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College of Social and Behavioral Sciences

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> > Walden University 2015

Abstract

Self-Efficacy of African American Women in Leadership Roles

by

Varil D. Williams

MA, Spring Arbor University, 2002 BSW, Saginaw Valley State University, 2000

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Psychology

Walden University

May 2015

Abstract

Little research has focused on developing female African American leaders. A mixed methods study examined the influence of conservation of resources (COR) and locus of control (LOC) on the self-efficacy (SE) of 26 female African American leaders. It also explored the role of mentoring and spirituality in leadership development for a subset of 5 participants. Data were obtained using a demographic questionnaire, the General SE Scale, the COR Evaluation Gain scale, and the LOC Assessment, along with transcribed responses to mentoring and spirituality interview questions. Pearson correlations run between age, education, and income, as well as COR, LOC, and SE scores uncovered an inverse relationship between education and LOC and no other significant associations. A multiple regression analysis determined that COR and LOC did not predict SE among the participants. A qualitative analysis of the coded interview responses by a subset of 5 participants to 10 questions on mentoring and spirituality yielded 5 thematic clusters: (a) mentor link: expertise for guiding mentoring relationship or being a positive role model, (b) mentor value: commitment to personal or professional development, (c) mentor characteristics: qualities of being a good mentor, (d) mentor outcomes: expertise in mentoring and supporting an individual in development, and (e) workplace spirituality: individual desire to live spiritual values in the workplace. The results will foster positive social change by identifying ways to promote the development of female African American leaders.

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I thank my Lord and Savior Jesus Christ for showing me that "I am the daughter of the King" and keeping His promises that one day, I would have a voice as an avenue to access the information to create a culture of success for the same population that has been grossly overlooked by higher education and Corporate America. Thanks to my husband, John, who has been by my side every step of the way. Thanks to my former and late Pastor Bishop Marvin C. Pryor and his lovely wife, who taught us that SALVATION + EDUCATION = SUCCESS. Special thanks to my mentors and prayer warriors: Myrtis Sanders, Barbara Littles, and Violet Smith. I acknowledge Dr. Tom Edman, University Research Reviewer, and Dr. Kizzy Parks, Committee Member, for their input, wisdom, and support. I extend special thanks to Dr. John Schmidt, my Committee Chair, for being supportive and patient during difficult times, frustrations, and setbacks over the course of the dissertation process. I also want to thank my editor, Barb Elwert, for sharing her wonderful gifts with students. Finally, I offer special thanks to Dr. T. Brooks for her diligence and support, and for listening and offering advice.

Dedication

This dissertation is dedicated in loving memory of my dear father, Oscar T. Ware, who passed away December 2, 2014. He is gone, but not forgotten. I am deeply indebted to my entire family for helping me to complete this doctoral journey. I dedicate this dissertation to John, my husband of 34 years; to my children, Jay (Shvonne), Nicole, and James; and to my relatives for cheering me on throughout my entire process.

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Chapter 1: Introduction to the Study

African American women have experienced difficulty obtaining leadership roles as managers and supervisors in major corporations (Fairfax, 2005). Despite this obstacle, high-potential African American women have exhibited leadership not only by cultivating their existing talents but also by demonstrating an interest and ongoing involvement in succession planning and development (Robertson, 2005). Although African American women perform well at their jobs and are rewarded for their work, women from other ethnic groups are more likely to achieve supervisory positions (Aamodt, 2007). As a result, there is a need to establish an effective process to develop the next generation of female African American leaders and to provide strong support for current leaders to attain greater leadership roles in their organizations.

Some researchers have found that African American women engage in self-efficacy (SE), counsel seeking, and spirituality as coping mechanisms when facing challenging situations (Rubino, Perry, Milam, Spitzmueller, & Zapf, 2012). Spirituality helps individuals to discover inner strength and resilience in determination as they travel the path of success. Bandura (1997) defined SE as individuals' belief in their ability to succeed in specific situations. He also characterized SE as a critical part of interactive human functioning. Rubino et al. (2012) found that African American women prefer individual support, including precise and contextual assistance, for personal development and often choose mentors to fill that role. Religiousness and spirituality have been linked consistently with positive indicators of well-being and the ability to find emotional support (Rubino et al., 2012). Allison and Broadus (2009) found that spirituality is a

strength that African American women in leadership roles draw upon. In their research, Allison and Broadus also found a commitment to faith and authoritative leadership.

