Marquis & Huston, 2011). The reality is that mentoring occurs in many different ways. Some mentoring relationships are traditional in nature involving a one-on-one system over an extended course of time. Effective mentoring can also occur in group settings (Gardner, 1995). All interactions are opportunities for mentoring. According to

the research, infusing mentoring into daily work would greatly benefit mentors, mentees and organizations (Bennis, 2010). Mentoring provides necessary support services to ensure practical help when something happens or somebody is experiencing duress (Gardner, 1995).

Implications about mentoring suggest that informal mentoring versus formal mentoring is critical to success (Bennis, 2010).

Mentorship is often a more mutual relationship than it may appear Gaddis (2012). This can be especially true in situations where people work within the same company or career field. According to Gardner (1995) the mentee may receive more direct assistance, but the mentor can also receive benefits, too, including practical information, greater commitment from colleagues and a sense of fulfillment and pride by serving a great purpose. Sociologists and psychologists have long observed a deep desire to participate in reciprocal behavior (Gaddis, 2012). People feel obligated to return favors. This fact has been documented in virtually all societies. As a general rule this reciprocal behavior adds value and strengthens social relationships. The mentorship relationship is no exception (Denmark & Williams 2012). When done right, everyone involved flourishes and does well. Mentoring relationships evolve naturally between individuals who have common interests (Clarke & Garrett, 2011). There are times when mentees remind mentors of themselves (Sosik, 2006). This means mentors will often gravitate towards mentees with whom they connect more naturally. Established, personal relations that link people logically, lead to advancement in positions, endorsements, sponsorships and promotions (Sosik, 2006).

There is a shift to move from informal mentoring that relies on individual initiative to more formal programs. Formal mentorship programs can be remarkably successful. Structured programs can help alleviate stress (Zachary, 2011). One study showed that women who found

mentors through formal programs were 50% more likely to be promoted than women who found mentors on their own. Some formal programs help to effectively educate men about the need to mentor women (Denmark & Williams 2012). In addition, these formal programs help to establish guiding principles, courses of action, strategies and procedures for subjects including appropriate behavior (Zachary, 2011). Effectual mentorship programs can be a way to help standardize the playing field of Corporate America. Formal mentorship programs, alone however, may not be enough to level the playing field. A combination of development and training may also prove useful. Peers can also mentor one another. Although peers are of equal standing to one another, they are in the trenches together and may understand daily problems that superiors may not (Denmark & Williams 2012).

According to Mason (2012), successful people in nearly every field know that they cannot be their best unless they have a good mentor. Corporate America and the business world now know it also. Mentoring is one of the most effective strategies to get the best out of everyone. Many companies have developed formal mentoring programs with the idea that sharing what you know and learning what others have to teach is smart management (Zachary, 2011). Helping to build mentoring relationships for career success can help to reduce turnover rates. Mentoring is a lifelong process of giving and receiving. Mentoring can be viewed as an ongoing role as master and apprentice Mason (2012). Many corporations are fast paced, fluid and dynamic environments made up of cross-functional teams who must respond rapidly to change. Mentoring, in this sense, can be constructive based on the inference of the surrounding influences and sets of conditions (Silvestri, 2013).

Few processes have done more to facilitate and simplify the exchange of information, skills, wisdom and contacts than mentoring. Mentoring helps to palliate processes by mitigating

the intensity of underlying inexperience, unfamiliarity and a general sense of unawareness (Denmark & Williams 2012). By studying the lives of those who know more than we do, we expand our horizons (Mason, 2012). Mentoring is a very deliberate activity. There are various components that make mentorship successful. Guidance is one of those formative parts. Successful mentoring relationships need equal parts utility and emotion. Utility is intended for practical use and is designed for strength. Emotion embodies general feelings of sentiment and appeals to underlying responses. There has to be reciprocity involved in mentorship (Posen, 2013). Mentorship relationships involve mutual exchange and acts. Hard work and loyalty can be given in return for mentorship. The best way to approach utility is to first offer help instead of asking for help. Mentees should be prepared to give back to mentors in some manner. From the outset mentees should be of a reciprocal mindset that has sharing a mutual exchange at its core (Denmark & Williams 2012).

Comprehensively, there is a limited view of what mentorship is about. Many believe there is just one special person out there waiting to be their mentor. However, mentors are in actuality all around. In contemporary thought, mentoring can be considered a nonhierarchical activity that transcends careers and can cross all organizational levels. Mentorship is a very powerful process. Compensation, for mentorship, can come in many ways, including non-monetary forms such as respect, trust and empathy. Those who take mentoring seriously and give it the time and energy it deserves will benefit from a powerful network.

### **Summary**

A simplified version of this complex study could be used for analyzing and solving problems or making predictions for work-life integration analysis. This study could be used as a model for either organizations and/or organizational leadership professionals. The integration of

knowledge and experience gathered could serve as a basis for related ideas, processes, or systems. Additionally, this professional study could be a learning aid to illustrate principles, methods and theories. For future researchers, this work can serve as a logical interpretation of techniques that applies to mentoring and its related entities through explained phenomena. This qualitative study explores the role of mentoring in work-life integration in the lives of women. Competing demands, including circumstances, ideas, things and people involved in the work and life among women who are managing both, are considered. Of particular interest to this study are women who are succeeding, through mentoring, in this arena, which seems difficult to impossible to handle. The life story method, modeled after Giele (2008) and M. J. Weber (2011), was used to carefully explore the narratives of the women who have been interviewed. The stories and accounts of the subjects provide the foundation of the study. The richness of the questions addresses the possible avenues of the research query. These questions, along with a life-story method, could further be used as a means of approach to a course of action to explore uncharted avenues, including, but not limited to, the establishment of a global center for women's leadership. This methodology used by Giele (2008) focuses on the identity, relationship style, drive and motivation and adaptive styles of women.

### **Chapter Three: Methodology**

The methodology section of this paper contains a restatement of the research questions and a description of the research process. For further clarification, an explanation is given for the selection of the data sample and a definition of the analysis unit. The reader will also acquire knowledge by learning about the instrument that was used, herein, to collect the data and its validity and reliability. The techniques for gathering and analyzing the data are discussed. The final section of this chapter describes the approval process from the Institutional Review Board (IRB), which ensured the protection of the research subjects.

#### **Statement of Research Questions**

To reiterate, the research questions are grounded in the Giele (2008) framework, which explored identity, relationship style, drive and motivation and adaptive style. The researcher examined the issues surrounding work-life integration using the concept of mentoring. The questions for the study were:

1. How does the role of identity differ for women leaders who have mentors as opposed to those who do not have mentors?
2. How do motivational goals differ among women leaders who have mentors as opposed to those who do not have mentors?

#### **Research Methodology**

Creswell (2007) states that qualitative research begins with assumptions, a worldview, and the possible use of a theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a nature setting sensitive to the people and places under study and data analysis that is inductive



and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher and a complex description and interpretation of the problem (Posen, 2013). The basis of the appropriateness of using a phenomenological study, which is qualitative in nature, is that it emphasizes gathering data on naturally occurring phenomena. The majority of the data is in the form of words rather than numbers.

The interactive qualitative design of phenomenology focuses on individual lived experiences. Phenomenological study describes the meaning of lived experiences. The aim of phenomenology is to transform lived experiences into a description of its essence allowing for reflection and analysis. The technique is directed toward understanding the subjects' perspectives. Phenomenological study is used to gain explanation and illumination of the subjects' experiences, especially the meanings they give to life events and concepts. The rationale for using a phenomenological study, in this case, was to investigate the recollections of participants.

This qualitative study was conducted using a phenomenological tradition of inquiry. This methodology was selected because the nature of this study was to understand more clearly the subjective experiences of the participants. The purpose of phenomenological research is to “determine the meaning(s) of experience” (Giorgi & Giorgi, 2003, p. 252) where “the subjective experience is at the center of the inquiry” (Mertens, 1998, p. 169). The data can be viewed as the actual words the participants use in their everyday language to convey their experiences (Giorgi & Giorgi, 2003).