Hobfoll and Shirom (2001) suggested that organizational characteristics such as providing resources could influence the leadership process and impact leadership development. Rubino et al. (2012) found that African American women endeavor to obtain and maintain resources and engage in organizational activities that involve the voluntary and reciprocal exchange of resources for mutual benefit. Rubino et al. characterized the conservation of resources (COR) as the motivation to strive to obtain and maintain resources. These resources include objects; circumstances; personal characteristics, including personality; and energies considered valuable (Jusoh, Ahmad, & Omar, 2012). Individuals who have high levels of work-related resources are more likely to approach work with energy and enthusiasm (Hobfoll & Shirom, 2001).

Locus of control (LOC) is another factor in the development of female African American leaders (Hobfoll & Shirom, 2001). Rubino et al. (2012) contended that LOC is concerned primarily with casual beliefs about individual outcomes within the work domain. For example, individuals with an internal orientation might focus specifically on control in regard to promotion, salary, or leadership (Aamodt, 2007). Rubino et al. suggested that individuals having higher LOC perceive that the control over their lives and environment is directly associated with greater job satisfaction and better job performance.

The focus of this study was to explore the relationship of SE, COR, and LOC among female African American leaders and to assess their impact on leadership success.

In addition, the study examined the role of mentoring and spirituality on African American women's success as leaders. The research addressed a gap in the literature regarding the development of successful female African American leaders while also recognizing the role of SE in their development.

Background

The Saginaw Valley African American Leadership Training Institute (SVAALTI) is a nonprofit organization that educates, empowers, and engages current and future community leaders by cultivating and expanding their social and professional networks (Nietzkences, 2010). The SVAALTI comprises successful African American leaders who work to achieve the institute's mission by introducing members to what constitutes effective leadership at the highest levels (St Mary's of Michigan, 2012). The SVAALTI offers members an array of teaching, training, and service opportunities so that individuals who matriculate into this program can customize their experiences to meet individual needs and fill voids (McFarland, 2009).

The SVAALTI is an intensive 1-year program designed to familiarize participants with some of the Great Lakes Bay Region's most influential people and organizations ("Culture Diversity Initiatives," 2012). Program participants have the opportunity not only to study the qualities and skills that make leaders but also to analyze and develop their own leadership styles. This organization addresses the challenges facing African American women in leadership roles by providing an ideal setting to study the gap in leadership development for African American women (Nietzkences, 2010). The SVAALTI offers a variety of higher leadership and management training meant to equip

and enhance African American women's professional skills toward the achievement of organizational skills. It creates a more equipped, diverse, integrated, and engaged pool of potential female leaders to help to address a community's long- and short-term challenges by using the skills that the women learn and the networks that they build as a result of their SVAALTI participation ("Culture Diversity Initiatives," 2012).

Problem Statement

There has been little research on the role of SE, COR, and LOC in developing female African American leaders. Although much information is understood about different leadership styles, less is known about what serves to shape leaders. In addition, the influence of mentoring and spirituality in developing leaders has received sparse attention. If African American women are to assume leadership roles in organizations, these organizations must make the effort to develop them as leaders. The study investigated the SE of African American women who have succeeded as leaders to determine what role it played in their leadership development. The study also examined the ways that COR and LOC shape SE in the leadership development of African American women and explored the impact of mentoring and spirituality as factors influencing the SE of female African American leaders.

Purpose of the Study

The study focused on the SE of leaders and the ways that SE among African American women who have succeeded as leaders to determine what role SE played in their leadership development. The study also examined how COR and LOC influenced the SE of the African American women who participated in this study in their

development as leaders. Finally, the study explored the impact of mentoring and spirituality as factors influencing the SE of female African American leaders. Formal recognition of mentoring relationships and engagement in spirituality provided evidence of them as key factors in shaping female African American leaders. The results of this study will provide organizations with insight into how best to characterize the development of African American women as leaders.

Nature of the Study

The study entailed a mixed methods design to capture data directly from successful female African American leaders affiliated with the SVAALTI. The quantitative process has three components. Data were collected from a general demographic questionnaire as well as assessments of SE, COR, and LOC. The qualitative component was based upon the systematic assessment of structured interview responses. Individual and collective responses from the interviews provided insight into the views of spirituality and mentorship expressed by the successful African American women in this study who were thriving in leadership roles.

Theoretical Framework

As mentioned previously, the study considered three constructs: SE, COR, and LOC. Bandura (1997) described SE as the strong belief of individuals in their ability to succeed in specific situations. According to Bandura, SE has a major role in determining affective and behavioral reactions to situations. In addition, SE can significantly impact how African American women perform in the workplace (Sukserm & Takahashi, 2012).

More research is needed determine how SE can be developed to help African American women to achieve success in leadership roles (C. A. Harris, 2009).

Hobfoll and Shirom (2001) identified objects, conditions, personal characteristics, and energy as potentially highly valued resources in organizations. COR is useful in understanding organizational issues, such as exerting organizational and personal resources to achieve job performance and psychological health (Gorgievski & Hobfoll, 2008). Because leadership skills are a vital element in the dyadic relationship within the organizational setting, leadership roles function as an important social relations resource that can enhance performance outcomes and show how various resources are related to leadership development. Finally, the theory is used to understand the dynamics of the leadership developmental process (Halbesleben, Harvey, & Bolino, 2009).

Much attention has been given to LOC relationships concerning job attitudes, employees' well-being, and perceived autonomy. Jahnel (2011) suggested that internal LOC at work yields more positive perceptions of supervisor competence. LOC is assumed to initiate and influence job performance and career success because of its effect on motivation. For many individuals, an internal LOC is more common when they perceive the workplace environment as positive (Jahnel, 2011). However, people with an internal LOC are more likely than those with an external LOC to set challenging goals in the face of adversity (Jahnel, 2011).

Mentoring is a professional activity, a trusted relationship, and a meaningful commitment. According to Tichy (2012), this type of support helps organizations that need a strong foundation of mentoring to build and retain upcoming leaders and a healthy

workforce. A mentoring relationship helps to support people to manage their own learning so that they can maximize their professional potential, develop skills, improve performance, and become the individuals that they want to be (Tichy, 2012). Most organizations recognize that mentoring is a critical component of professional development and can be highly beneficial to mentors and mentees in the workplace (Tichy, 2012).

Spiritual commitment has been recognized as playing an important role in achieving success (Allison & Broadus, 2009). Spirituality is the inward connection to the outside world. Discipline is the manifestation of the training and control of self and personal conduct. According to Allison and Broadus (2009), if individuals were to analyze their spiritual experiences and behavior, they would find that spirituality affects their outward behaviors.

Research Questions

The purpose of this mixed methods study was to explore the effects of spirituality, mentorship, COR, and LOC on SE related to African American women in leadership roles. Two research questions (RQs) guided the study:

- Do COR and LOC for African American women in leadership roles influence their SE?
- 2. Do mentorship and spirituality for African American women in leadership roles influence their SE?

Significance of the Study

This mixed methods study might help organizations to recognize the role of SE in the development of female African American leaders. The study sought to determine the impact of COR and LOC on the SE of female African American leaders. In turn, this study might set the stage for the successful development of positive programs within organizations. The study ascertained whether mentoring and spirituality could promote the SE of African American women as potential leaders. The study also explored the ways in which COR and LOC can lead to success in leadership roles. The results might support social change not only for African American women but also for all potential leaders in the workforce.

Definitions of Terms

The following definitions were used to operational the terms used in this dissertation:

Conservation of resources (COR): Individual motivational to obtain, retain, and look after resources such as objects, conditions, personality characteristics, including personality; and energies considered valuable (Jusoh et al., 2012).

Locus of control (LOC): The belief of individuals that they can control common life outcomes (Rubino et al., 2012).

Mentoring: Senior or experienced individuals who advise, guide, and help younger individuals with less experience to succeed (Johnson, 2002).

Relationships: Significant connections identified among two or more entities (Duster, 2011).

Self-efficacy (SE): The belief in one's ability to succeed in specific situations; plays a role in how individuals approach goals, tasks, and challenges (Bandura, 1997).