According to Mertens (1998), participation in a study grounded in phenomenological perspective is also liberating in that this study provides a voice to a subset of professional women leaders who may not otherwise have their views heard. This study of professional women

employed a qualitative methodology, through a technique called life-course research. With the purpose of identifying themes among the lives of the subjects who were interviewed, this study followed the Giele (2008) research, which used life-course research to emphasize five primary generational stages: early adulthood, childhood and adolescence, their current life, future plans and strategies for balance. The objective of this specific study was to explore the role of mentoring in work-life integration that interviewees implement.

A qualitative method pleads for meaning or insight to be given to an issue or problem. In mentoring, the issue is to determine the meaning of work-life integration for women and how it was described, along with the meaning ascribed by the subjects. It was expected that both the researcher and academic community at large would come away more cultured on this topic. A phenomenological inquiry was suitable for this study in that it sought understanding of the lived experiences of the subjects. According to Creswell (2007) the phenomenological inquiry begins with the researcher's own intense interest in the subject. Such is the case for this researcher, along with the anticipation that future researchers delve into this topic with increasing rigor.

According to Husserl (1964) and Moustakas (1994), phenomenology is categorized as transcendental, based on subjectivity, although, there are some theorists who consider it to be objective. It seeks to detect the individual's essential experience(s), while relying primarily on facts that are consciously aware to that person. This category of study also calls for the subject to reflect intensely on the experience while at the same time relating to the event(s) on an objective plane. More succinctly, it recounts the essence without evaluating its value or significance. Moustakas (1994) further explains phenomenology by stating, "It is logical in its assertion that the only thing we know for certain is that which appears before us in consciousness and that very fact is a guarantee of its objectivity" (p. 45).

## **Life Course Framework**

This research followed the Giele (2002) study and used a life-course research methodology. According to Giele (2009), “Life histories reveal patterns that surveys cannot, because surveys take a fragmented approach that examines the effects of variables on given outcomes in the populations” (p. 238).

Life-course research can be described as a series of case studies designed to help gather information. The life story method looks at past, present and future to amply interlink internal feelings and external situations (Posen, 2013). The comprehensive scripts of these narratives include full details from each subject interviewed. The commentaries, which ensue from the carefully appropriated questionnaire, provide for smoothness in the narrative flow. Moreover, it shows a comprehensive continuity of a person’s life (Elder & Giele, 2009). Elder and Giele (2009) noted the benefit that life stories are comprehensive (social and individual), subjective (from the person’s point of view) and narrative in form, which accounts for change over time. The evolving field of life-course research investigates the micro and macro explanatory factors that have an impact on the changing lives of women.

The life-history interview process, which often relies on interviewing as a major data collection technique, appears to be well respected and widely used in this area of research. Gerson (1985) used this design to study women facing hard choices about work and family, Blair-Loy (2003) used this method in her study of competing devotion and Stone (2007) used it in her review of women who opt-out of their careers. This method looks at the choices a woman makes within the context of her work and family histories prior to those decisions. In qualitative studies, the depth of information generated allows the researcher to detect deeper levels of meaning that the respondent herself may not be aware of, but which reveal underlying

motivations that conventional or initial accounts believe (Stone, 2007). An explicit investigation of how mentoring is utilized for work life balance integration guided this intensive study.

The life-course approach, also known as the life-course perspective or life-course theory, refers to an approach developed in the 1960s for analyzing people's lives within structural, social and cultural contexts. Origins of this approach can be traced to pioneering studies as Thomas and Znaniecki's, "The Polish Peasant in Europe and America" from the 1920s or Mannheim's essay on the "Problem of Generations." The life-course approach examines an individual's life history and sees, for example, how early events influence future decisions and events such as marriage and divorce, engagement in crime, or disease incidence. A life-course is defined as "a sequence of socially defined events and roles that the individual enacts over time" (Giele & Elder 1998, p. 22). In particular, the approach focuses on the connection between individuals and the historical and socioeconomic context in which these individuals lived (Giele, 2008). The method encompasses observations including history, sociology, demography, developmental psychology, biology, public health and economics. So far, empirical research from a life-course perspective has not resulted in the development of a formal theory.

Life-course theory, more commonly termed the life course perspective, refers to a multidisciplinary paradigm for the study of people's lives, structural contexts and social change. This approach encompasses ideas and observations from an array of disciplines, notably history, sociology, demography, developmental psychology, biology and economics. Life course theory directs attention to the powerful connection between individual lives and the historical and socioeconomic context in which these lives unfold. As a concept, a life course is defined as a "sequence of socially defined events and roles that the individual enacts over time" (Giele &

Elder 1998, p. 22). These events and roles do not necessarily proceed in a given sequence, but rather constitute the sum total of the person's actual experience. Thus, the concept of life course implies age-differentiated social phenomena distinct from uniform life-cycle stages and the life span. Life span refers to duration of life and characteristics that are closely related to age but that vary little across time and place (Elder, 1985).

### **Population**

Female leaders were identified from the Digital Women's Project existing database of qualitative interviews from professionals and doctoral students (M. J. Weber, 2011). Now the database currently has over 200 interviews of women. This is referred to as a sampling method called snowballing. Snowballing refers to a specific method of recruitment. Many of the participants referred other women for participation. The foundation of snowballing is that each subject is asked to refer acquaintances to join the research project. Each person refers one or more colleagues to be interviewed, thereby generating a snowball effect of adding to the participant pool. This is a purposeful kind of sampling which ensures variation and diversity among the experiences and perspectives (Stone, 2007).

M. J. Weber's (2011) study began with a sample selection of women enrolled in a doctoral program at Pepperdine University's Graduate School of Education and Psychology. In the beginning, an electronic letter was sent to all female doctoral students in the doctoral program at the private university, inviting them to participate in this study on work-life integration. The women who volunteered were then asked for the names of other women who might be interested in the study. The project was expanded to include women in the professional world outside of the university. The process began with an article in the *Orange County Metro Magazine*, which featured 40 women on their success and achievements. These 40 women were

invited to participate in the study. Additionally, these women were also encouraged to refer friends or colleagues to participate. Other women leaders have been identified at conferences and specialized groups of women. Thus, the compilation of interviews commenced for the Digital Women's Project throughout the United States.

### **Sample**

This sample utilized an existing database of currently over 200 interviews collected by the Digital Women's Project (M. J. Weber, 2011). These in-depth, semi-structured interviews were digitally recorded and lasted approximately one hour each. The women who were interviewed ranged in ages, ethnicities, geographic locations, careers, marital status and parental status. The emphasis for the selection of the women was stressed on those participants' who are, simultaneously, working and rearing a family.

The sample studied was an existing data set that was collected by the M. J. Weber (2011) research team. Although the sampling was relatively small, its features related to the quality and vastness of the entire pool. This unabridged group of interviews investigated, in detail, women of different ages, various ethnicities, diverse religions, mixed social classes and multifarious career paths.

**Demographics.** The measurable statistics of this given population is known as demographics. The demographics are the standards and evaluations used, especially in comparison, to find similarities and differences. The demographics were used to classify subsets within populations. Commonly analyzed demographics include age, ethnicity, level of education, career track, income level, race, employment status and marital status. Combining several variables constitutes and defines a demographic profile. A demographic profile provided enough information about the typical member of this group to create an ideal of this comprehensive

whole. This aggregate was collected from different sources and considered as a whole. First, this researcher wanted to determine what subset existed in the general population. Second, this researcher wanted to present a concise representation of the characteristics of a typical subject in this subset.

It was requested of the participants to fill out a form with socio-demographic information which provided context for the responses. The socio-demographic information that was collected included:

- Mother's maiden name for coding,
- Birth date,
- Place of birth,
- Education level,
- Occupation,
- Employer,
- Marital status,
- Date of marriage,
- Spouse's birth date,
- Spouse's education and occupation,
- Children's gender and year of birth,
- Mother's education and occupation,
- Father's education and occupation,
- Siblings gender and year of birth,
- Total household income,
- Personal earnings,

- Health/illness/accidents/disabilities,
- Religion,
- Languages and
- Countries visited and lived.