Spirituality: Connected by an affinity of the mind, spirit, and soul; an inner path enabling individuals to discover the essence of what they are (Del Rio & White, 2012).

Assumptions, Limitations, Scope, and Delimitations

Assumptions

The SVAALTI is representative of organizations and processes available to African American women for career advancement. It was assumed that the participants would answer the demographic questionnaire and telephone interview questions openly and honestly.

Limitations

Participation was restricted to African American women in leadership roles.

There was some potential for interviewer bias while conducting the telephone interviews.

The willingness of some potential participants to be in the study could have been affected by busy schedules and personal family commitments. Some of the participants might have found the interview questions unpleasant and might have chosen not to answer them. Another limitation was that the number of spiritual leaders was too small.

Scope and Delimitations

Although surveys were received from 30 SVAALTI female African American members 18 years of age and over, only 26 were used in the study because four had missing data and were discarded. The delimitation of the study was that it was restricted to the SVAALTI context within which managers, supervisors, and other professionals

work and how SE affects their attitudes toward their leadership roles. This qualitative study involved COR and LOC constructs using a mixed methods design focusing on a cross-section of all SVAALTI female African American leaders.

Summary

The SVAALTI is an organization whose members are African American men and women in various leadership roles. Previous researchers have documented the importance of SE among African American women and its relationship to their success in leadership roles. However, SE is not the only factor that explains leadership effectiveness. The interaction of spirituality and mentorship also is likely to have an impact on leadership success and its own ascribed meaning of a given phenomenon.

Chapter 1 presented an overview of African American women and defined the frameworks for this study. Also discussed was Bandura's (1997) SE theory, defined as the belief to be able to be successful in specific area in the workplace. The chapter also explained COR as a motivational theory that posits that individuals strive to attain and maintain leadership roles in the workplace (Rubino et al., 2012). The purpose of this study was to explore LOC and the effect of mentoring and spirituality on the SE of successful female African American leaders. An explanation of the theoretical framework provided more understanding of the intrinsic and extrinsic motivational factors related to the success of African American women in leadership roles.

The literature review in Chapter 2 explored historical barriers and limitations that African American women have faced and further examined the role of mentoring and spirituality in developing African American women as leaders. It also considered the role

of SE, COR, and LOC in the growth, effectiveness, and resilience of female African American leaders. Chapter 3 outlines the mixed methods design used to explore the role of COR and LOC on the SE of female African American leaders and the impact of mentoring and spirituality on fostering SE. Chapters 4 presents the results addressing the RQs, and Chapter 5 interprets the findings, draws conclusions, and offers recommendations for future research. Also included are implications for social change.

Chapter 2: Literature Review

Overview

Chapter 2 presents a review of the literature that supports the major theoretical frameworks and provides an explanation of the methodology. Information was collected from Walden University's online library that included articles from peer-reviewed journals, books, and dissertations. The databases searched for relevant literature specific to African American women in leadership roles included SAGE, ProQuest, and Google Scholar. Finally, the databases were searched for literature on the effects of mentorship and spirituality on the SE of female African American leaders.

The literature was reviewed to identify the factors contributing to the success of African American women in leadership roles. Several sources of information and search engines were used. Peer-reviewed journals and ProQuest dissertations were explored using the following key terms: *African American women in organizations, leadership roles, advancement in corporate positions, spirituality, mentorship, self-efficacy (SE), conservation of resources (COR)*, and *locus of control (LOC)*. The literature review provided insightful research on SE, COR, LOC as factors tied to leadership and facilitated the examination of the ways that spirituality and mentoring foster SE.

Social Cognitive Theory

The psychological concept of SE became widely known and accepted following the publication of Bandura's work in 1997. The role of SE in the social cognitive theory (SCT; Bandura, 1997) is that people's beliefs about their capabilities to produce the desired effects by their own actions are the most important determinants of the behaviors

that people choose to engage in and how much they persevere despite obstacles and challenges. The SCT also maintains that these efficacy beliefs play a central role in psychological adjustment, psychological problems, physical health, and professionally guided and self-guided behavioral change strategies.