**Interview questions.** The first subsidiary section of questions centered on young adulthood. The queries were a request for information correlating to the participants' time spent in college and their aspirations, at that time, for a career and family. Expressed memories of retained knowledge helped the researcher to gain a clear understanding of the participants' young adulthood experiences. The second subsidiary section of questions concentrated on the participants' childhood. In these inquiries the researcher learned about the views the participants' family possessed about education, similarity between siblings, finances and expectations. These answers were an indication of how the participant was regarded in childhood. The third subsidiary section of questions encouraged conversation dedicated to middle adulthood. The questions provoked thoughtfulness on issues including rewards, recognitions, frustrations, problems and successes in both work and home life settings. This line of questions leads the researcher to look critically at the participants' current status. The fourth subsidiary section of questions asked the participants to project on future goals, which they wanted to achieve and aspirations, which they desired. Here, the participants were challenged to actively communicate their envisioned futures. Inherent and therefore permanently characteristic of life-course studies are the recurrent factors, which shape a woman's life (Elder & Giele, 2009). The fifth subsidiary section of questions asked the participants about strategies for balance. Here the participants were prompted to think about how they juggled the ever-present demands of their jobs and the rest of their life. The focus here was on the things to which the



participants gave their time and attention, as well as other ways they brought enjoyment into their lives.

The answers received from the series of questions asked substantiated its usefulness for obtaining deeper explanations from the subjects and a more comprehensive understanding of the subjects' experiences. It was expected that the subjects speak openly from their hearts as their stories easily flowed. The retrospective interview process is an efficient way of eliciting high and low points of a narrative (Scott, Braun, & Alwin, 1998). For this research, individual interviews followed the five subsidiary sections of questions from Giele (2008) along with a set of socio-demographical identifying questions.

Respectively, each participant was asked to complete an informed consent form that explained the research as well as the options each participant had regarding the limitations of sharing the information. The questions for the interviews follow.

***Set one: Early adulthood.*** What was your major? Name of your college where you completed your undergraduate education? What year did you graduate? What about graduate education? Where did you attend? What was the area of study for your degree? What year did you receive your degree? 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?

***Set two: Childhood and early adolescence.*** What was your family's attitude toward women's education? What did they think about you going to college? What did they think about what you would become? What was the effect of your parents' education on your attitudes? What about brothers and sisters? What were their influences on you? What about family finances and their impact on your attitudes? How about you or your families' involvement in a

faith community? What were these influences? What about your families' expectations and their impact on your attitude? How was your education different from or similar to that of your parents and brothers and sisters?

***Set three: Current adulthood.*** Since college, what kinds of achievements and frustrations have you experienced? What type of mentors have you had? What has happened that you did not expect in employment? What about with family? What about your faith? How about furthering your education? What type of work opportunities have you had? How about equal work opportunities? Have you had children and how have they influenced your life? How have changes in marital status impacted your life? How have any lifestyle changes influenced yourself or a family member? What about moves, how have these influenced you? What about your memberships in the community? How has your involvement or lack of involvement in faith community impacted your life? What types of housing issues might you have encountered and how did they impact you? How have racial and gender integration or non-integration influenced you? What about a job search or loss and its impact on your life? And feelings about yourself? Have there been good things such as particular rewards, satisfaction or recognitions?

***Set four: Future adulthood.*** Looking back at your life from this vantage point and ahead to the future, what are your main concerns at the moment? Looking further out, what are your goals, hopes and dreams for the next few years? What problems do you hope to solve? Where do you hope to be a few years from now with respect to work or finishing graduate school? What are your hopes in regards to family? What are your expectations for your faith community? What about the community? What are your concerns around mentors? What about health? What type of concerns do you have around finances?

***Set five: Strategies for balance.*** 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?

### **Data Collection**

This study about the role of mentoring in the work-life integration dynamic amongst high-achieving women was accomplished through qualitative methodology of life history interviews. The goal of the study was to explore the role of mentoring in the work-life integration dynamic. The methodology used comprehensive, semi-structured interviews of women to explore this topic of mentoring in work-life integration. Socio-demographic data was collected as a foundation for the research context. Moderate research, to establish theory, was reported on the role of mentoring in the work-life integration dynamic. This research focused on the role of mentoring in work-life integration.

Prior to the data collection process, all researchers completed an interview training procedure and were trained in the proper interview protocol (Appendix E). This training prepared the researchers to conduct a professional interview, with results, which were within the confines of pragmatic procedures. In seeking what is viable, with the subjects, it was vital to build a rapport with the person being interviewed. If needed, clarifying questions were asked or answered. The researcher remained objective, free of any bias or prejudices caused by personal

feelings and adhered to the structured format for interviewing. The research team read information in preparation for the interview process and completed some pilot interviews before beginning the actual study (Rubin & Rubin, 2005). This opportunity developed their skills in listening, recording, probing and establishing a rapport with the subjects (M. J. Weber, 2011). Participants were also apprised of the right to end the interview at any time or refrain from answering any question at any juncture. The participants were asked to provide very detailed demographical information.. Consent to participate was requested by the researcher and was granted by each subject. The researcher gave an assurance of confidentiality.

Within the Digital Women's Project, the interviews were conducted in person, electronically by email, or via telephone. The interviews typically lasted for approximately one hour. The interviews were audio recorded, as agreed by the interviewee for accuracy and fully transcribed. Subjects were guaranteed confidentiality for all information revealed.

The subjects were coded corresponding to their Mother's maiden name. Each maiden name was assigned a numerical value. The numerical value tracked each subject. The intention of anonymity was to inspire confidence in the subjects and give them a personal assurance for confidentiality.

Knowles, Holton, and Swanson (2005) used the term *crystalized intelligence* to describe the intellect that is formed through experience and education, which is different from fluid intelligence that is an outgrowth of IQ and problem solving, regardless of age or experience (Posen, 2013). Knowles et al. further posit that crystallized intelligence does not deteriorate with age and even remains relatively stable through the aging process. Subjects selected to participate in this study needed to demonstrate crystallized intelligence to show that they could more astutely describe their lived experiences in response to the outlined interview questions.

Crystallized intelligence refers to the knowledge and skills that are accumulated over a lifetime. Crystallized intelligence typically increases with age. –how do they demonstrate crystallized intelligence (Posen, 2013).

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

Validity and reliability are parallel, scholarly qualifiers, which maintain the rigor of research. The application of which, are both, precise and exacting standards. “Without rigor, research is worthless, becomes fiction and loses its utility” (Morse, Barrett, Mayan, Olson, & Spiers, 2002, p. 2). Kvale (1989) describes this process as investigation, questioning, checking and theorizing, which is integral to qualitative inquiry. In quantitative research, validity determines whether or not the research measures what it intends to measure and how truthful the results are (Golafshani, 2003). Reliability is described as the, “extent to which results are consistent over time and an accurate representation of the total population under study” in quantitative research (Golafshani, 2003, p. 597).

In qualitative studies, reliability and validity are conceptualized as trustworthiness, rigor and quality (Golafshani, 2003). With the purpose of establishing reliability and validity for qualitative inquiry, the investigator must conduct verification strategies. The strategies used to ensure rigor in qualitative studies are investigator responsiveness, methodological coherence, theoretical sampling and sampling adequacy, an active analytic stance and saturation (Morse et al., 2002).

This researcher proceeded based upon the potential and eventual value of this study for the larger academic community. This investment proved to be of greater worth than conscripting any personal biases to the outcome. For the purpose of this study, the responsiveness of the investigator established credibility. It is imperative that the investigator was open, used

sensitivity, creativity and insight and was willing to relinquish ideas that were not supported regardless of personal opinions (Morse et al., 2002). The intent of the researcher was to gain knowledge.

The researcher had no tendency towards high expectations or an unproved starting point of assumptions. This stance was consistent with the theory that the way to achieve validity and reliability of research is to “eliminate bias and increase the researcher’s truthfulness of a proposition about some social phenomenon” (Golafshani, 2003, p. 604). The credibility of this research was established by the abilities of the research team. Correspondingly, each researcher was aptly prepared and instructed on how to conduct unbiased, proficient interviews (M. J. Weber, 2011). Training sessions included instructions on how to build friendly rapport based on mutual liking, trust and a sense that they understand and share each other’s concerns.

The participants were assured of anonymity, the state of freedom from identification, by candidly reviewing the informed consent form and having the interview process explained. Identifiers, including those which indicated names, were replaced to protect all human subjects as is requisite for the Institutional Review Board (IRB). Instituting an open-ended, standardized interview process can eliminate potential threats for research teams. “When a number of different interviewers are used, variations in data created by differences among interviewers will become particularly apparent if an informal conversational approach to data gathering is used or even if each interviewer uses a basic guide” (Patton, 1990, p. 114). The way to guard against this is to create a list of carefully worded questions in advance and train the interviewers not to deviate from the recommended questions (Patton, 1990). The data collected was still open-ended, but there was less room for interviewer bias. This process of standardizing open-ended interview questions increased the legitimacy and credibility of the data that was collected.