Bandura's (1997) research illustrated two central components: social learning and SE. The SCT posits that thoughts develop during infancy and continue throughout the life span. The development of beliefs about SE is influenced by the responsiveness of environments, especially social environments, to the attempts of infants and children to manipulate and control these environments.

Environments responsive to children's actions assist in the development of efficacy beliefs; nonresponsive environments prohibit this development. The development of efficacy beliefs encourages exploration and enhances infants' sense of agency. Parents can help or hinder the development of this sense of agency not only by their responses to the actions of infants and children but also by encouraging and enabling children to explore and master their environments (Bandura, 1997). Parents are the most responsive element in children's social environments. Children develop a sense of efficacy by engaging in actions that influence other individuals around them (Bandura, 1997).

SE is best understood in the context of the SCT, which emphasizes the ways in which cognitive, behavioral, personal, and environmental factors cooperate to determine motivation and behavior (Bandura, 1997). Caprara, Alessandri, and Eisenberg (2012) argued that people who thrive and flourish in the workplace have well-lived lives. They

also suggested that people with low self-esteem are the most likely to fail to complete tasks and believe that they cannot overcome any challenges associated with the tasks. Bandura (1997) implied that perceived SE manifests in individuals who can influence events that might affect their lives.

SE refers to personal judgments in the ability to establish and incorporate behaviors in specific situations that will have positive results (Schunk, 1984). SE plays a central role in the development of career-related beliefs and attitudes as well as interests (Armstrong & Vogel, 2009). However, even in understanding efficacy judgments, individuals must take into account components such as perceived ability, task difficulty, effort expenditure, performance aids, and outcome patterns (Schunk, 1984). Bandura (1997) noted that beliefs about personal SE constitute a major aspect of self-knowledge. Ackerman and Wolman (2007) concluded that personal estimates of abilities have a strong relationship to SE and self-esteem. O'Sullivan and Strauser (2009) contended that self-esteem is synonymous with SE.

The SCT (Bandura, 1997) recognizes that individuals gain information about their levels of SE from self-performance. Cramer, Neal, and Brodsky (2009) remarked that instead of responding to environmental influences, individuals contribute to their own motivations and behaviors by making things happen within a network. Bandura's (1997) central argument was that SE is largely determined by the extent to which individuals believe that they have succeeded in previous performances in given areas.

As Bandura (1997) confirmed, SE can have an impact on psychological states, behaviors, and motivation. He determined that significant contributors to SE are attitude,

persistence, and supportive social relationships. Vohs and Finkel (2006) argued that individuals who are driven to accomplish particular goals can alter their perceptions and behaviors to further develop as leaders.

The SCT holds that human functioning is shaped by the reciprocal interactions of behavior and personal factors. SE beliefs reflect four principal sources of information (Bandura, 1997):

- Enactive experiences: The capability to learn without direct experience; the learning of beneficial things by simply watching.
- 2. Vicarious experiences: Seeing similar people succeed through sustained effort raises observers' beliefs that they also possess the capacity to succeed.
- 3. Verbal persuasion: Telling an individual that "you can do it" stimulates the confidence to undertake a task.
- 4. Effects of mood on SE judgment: Beliefs that are directly related to symptoms such as sweaty hands or dry mouth are identified as signs of nervousness.

Bandura's (1997) SCT covers many topics that highlight how cognitive, behavioral, personal, and environmental causes interact to determine individual motivation and behaviors (Bandura, 1997). The SCT is a significant predictor of performance (Spiller & Hatfield, 2007). For example, Langford and Reeves (1998) identified strategies available to enhance and influence SE. Armstrong and Vogel (2009) cited Holland's theory of realistic, investigative, artistic, social, enterprising, conventional types as supporting a model in which interests and SE are components of choosing and pursuing careers. For

example, in academia, there is a direct relationship among SE, career choice, and area of academic interest (Spiller & Hatfield, 2007).

SE is the sense of mastery that comes from successful performance (Popper & Lipshitz, 1992). When this belief is internalized, occasional failures do not change an individual's sense of SE, which is based upon ongoing social learning relationships and enduring relations (Popper & Lipshitz, 1992). The SCT (Bandura, 1997) involves human behavior and learning patterns that are significant factors in increasing SE, which is related to all thoughts that affect human functioning and is strongly connected to Bandura's (1997) SCT (Popper & Lipshitz, 1992). Therefore, people with high SE believe that they can perform tasks with excellence, and they endure until they have completed the tasks. In addition, if employees learn appropriate ethical behaviors, they can increase their SE by behaving properly toward others, their organizations, and society in general (Sukserm & Takahashi, 2012).

Self-Efficacy

Pearson and Bieschle (2001) described the ways in which demographic variables such as parental SES, educational level, and career decisions and aspirations can affect individual SES and also be positively associated with occupational status. To understand this phenomenon, the African American women in Pearson and Bieschle's study found that the relationship between family dynamics and individuation appeared to influence the career decision-making process. Individuals from closely connected family environments had difficulty developing a clear sense of their own identity, and their

decision making relevant to their careers often became emotionally based reactions to parental expectations (Pearson & Bieschle, 2001).

Although motivation can predict high SE, if families do not have high expectations of the female African American family members, the ways in which they use their capabilities and talents become limited (Pearson & Bieschle, 2001). SE can not only play a major role in common psychological problems (e.g., anxiety), but also in successful interventions for these problems (Bandura, 1990). Dysfunctional worry and avoidant behaviors often are the direct result of low SE expectancies for managing threatening situations (Bandura, 1990). People who have strong confidence in their abilities to perform and manage potentially difficult situations will handle these situations calmly when they arise (Pearson & Bieschle, 2001), but people who lack confidence in their abilities will approach tasks with apprehension, thus decreasing the probability that they will perform effectively (Pearson & Bieschle, 2001).

People with low SE tend to respond to difficulties with increased anxiety that will more than likely hinder their performance (Bandura, 1997). Self-esteem is not SE; rather, the concept of SE is related to self-esteem, which is the extent to which people view themselves as valuable and worthy (Aamodt, 2007). Korman's (1976) consistency theory posited that employees with high self-esteem are more likely to motivate others and perform better than employees with low self-esteem (Aamodt, 2007). Employees with high self-esteem want to perform at high levels, whereas employees with low self-esteem tend to underestimate their abilities to complete tasks (Aamodt, 2007).

Mentoring programs help to cultivate self-esteem and self-actualization by offering individuals the opportunity to strengthen their talents, skills, confidence, and academic success, and form healthy identities (Cayleff et al., 2011). Girls Voices is a collaborative research project involving systems of support, community- and university-based mentorship, and a Young Women's Studies Club (Cayleff et al., 2011). Questions asked by Girls Voices were related to roles within the participants' families, ethnic and racial identities, support networks, educational goals, nonschool activities, and the impact of self-perceptions and choices. The Young Women's Studies Club has helped many women, including African American women, to gain self-awareness, strengthen their parenting skills, and improve their self-esteem (Cayleff et al., 2011). By partnering with this organization, these women obtained overall support and a way to establish mentoring relationships.

Philosophical Antecedents

The role of philosophy is similar to that of the scientific method in defining and solving problems, and relying on observation and experimentation to guide inquiries (West, 2012). Philosophers have played a vital role in contributing to the understanding of and ways to address problems (West, 2012). Their views have helped to explain the fundamental nature of being in the world.

Historically, philosophers such as Hume, Locke, Ryle, and Spinoza, have all considered using different terms for SE and self-control. Each of these philosophers has struggled to understand the roles of desire and volition in human behavior. Like many

other philosophers, they sought to explore the relationship between perception of personal competence and human behavior (Popkin, 1996).

Spinoza spent his life seeking rational truth (as cited in Popkin, 1996). He laid the foundation for religion and asserted that self-control is affected by mental and physical factors. He argued that self-control allows people to be more free and spiritual. Spinoza's discussions included the topics of theory, methodology, and interpretation of truth and method. His philosophical writings resonate in contemporary critiques of both modernity and postmodernity (as cited in Popkin, 1996).

Hume was influential in the philosophical and scientific worlds (as cited in Margaret, 2005). His primary interests were the concept of self and identity, and he contended that human thinking is based upon ideas that have no origin in experience. Hume's perspective was that of a psychologist attempting to explain human behavior and cognition (as cited in Margaret, 2005).