Another activity that ensured the validity and reliability of the data are methodological coherence. This demanded that the research questions matched the components of the method used. For this particular study, a theory was used that looked at pro-active versus reactive strategies, which matched the research question. Theoretical thinking created a process where ideas from existing data were reconfirmed in new data. This required constant checking and rechecking and building off of a solid foundation (Morse et al., 2002). A former qualitative study which utilizes Giele's (2008) life-course methodology was used for this research.

To govern and delegate that the selected sample was appropriate, this study only contained participants whose representation best illustrated the knowledge pursued. This ensured "efficient and effective saturation of categories, with optimal quality data and minimum dross" (Morse et al., 2002, p. 12). To satisfactorily obtain sampling adequacy and to collect sufficient data which accounted for all aspects of the phenomenon, an exact number of interviews was amassed from women. The socioeconomic characteristics of these women largely vary according to age, education level, income level, marital status, occupation, religion and average size of family. An active data analysis was simultaneously being analyzed as it was being collected. This forms a mutual interaction between what is already known and what one needs to know (Morse et al., 2002). The active data analysis approach was employed for the purposes of this research study.

The rigor of qualitative research should be "beyond question, beyond challenge and provide pragmatic scientific evidence that must be integrated into our developing knowledge base" (Morse et al., 2002, p. 13). These strategies safeguarded the validity and reliability of this study for accuracy and exactitude. According to Rolfe (2006), "There is no unified body of

theory, methodology, or method that can collectively be described as qualitative research; indeed, the very idea of qualitative research is open to question” (p. 305).

Validity is defined as that process used to determine whether or not the instrument which is designed to measure a function does what it is expected or intended to do (Bryman, 2008). Creswell (2009) clarifies further by stating, “...one of the strengths of qualitative research...is based on determining whether findings are accurate from the standpoint of the researcher, the participant, or the readers...” (p. 191). Creswell (2007) lists several markers that social science researchers should use in order to assess the legitimacy of their qualitative data gathering processes. He summarily recommends the use of a minimum of two of these approaches. The eight strategies encompassed:

1. Triangulation: where the researcher collects data from more than one source in order to corroborate the facts emerging from the research.
2. Clarifying bias: here the researcher elucidates those assumptions, including his or her values surrounding the issues of the study. This process is similar to bracketing in phenomenology.
3. External debriefing: here the researcher seeks a peer review of his or her research process in order to refocus from what the researcher thinks is reported to what the reader may interpret is being said. This process takes a hard look at the conclusions and informs the researcher to a place of objectivity.
4. Refining hypotheses in process: here the researcher engages in “negative case analysis” in order to revise initial hypotheses that emerge in the face of information that fails to confirm preliminary theories. This process continues until all outlying premises are eliminated (p. 208).



5. Protracted observation: this involves spending sufficient time in the observation of subjects, in order to insure collection of all the relevant data. This is most applicable in ethnographic research.
6. Research subject read-through: this affords an opportunity for the subjects of the research to examine the summations of the researcher in order to insure no salient responses were missed. It is not an editing process, rather an assurance that the researcher did not misinterpret the subjects' reported facts.
7. Vivid and expansive language: when the researcher uses rich language it invites the reader to travel along with the description and participate in the lived experiences of the subjects. Such vibrant narrations allow the possibility of transferring the experiences to other situations or backgrounds.
8. External appraisal: this involves the use of an outside audit by someone who is independent of the research process. Such an audit permits an examination, similar to that of the quantitative procedures of examining reliability (Creswell, 2007, p. 208).

For the purpose of this study, the triangulation process was utilized. Multiple subjects were interviewed to corroborate the essence of the phenomenon. Using this standard helped to provide the necessary soundness of the study.

The reliability of qualitative research, as with quantitative studies, measured the consistency of a finding over time, among respondents and with instances of multiple observations. Multiple respondent criteria were utilized. Such rigor added to the legitimacy of the findings of this study.

## **Data Analysis**

This phenomenological study examined women's roles in mentoring for work-life integration. The theoretical framework offered a breadth of questions from the four dimensions of life course from the Giele (2008) study: identity, relational style, motivation and adaptive style. A two-step coding system was used in the analysis of each interview. A software program called NVIVO 10 was used for this qualitative data analysis.

The researcher reviewed the transcripts and identified themes and codes. The data codes are terms that were used to categorize different themes found in the units of text (words, sentences, or paragraphs). Using NVIVO, codes were assigned to terms such as identity, relationships and motivation. An emerging *tree* grew out of the numerous codes that were used for each interview. When quotes taken from the interview were relevant in multiple codes, they were assigned to all relevant categories.

For this study, the interviews were coded using identifying passages that related to strategies for work-life integration. The findings considered similarities and differences of age, race, family background, current family with emphasis on homemaker and career and issues of mentoring. The NVIVO 10 software was utilized in the analysis of each interview. NVIVO 10 was able to connect the socio-demographic data with the qualitative data.

## **Institutional Review Board Process**

Permission to utilize this database for this research was granted by the Institutional Review Board. The role of The Institutional Review Board is to protect human subjects. Many of the questions contained in the interview had the potential to incite an emotional response or painful memory. Again, prior to the interviews, all subjects were apprised that they had the option of refraining from those questions. The interviews were deliberately designed to be

informal. This intention allotted the women an opportunity to share at their personal comfort level.

The Pepperdine Institutional Review Board (IRB) protected the rights and welfare of the human subjects who were interviewed for this study. In order to begin the research, the investigator wrote a cover letter to the IRB which confirmed that the study acted in accordance of the ethical principles for human research protections. The cover letter outlined that no copyright laws would be violated and all departmental requirements would be fulfilled.

The IRB forms were filled out and submitted to the dissertation chair for approval. The forms were sent to IRB according to the standard expectation of the IRB. Once approved, data analysis began. The investigation adhered to the interview protocol and ethical standards supported by the Pepperdine Institutional Review Board. The investigator was conscientious in taking into account and following Pepperdine Institutional Review Board protocols and procedures.

The interviewees were protected under the anonymity and coding system. The anonymity and coding system recorded each interviewee in accordance with her Mother's maiden name. Conformity with specific procedures, actions and official guidelines, necessary for the investigation, were strictly observed. The investigator acted as an objective commentator and presented the impartial findings extracted from the interviews being explored.

The investigation was free of any bias or prejudice caused by personal feelings. The findings of this investigation were based on facts rather than on thoughts or opinions. Further, findings of this investigation were independent of the perceptions of the investigator. The goals of the findings were independent and free from influence or interference.

The subjects in this study were unrestricted in sharing their stories, which resulted in reflective and projective responses. All responses were accredited with equivalent credence in terms of utility involving and towards a better perception of work-life integration. It was the desire of this researcher that the results of the exploration of the subjects' experiences raise awareness, increase knowledge and insight and stimulate the emotional intelligence of those organizations and professionals closely associated with the exposures, liabilities and perils of the work-life integration dynamic.

### **Summary**

The goal of this qualitative study was to explore the role of mentoring as an individual part and specific function in the work-life balance integration dynamic. Additionally, it touched on the competing demands, including circumstances, ideas, things and people involved in the work and life among women who are managing both. The life story method modeled after Giele (2008) and M. J. Weber (2011) was used herein to carefully explore narratives, through an organized sequence of events, of women who were interviewed. The richness of the questions addressed the possible avenues of the research query. The methodology was deeply imbedded in relating to narration, which is the art of storytelling. The life stories unfolded in the process of narrating. Storytelling is a traditional technique and telling the story is the objective. This methodology used by Giele (2008) focused on the identity, relationship style, drive and motivation and adaptive style of women.

It was anticipated that the result of this research would build bridges between bodies of knowledge, including research and practitioner and add to the scholarly body of knowledge related to and involving mentoring. The investigation adhered to the interview protocol and ethical standards supported by the Pepperdine Institutional Review Board. The investigator was

conscientious in taking into account and following the Pepperdine Institutional Review Board protocols and procedures. The interviewees were protected under the anonymity and coding system. The anonymity and coding system recorded each interviewee in accordance with her Mother's maiden name.

Conformity with specific procedures, actions and official guidelines necessary for the investigation were strictly observed. The investigator acted as an objective commentator and presented the impartial findings extracted from the interviews being explored. The investigation was free of any bias or prejudice caused by personal feelings. The findings of this investigation were based on facts rather than on thoughts or opinions.

Further, findings of this investigation were independent of the perceptions of the investigator. The goals of the findings were independent and free from influence or interference. The subjects in this study were unrestricted in sharing their stories in an unregimented manner, which resulted in reflective and projective responses. All responses were accredited with equivalent credence in terms of utility involving and towards a better perception of work-life integration. It was the desire of this researcher that the results of the exploration of the subjects' experiences raise awareness, increase knowledge and insight and stimulate the emotional intelligence of those organizations and professionals closely associated with the exposures, liabilities and perils of the work-life integration dynamic.

## Chapter Four: Findings

Is there an advantage to having a mentor? Does having a mentor place women in a superior position relating to career advancement, developmental opportunities and/or accepted norms of a stable personal life? This query about mentoring has its focus through the lens of how mentoring provides a combination of favorable circumstances and situations for both mentor and mentee. This study sought to determine if mentoring is, indeed, a critical strategy in realizing optimal work-life integration.

The interviews obtained from the Digital Women's Project were interviews conducted by multiple doctoral candidates at Pepperdine University's Graduate School of Education and Psychology. The interview questions were developed by the system administrator and were created in such a way as to engage dialogue about how career-driven women handle work-life integration. In this study, the questions and answers utilized an understanding of mentorship.

With explicit authorization, the system administration extracted interviews for this study from *The Digital Women's Project* database (M. J. Weber, 2011). The database is a systematically arranged collection of interviews structured so that they can be automatically retrieved as needed. All interviews contained in this particular database used the phenomenological methodology and life story framework. The subjects for this study were selected randomly. The subjects were selected without having any definite probability relating to variables, patterns, or connections. The questions are:

1. How does the role of identity differ for women leaders who have mentors as opposed to those who do not have mentors?
2. How do motivational goals differ among women leaders who have mentors as opposed to those who do not have mentors?

To understand the phenomena and explore the issue of *Women Leaders: The Role of Mentoring in Work-life Integration*, qualitative research involving analysis of unstructured data, including open-ended survey responses, was reviewed using NVIVO. The questions asked had no pre-arranged end and usually required more than one-word answers. A structured review of literature was also used through this set medium. This researcher sought to understand the surrounding influences and themes of *Women Leaders: The Role of Mentoring in Work-life Integration*.

The system administrator of the *Digital Woman's Project* database (M. J. Weber, 2011) extracted twelve interviewees appropriate for this study. The interviewees are referenced in the research findings as Subjects A through L. Transcriptions from the interviews were uploaded into NVIVO. NVIVO is a coding program designed to share, organize and analyze information derived from qualitative research techniques (QSR International, 2014). The program was downloaded onto a designated computer used for coding all research findings for the study. The interviews were coded for the life story themes of: Identity and Motivation.

A project folder was created and titled: Effects of Mentorship on Self Identity and Motivation. Different colors were used to identify the coded words and statements. The interviews from Subjects A through L were uploaded into the project folder. Thoroughly reading and examining the interviews, the researcher created a list of key words correlating to the themes of the study: Identity and Motivation. The key words were divided into three lists. Lists one, two and three were created to find quotes and thoughts stemming from identity, motivation and mentors in the lives of the interviewees. The lists included the following key words:

1. Happy, Accomplished, Goal, Motivated, Degree, Married, Single, Parent, Death and Change.

2. Balance and Work-Life Balance.
3. Mentors and Mentorship.

The researcher used the key words in NVIVO's Query Wizard to highlight quotes necessary for answering the research questions. Query Wizard was instructed to detect where key terms occurred in the interviews. The key terms were independently input into the search box. To maximize potential results, the researcher directed Query Wizard to find sections in the interviews where the key terms were acknowledged or implied versus finding the exact word match. Organizing a broader search gave the researcher the autonomy to locate a larger collection of data from the interviews.

Query Wizard was setup to search all interviews uploaded into the project folder. The researcher prompted the Query Wizard to save the results into singular sub-folders named: Identity and Motivation Quotes as well as Identity and Motivation Quotes II. Saving the results enabled the researcher to go back to the Query Wizard and repeat the process, if necessary. The researcher ran the Query Wizard with the key word Group II, Balance and Work Life Balance again; however, the second time, Query Wizard was prompted to run a more specific query report.

After the query search, the data was grouped through a grouping tool in NVIVO called Nodes. Nodes are vessels for inputting related material identified in each interview into one location. The nodes were organized into two sections: Identity and Motivation. Quotes were extrapolated from the nodes and used in the demographic and findings sections.



## Demographics

The interviews and data collection involved human subjects. The concentrated population of this study considered 12 women leaders from across the United States. This number is within the phenomenological criteria of using between eight to twelve subjects.

Operationally, identity is the characteristic that the women recognized as belonging uniquely to her. This recognition constituted each woman's individual personality and lifestyle.

**Identity.** Giele's (2008) standard questions for identity included: How does the participant see herself? How does the participant like herself? Does the participant mention race? Does the participant mention education? Does the participant mention ethnicity? Does the participant mention social class? How is the participant similar or dissimilar to her family? What qualities do the participant mention that distinguishes her?

Connected to motivation is the act of giving a reason to do something. Also connected to motivation are forces, whether they are social, cognitive, emotional, or biological, that activate and direct behavior of women.

**Motivation.** Giele's (2008) standard questions for motivation included: What are the participants' needs for achievement? What are the participants' needs for power? What are the participants' needs for affiliations? Are the participants ambitious? Are the participants indifferent? Where are the participants focused? Are the participants focused on personal achievements? Are the participants focused on familial achievements? Do the participants mention an appreciation for personal life? Do the participants mention an appreciation for work life? Do the participants mention a need to be in authority?

This summary codifies both variations and consistencies in the life stories. The researcher recognized and appreciated these variances. The differences in opinion and attitude

added to the richness of the study. The women interviewed were perceived by the researcher as emotionally resilient in their opinions, outlooks and approaches. Through the acuity of the researcher, it was perceived that the women demonstrated healthy, robust identities.

### **Findings**

The study used the phenomenological methodology and the life story framework. The interviews were color coded for commonalities and differences to analyze the role of mentoring within the totality of the work-life integration dynamic.

1. How does the role of identity differ for women leaders who have mentors as opposed to those who do not have mentors?
2. How do motivational goals differ among women leaders who have mentors as opposed to those who do not have mentors?

The question asked how identities and motivational goals differ, based on the working definition, as it is defined in this study. Further, the question sought to ask how the second set of data contrasted from the first set. It was believed that there would be a noticeable difference among the women leaders. However, of the 12 women interviewed, all 12 women referenced utilizing mentors. Therefore, the research questions could not be answered.

Characteristics of the mentors and the way the interviewees were mentored were commonplace. The following excerpts were taken from the interviews. These citations and phrases are the quoted words of the sample population. From an operational standpoint, relating to the way women leaders view themselves, identity encompasses those qualities that make someone an individual and different from anyone else. Identity was discerned and delineated below.

The following findings will also show use of mentors during these stages which affected self-identity and motivation: (a) Early Adulthood, (b) Childhood and Adolescence, (c) Adulthood – Current, and (d) Adulthood – Future (Giele, 2008).

The interviewees had some of the characteristics described in the literature review. The interviews also revealed relational styled stories. The results from NVIVO cited evidence of how mentors were useful.

The following findings examine in detail the themes of the in-depth interviews. The interrelated themes identified, herein, are the supporting elements of this work-life integration research. Throughout the findings there are distinct, recurring, unifying qualities and ideas also seen in the literature review. The subject matter of mentoring illustrates the behaviors and lives of 12 women leaders.

In the subsequent accounts, the researcher will communicate from the life stories the common ground to the reader. The particulars of the experiences vary. Comprehensively, mentoring helped with work-life integration in scores of ways. The significant results and achievements follow.

On an operational level the most salient findings regarding identity included crucial points such as the importance of being educated. Education was the stimulus that prompted the interviewees' self-governing, self-determining and self-regulating personalities. Academic mentors were credited with the same attributes as career mentors; however, other commonalties were present, such as feminism and liberalism. Interviewees attributed attitudes about confidence towards life and achieving established goals in school, work and home to mentors. Participant L explained,

At Mount St. Mary's I had a mentor who was in the psychology program and was an amazing person and she specialized in women's studies. So she was all about women's rights and empowering women and everybody at the school to do their own thing, live their lives and be successful. I think mentors for a large part are very idealistic when they talk to us because they want us to feel empowered and strive for more.

The interviewees were predisposed to the influence of their parents. The array of women leaders varied in upbringings and backgrounds. Research identified a few participants who identified the first mentors in their lives started during childhood with a parent or family member. The interviewees believed that there are value-added mentors in their families, communities and careers. The most commonly recognized family member was the participants' mother. Participant C said, "My mother is number one, she has always been a mentor to me, she taught me to be a lady, to think before I speak, although I am still learning that lesson." Participant E reminisced, "My mother was a mentor. She is still living and is a pusher." Participant E also stated,

As I got into the legal profession, to give credit where credit is due, there were men who were really good role models for me and encouraged me and made things happen for me for which I am eternally grateful for. They didn't have to do that. So all along the way, various mentors appeared at various places and made a difference for me.

Many of the interviewees regarded the two-fold role embodied in having a family and a career as beneficial. Participant A revealed, "I don't really have any regrets how my life path went, with putting my family first."

Confidence in identity exuded throughout the dialogues. The tone of the channel of communication was marked with unassuming natures, modesty and humbleness. Participant A divulged,

I have had great mentors along the way that have even sometimes boosted me up or encouraged me to take on different jobs that I didn't think I could do and as I have taken on those challenges it has brought on a lot of pride and confidence building through the years.

The two factors that shaped the life course and life story analysis are motivation and identity. The life-story theme of motivation encompassed drives, achievement, power, affiliation, success, realization and attainment (Elder & Giele, 1998; Giele, 2008). The classic theoretical foundations and life-course factors of motivation are needs and desires (Allport, 1937; McClelland, 1967, 1975; Murray, 1938). The theory of action for motivation is goal attainment (Parsons, 1953). The dimension of motivation was coded with the following questions in the forefront: What is the interviewee's need for achievement, affiliation and/or power? Is the interviewee ambitious and driven or relaxed and easygoing? Is the interviewee concerned about making a name for herself? Is the interviewee focused more on helping her husband and children than on her own needs? Is the interviewee focused on nurturance or personal achievement? Does the interviewee mention enjoying life and wanting to have time for other things besides work? Does the interviewee enjoy being with children and/or friends? Does the interviewee enjoy doing volunteer work? Does the interviewee have a desire to be in control of her own schedule? Motivation is commonly related to the action, medium, or means of personal agency.

The life story theme of identity includes being conventional or different (Elder & Giele, 1998; Giele, 2008). The classic theoretical foundations and life course factors of identity are

values, beliefs and purpose (Benedict, 1946; Mead & Wolfenstein, 1963; M. Weber, 1930). The life course framework is historical and cultural in location (Giele & Elder, 1998). Using this developing theory, based on information, to analyze data, the researcher applied it inductively and deductively to identify similarities and differences in life stories. The dimension of identity was coded with the following questions in the forefront: How does the interviewee see herself? With whom does the interviewee identify as being like herself? Does the interviewee mention her race, ethnicity, social class or how she is different and/or similar to her family? What qualities does the interviewee mention that distinguishes her (aptitude, peaceful, affable, resourceful, outstanding, good parent and spouse)? Identity is commonly related with location in time and space and cultural setting.

In dealing with the interviews, the researcher, through thoughtful reflection continued to extract emerging themes. These themes expressed the meaning of the varied inflections that the researcher gleaned from the interviews. These meanings were captured through the words of the interviewees themselves. At times, the researcher was brazen with the task of articulating the thoughts and ideas of the interviewees more effectively and clearly.

The critical discernment of themes links origins to life outcomes. Life stories are a person's inner identity. Life stories reveal the distinctive social and cultural experiences that formed the self. Ultimately, in the fullness of time, life stories provide a narrative of change. The responses amassed from the queries in the life stories involved key periods of life and extracted memories of interviewees plans in early adulthood, how they were treated as children, their current life, along with its rewards and frustrations and as a final point their outlook on the future in regards to expectations, beliefs and dreams.

Prioritizing materialized as a theme. Work-life integration spans the course of a lifetime. At times, women leaders should focus intensely on their careers. There were other times when the focus should be concentrated on personal life. Guided by one's own personal integrity, acting in accordance with priorities is both ethically and morally sound. Participant A stated, "I had mentors...which connected me with...connections for future job employment which added a whole new dimension to my life in my adulthood time." Participant H stated,

She really took me under her wing and spent a lot of time explaining how things work...how that culture worked...that company was different from the culture I had come from. She really took an interest in me and making sure that I succeeded and I really attribute a lot of the success that I've had since then to her.

Participant A communicated, "Strategies that I implement in my own life to remain balanced are just coping, praying, trying to keep my priorities straight in life and trying to mix it up with my family."

The rising theme of sacrifice also developed. The establishment of discovering what had precedence compared to something else. Reserving time for pleasurable activities, which bring satisfaction and enjoyment, is of great interest. The proverbial "having it all" may very well be possible. The challenge may be in having it all at one time. Compromise must sometimes be instituted to solve problems. Participant J stated,

I've had...sort of foundational mentors for me. She taught me a lot about feminism. She taught me a lot about what it means to be engaged in organizational work...connect to other organizations...collaboration and coalition building and being active in other organizations.

Balance was a recurring theme mentioned throughout the interviews. Mentoring plays a grand role in the ability to remain mentally and emotionally calm. Teaching mentees not to be overly affected by strong emotions such as anger, excitement, or shock is helpful. Participant J stated, “[I] learned a lot...about balancing...a life and being involved in work and Jennifer was much better about setting limits.” Participant G echoed,

I think I realize how much other people have affected my work life balance. I think that time that I’m feeling most off balanced is when the people I’m working with and I don’t have good chemistry. I think the time I’m feeling the most balanced are times when the people I’m working with or volunteering with or living with really work well together.

Maintaining a balance between home life and work life is an important concept.

Participant H reflected, “You really have to exert yourself once you have senior level position...make sure the people you work for understand your priorities for your life...and you know that you’re giving 110% while you’re there.”

The interviewees described mentors as motivators, inspirational and goal oriented. Mentorship during adolescent and adulthood stage has instilled a commitment to multiple participants to give back by becoming mentors themselves. Their expression of mentorship is motivated by life changes, age, maturity and a self-fulfillment to give back. Participant I expressed her excitement about life,

I have a new granddaughter so if I retire at 62 I plan to spend a lot of time with my family. My daughter is going to get married in October and starting her new life. And get this, I have a sweet moment for me. I might want to teach again. It’s a fun time, to mentor, consultant there are a lot of things superintendents can do.



Other subjects credited their work leaders as transformational mentors who helped to frame their career choices and success. Mentorship afforded during the adolescent and adulthood life stages were linked with subjects experiencing mentorship through academia and professional development.

Having meaningful occupations was also a theme. Careers are marathons, long distance tests of endurance, not sprints. The beginning of a career is a great time to show dedication by working hard for credibility and making contributions. Career mentors were given credit for motivating participants with going after new positions, redefining traditional roles and obtaining advanced degrees. The mentors were generally identified as other women. Participant G stated, "Some of my greatest mentors were my supervisors." Participant A expressed, "Great mentors along the way have even sometimes boosted me up or encouraged me to take on different jobs that I didn't think I could do and as I have taken on those challenges, I have succeeded." Participant H stated, "I actually met a woman, she was the Director of Contracts...I felt she really took me under her wings and spent a lot of time explaining how the culture worked in the company." Participant J elaborated on her experience,

I went to work for the Executive Director at the L. A. Unified School District as the associate director. She taught me a tremendous amount, she taught me about feminism, what it means to be engaged in organizational, collaboration, coalition building, good public speaking and being visible.

### **Summary of the Study**

Identity forces us to be different. Often our identity is closely attached to our surrounding environments. Identity accounts for our sensitivities of ourselves. Motivation causes us to act. Internal conditions are the catalysts, which drives behaviors. An examination of insight into the

role that identity and motivation play in work-life integration provided some understanding of the potential impact the two have on life choices.

From an advocacy approach, the purpose of this qualitative study was to increase insightfulness, self-awareness, impact for capacity building and perceptions on *Leaders: The Role of Mentoring in Work-life Integration*. By utilizing mentors, the study revealed that the participants have a measure of increase in personal gains and have become stronger in their authentic leadership. This exploratory study was based on Giele's (2008) narrative life story framework, which included semi-structured interviews based on the four stages of life: (a) Early Adulthood, (b) Childhood and Adolescence, (c) Adulthood – Current, and (d) Adulthood – Future (Giele, 2008).

## **Chapter Five: Conclusion**

This chapter presents an overall summary, conclusion and recommendations. The central study limitations, suppositions and implications are also herein contained. This final chapter will offer meaning and convey an expressed significance to the findings. This will be achieved by coalescing the foundational theories, research and practical practices presented in this study. These known facts coupled with a review of applicable literature will be used as a starting point from which to draw inferences about Leaders: The Role of Mentoring in Work-life Integration.

With scholarly caution, the interpretations, conclusions and recommendations for further research will also be submitted in this chapter. It is anticipated that the perspective offered will add a particular academic advancement on the subject matter of mentoring, as well as improve the comparative importance of mentoring in work-life integration for women leaders. It is also anticipated that a more positive response from Corporate America and general social acceptance to mentoring, with the specific focus of work-life integration, is adopted through planning, policy and practice.

A systematic range of ideas and feelings revolving around mentoring is explained herein. This study looks to understand different perspectives from the category of women leaders. This research will help develop an initial understanding of the issue Leaders: The Role of Mentoring in Work-life Integration. The data in this study relies on observation and interpretation. The natural phenomena, those things apprehended by the human senses, that are reported in these results are derived from noting developments in the focus group of women leaders. The remarks have been cited as evidence of the researcher's position in relation to the subject matter.

## **Findings Related to Previous Research**

To summarize the main points of this proposal as previously put forward, mentoring is typically a formal or informal relationship between two people. The two people usually have a significant connection. In this particular instance, the association is between work life and personal life. The literature has identified mentoring as an important influence in professional development. Mentoring, through the lens of this research, has been to deem the particular value of encouraging women leaders' successful development in work-life integration.

Consequently, the benefits of mentoring for the mentor are many. At the onset of a mentoring relationship, it exhibits the expert skill and knowledge possessed by the mentor. It allows an opportunity to share wisdom and information. For the mentor, a chance for increased awareness is gained through counseling and listening. Accordingly, the benefits of mentoring for the mentee are also numerous. Mentoring can help increase career networks, allow an opportunity to explore potential and develop different perspectives on work-life integration. The capacity to translate values and strategies into productive action is also presented. In both instances, healthy mentoring relationships are built on mutual trust and respect of the individuals involved.

There are many gains for both mentor and mentee. The larger gain herein is for families and corporations alike. It is the recommendation of this researcher to encourage a culture of mentoring throughout corporate organizations. Via evaluation, goals and outcomes of mentoring should be assessed based on the understanding of the situation and on the effectiveness of the mentoring relationship.

## **Implications of the Study**

The research results demonstrate that the women leaders interviewed are, in fact, utilizing mentors in both their personal and professional lives. One hundred percent of the women leaders utilized some form of mentoring in work-life integration.

It is important to officially observe, monitor and report this phenomenon of mentoring. The utilization of mentoring empowers the women leaders in this study by making them more confident in their personal lives and more assertive in their professional lives. Connections built through the logical linking of people and influential contacts affected general well-being and work-life integration. Of significant note, to this research, were the implications for increased capacity building, change through development opportunities and advantages to shared learning through mentorship. In a text search query of the interviews, the results produced the following references of the word mentor. Of the 12 subjects interviewed, all 12 made reference to and had mentors.

Work-life integration was greatly enhanced by the presence of those who identified having at least one mentor. Mentors had positive effects on the women leaders. (Posen, 2013). It was found that those who had mentors were optimistic. These women leaders were also positive in their attitudes were linked to perceived attitudes and belief system.

Included in this listing was a conscious desire for success. A percentage of the interviewees showed hope for the future. Additionally, those mentored had an expectation for favorable outcomes in their endeavors. Those who valued mentors were full of enthusiasm for both their personal life and work life. All 12 women were positive.

Moreover, there was an expressed loyalty to the varied roles cited in the interviews. In a text search query of the interviews, the results produced the following references of the word

mentors. Of the 12 subjects interviewed, 12 of the sources specifically call attention to the word mentors for a total of 40 references. In a text search query of the interviews, the results produced the following references of the word motivation. Of the 12 subjects interviewed, one of the sources specifically calls attention to the word motivation for a total of one reference. In a text search query of the interviews, the results produced the following references of the word identity. Of the 12 subjects interviewed, two of the sources specifically call attention to the word identity for a total of two references.

It is assumed that the period of time that mentoring lasts and the rate of occurrence both has an impact on strong mentoring relationships. The structure, concerning the way, time and regularity of mentoring happens, can be arranged according to the preference of the mentor and mentee. As a strategy for work-life integration, mentoring can be considered as a plan to achieve both personal and career goals. It is thought that respectful mentoring relationships are prime learning opportunities and are a benefit as both parties can acquire information, skill and insight.

### **Recommendations for Future Research**

The following recommendations are offered as possible actions. These recommendations are based upon the results, as well as the applicable literature. There is, herein, reserved consideration for the limitations of both. In terms of an effective mentoring relationship, it appears that the developed framework between mentor and mentee is an overarching influence of success. The support of the relationship should be integrated with concentrated effort and strategies for success. Since there were no women without mentors, it is recommended that research be done with a larger sample. It is also recommended that research is done, which includes women who have mentors versus women who do not have mentors.

To be successful, clear communication with clarity of purpose, expectations and roles must be articulated and understood between the parties. The drivers of the relationship are the expressed objectives of the mentor and mentee. With visible, goal-oriented intentions, the structure and solutions can be designed into each explicit relationship. It further seems that family and career planning efforts can be developed into a larger strategy, as a blueprint, for other women leaders to follow. Reinforced activities between mentor and mentee allow for the growth of both individuals.

Motivation, interests and competence all factor into well-matched relationships. Continuous monitoring processes follow up procedures and assessments to understand how the value of the relationship should be utilized. Process criteria and outcome criteria, with short and long term aspirations, should be conducted on a periodic basis to ascertain if modifications are necessary.

## **Conclusion**

In the mentoring landscape, from this study and from the research of others, it has been established that mentoring can increase success in work and success in personal life (Posen, 2013). With changes that have occurred in the way we work in the 21<sup>st</sup> century and the need to take charge of our own careers, a new view of mentoring is important to move ahead in both the work life and personal life. Mentoring can be defined as an approach that provides those involved with mutually beneficial outcomes related to career and development growth. This research and the research of others have demonstrated that great benefits accrue in mentoring relationships.

All mentoring relationships are not created equal. Mentees receive career and emotional support. All relationships including mentoring relationships go through phases. Various skills

from both mentor and mentee are required for the mentoring relationship to reach full potential. Benefits are reaped when both sides are operating at optimal capacity.

Finding mentors, who can help in professions, wherever these mentors may exist, will provide immense additional areas of benefits. Effective, powerful mentoring should be utilized wherever possible. Mentors have resources and insights of organizations that others may not have. Commitment to the mentoring relationship should be maintained through efforts of hard work, loyalty and trustworthiness. Expectations play a large role in how mentoring relationships develop and thrive.

The individual philosophy of mentoring has a large role in determining expectations and relationship dynamics. Shaping mentoring relationships through goal directed objectives, self-awareness and self-management can greatly benefit individual career paths. To evaluate the effectiveness of the mentoring relationship, seeking feedback, monitoring performance and establishing cues to ensure that goals are met are a few ways to monitor progress. Based on the interviews, it was discovered that the interviewees were skilled communicators with high emotions. The interviewees were able to relay facts coupled with reflective and projective thinking. All the interviewees in this study brought unique insight and perspective to mentoring and mentoring relationships.

Also, in all these relationships, mentoring was encouraged, supported, rewarded and modeled. It was discovered throughout the interviews that most of the interviewees did not rely on a single traditional mentor for support. There was a broad network consisting of a variety of mentors for support. Leaders are pushed to build a set of connections, cultivate skills and be equipped for unexpected changes. Hierarchical and horizontal career paths are distinct.



Skills are gained in various arenas by progressing laterally as opposed to upward. As the rate of technology rapidly increases and knowledge becomes antiquated, having access to a diverse assemblage of mentors is paramount in keeping in step with change. From the interviews within this concentrated research, the results suggest that mentoring:

1. Helps to clarify work expectations
2. Proffers an opportunity to do best work
3. Enables one to receive recognition
4. Encourages development
5. Provides a forum for offering opinions
6. Provides opportunities for growth
7. Improves feedback skills
8. Enhances reputation

There are also additional aspects of mentoring that could still benefit from additional discovery. A recap of what is known and yet to be discovered about mentoring illustrates the complexity of the mentoring relationships for both mentors and mentees. This research should build a bridge between bodies of knowledge. Academicians, researchers, practitioners, organizations, mentors and mentees can all benefit from the integration of wisdom, knowledge and shared experiences contained herein.

With reasonable assurance this researcher suggests, from a review of the applicable literature, that mentoring for work-life integration has value for women leaders when the purpose of mentoring is explicit in meaning and intention. The accepted standards of mentoring are more useful when the expectations between both parties' roles are clear. The practical results centered on the benefits of mentoring confirmed the outlined theories.

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

Question #4 [Adulthood-future]

Looking back at your life from this vantage pointing 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

## Socio-Demographic Questions

Mother's maiden name: \_\_\_\_\_

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

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

Country of residence: \_\_\_\_\_

Education level: \_\_\_\_\_

Current Occupation: \_\_\_\_\_

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

Marital Status: \_\_\_\_\_

Year: \_\_\_\_\_

Husband's (partner's) education and occupation: \_\_\_\_\_

Children (gender and year of birth): \_\_\_\_\_

Mother's education and occupation: \_\_\_\_\_

Father's education and occupation: \_\_\_\_\_

Religious background: \_\_\_\_\_

Number of people living in your household: \_\_\_\_\_

Number of generations living in your household: \_\_\_\_\_

Household income: \_\_\_\_\_

Percentage of income you contribute: \_\_\_\_\_

## APPENDIX C

### Invitation Letter to Participants

I would like to invite you to participate in a research study I am conducting at the Graduate School of Education and Psychology, Pepperdine University. It is the *Digital Women's Project (DWP)*. My scholarly interests have focused on mentoring and leadership especially for women. Women are making important strides in education, careers and influencing the global economy, while at the same time nurturing families. The dual career family is becoming the norm, in which wives and husbands/significant others are both workers and parents (Giele, 2008). The research is mixed and suggests that there is increasing gender crossover within marriage, while at the same time, some studies have suggested that well-educated mothers are leaving their careers for full-time homemaking.

The purpose of this study is threefold:

1. What experiences (identity, relationship style, drive and motivation and adaptive) shape the life course of women that impact work-family life balance decisions?
2. How do socio-demographic variables (education, age, ethnicity, family composition, profession, marital status, spouse education and profession) influence work-family life balance decisions?
3. What are the relationships between influencers (family background, mentoring and faith) and career goals on work-family life balance decisions?

My research study follows the life story method. We will be conducting personal interviews with female subjects that are entering our doctoral programs at Pepperdine that are serving in leadership roles in an array of organizations. It is anticipated that the interview will



require about 60 minutes. All individuals that participate in this study will receive a copy of the findings if interested.

I would like to invite you to participate in the study. 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 by email at

████████████████████

Warmest Regards,

Sudonna Moss

## APPENDIX D

## Informed Consent

To use the data from the study, I would like to ask your permission to agree with the following arrangements. Please initial the appropriate line(s):

\_\_\_\_\_ I agree to participate in this research and would allow appropriate quotes to be used in publications. These individual responses would not be associated with my name or workplace and would be referred to only by a pseudonym.

OR

\_\_\_\_\_ I agree to participate in this research but do not wish for any of my quotes to be used in publications.

In either case, 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 papers published 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.

\_\_\_\_\_ Please initial if you consent to these plans. If not, please leave the line blank.

With your permission, interviews will be recorded electronically then stored electronically. The interview content will then be transcribed. All data collected will remain anonymous and confidential. We are asking you for your mother's maiden name and will code each interview with that name. 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.

Please feel free to ask us to stop or resume taping this discussion at any point in our conversation. Please initial below if you are comfortable with the format of the interview session.

\_\_\_\_ May I record this interview? If not, please be assured no one will be recording any portion of the interview.

\_\_\_\_ May I take notes during the interview?

Please feel free to ask any questions about this study before we begin or during the course of the study.

At this point, I want to inquire if you fully understand these statements. If you do understand please sign below.

(Signature) \_\_\_\_\_ (date) \_\_\_\_\_

## APPENDIX E

### Interview Protocol

- Brief Introduction of the Research Study

The purpose of this study is to explore the narratives of women's lives as they balance their work activities with the demands of marriage and motherhood. It is to understand how educated women's lives are changing. To accomplish this, we are interviewing women in leadership roles in an array of organizations.

This interview will take approximately an hour. We will begin with reading the consent form and obtaining your signature which is an indication 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. The next five questions that are designed to help you recall several different periods of your life. Please share what stands out as being significant about those life periods. Most people find this an interesting and enjoyable conversation. If, at any time, you would rather not answer, you are free to decline.

- Administration of the Consent Form

To continue with the interview, we need your written consent on this form, which has been approved by the IRB at Pepperdine University. This form serves as an assurance that there is no major risk to you in answering any of the questions. If you are uncomfortable with any questions you may decline to answer. You may terminate the interview at any time for any reason.

- The Interviewer Reviews Form With the Respondent and Answers Any Questions

Interviewer collects the form and leaves a copy with the interviewee.

- Background Questions

Please fill out this basic information about yourself on this form. The form will accompany the interview. The form 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? Do you have any questions or suggestions that you would like to offer? If something comes to mind later, we would be glad to hear from you. Please find my email address on the initial letter and on your copy of the consent form.

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

## APPENDIX F

## Follow Up Letter

Thank you for participating in this study - *The Digital Women's Project*. You have shared a portion of your life journey about the following three major research constructs:

1. What experiences (identity, relationship style, drive and motivation and adaptive) shape the life course of women that impact work-family life balance decisions?
2. How does socio-demographic variables (education, age, country of residence, family composition, profession, marital status, spouse education and profession) influence work-family life balance decisions?
3. What are the relationships between influencers (family background, mentoring and faith) and career goals on work-family life balance decisions?

Thank you again in advance for your participation. If you have questions or concerns about the study, please feel free to contact me by email at [REDACTED]

Feel free to visit the website at any time as we look forward to sharing the results of this study.

Warmest regards,

Sudonna Moss

## APPENDIX G

## IRB Approval

# PEPPERDINE UNIVERSITY

## Graduate & Professional Schools Institutional Review Board

November 6, 2013

Dr. Margaret Weber  
6100 Center Drive, 5<sup>th</sup> Floor  
Los Angeles, CA 90045

Protocol #: E0719F03-AM2013-02  
Project Title: Work-Life Balance Issues of Women

Dear Dr. Weber:

Thank you for submitting a request for modifications to your previously approved IRB application to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The nature of your research continues to meet federal requirements for expedited review under provision Title 45 CFR 46.110 (Research Category 7). Your request to add Sudonna Moss-Logan as an investigator on your study has been approved.

As noted in the IRB approval letter from March 21, 2013, the approval period for your study ends on March 21, 2014. 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 a Request for Modification form to the GPS IRB. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and require submission of a new IRB application or other materials to the GPS IRB. If contact with subjects will extend beyond **March 21, 2014**, a **Continuation or Completion of Review Form** must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our 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 GPS IRB as soon as possible. We will ask for a complete explanation of the event and your 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 GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Michelle Blas, Director of Student Success at [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu). On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



Thema Bryant-Davis, Ph.D.  
Chair, Graduate and Professional Schools IRB  
Pepperdine University

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives  
Ms. Alexandra Roosa, Director Research and Sponsored Programs