Locke was an influential thinker whose philosophical writings also influenced politics (as cited in West, 2012). Locke believed in four kinds of existences: things, perceptions, minds, and God. His theory of mind is considered the origin of the modern conceptions of identity and the self (as cited in West, 2012).

Conservation of Resources

According to the COR theory, resources are items valued by individuals or items that serve as ways to gain objects, personal characteristics, conditions, or motivation (Gorgievski & Hobfoll, 2008). Resources are entities that have intrinsic or instrumental value. Examples include a car, a house, parental roles, supportive social networks,

personal resources, personal characteristics, skills, and energy resources (Gorgievski & Hobfoll, 2008). Psychological resources such as self-esteem and SE are key to overall resource management and maintenance, and they are the primary resources that people instinctively seek. COR was developed as a resource-based model of stress based upon the assumption that people use resources to prevent potential or further resource loss, situations that are stressful and threatening. Gorgievski and Hobfoll (2008) noted that researchers such as Cooper, Dewe, Lazarus, and O'Driscoll have used COR to investigate workplace stress and the corresponding coping strategies to identify different resources that are valued.

Gorgievski and Hobfoll (2008) argued that people strive to retain, protect, and build upon the resources that they value. Secondary resources can best be determined on a specific level and within the context of a particular process. The values of most potential resources are defined culturally and depend on specific social environments (Gorgievski & Hobfoll, 2008). People exist in settings that provide them with important resources and place multiple resource demands on them. These groups set the rules, norms, and standards for valuing some assets and behaviors over others to divide resources among the group members (Gorgievski & Hobfoll, 2008). For most adults, work is an important life domain that directly provides them with primary resources. These primary resources include not only extrinsic energy resources in the form of income, but for many people, they also refer directly to deeper psychosocial resources, such as a sense of coherent and effective self, personal identity, and social attachment (Gorgievski & Hobfoll, 2008).

Aside from resource loss, Gorgievski and Hobfoll (2008) added a related tenet, resource gain, and explained that people tend to invest in or acquire certain kinds of resources in order to gain and enrich other resources. For example, employees use and invest their professional skills to enhance job performance and achieve job promotion, which is a targeted resource. COR theory is suitable in the context of leadership development because securing, managing, and employing resources effectively are skills that leaders need to achieve the desired outcomes. In addition, COR theory is particularly useful in capturing the resource value of leadership, through which SE and LOC can promote the achievement of performance outcomes in the workplace. Gorgievski and Hobfoll's COR theory and Bandura's (1997) SCT of SE beliefs have a positive influence on personal and organizational resources.

Locus of Control

Another construct that predicts advancement to higher levels of management and supervisory effectiveness is LOC orientation. LOC refers to the extent to which people believe that they can control general life outcomes (Rubino et al., 2012). According to Yukl (2006), this trait is measured using a personality scale developed in 1966 by Rotter. People with a strong internal LOC orientation believe that the events in their lives are determined more by their own actions than by chance or controllable forces. In contrast, people with strong external LOC orientation believe that events are determined by chance and that they have little control over improving their lives. Although internals (i.e., people who exhibit internal LOC) believe that they can influence their own destinies,

they take more responsibility for their own actions and the performance of their organizations.

Yukl (2006) described internals as having more future-orientated perspectives and being more likely to plan ahead to accomplish objectives. They take more initiative than externals (i.e., people who exhibit external LOC) in discovering and solving problems.

They are confident in their ability to influence people and are more likely to use persuasion instead of manipulative tactics to do so (Yukl, 2006).

Although research on the relationship of LOC to managerial and supervisory effectiveness has been limited (Rubino et al., 2012), the available results have suggested that a strong internal LOC orientation is positively associated with managerial and supervisory effectiveness (Yukl, 2006). According to Yukl (2006), Howell and Avolio conducted a study in 1993 of 76 executives employed at a large financial institution and found that the internals had better business unit performance than the externals for the year following the measurement of personality.

Rubino et al. (2012) noted the need for positive organizational behavior and performance. SE and LOC have proven especially useful in terms of understanding individual and organizational outcomes (Rubino et al., 2012). Gorgievski and Hobfoll's (2008) COR and Bandura's (1997) SCT have provides a better understanding of the socializing influences on women's careers (Rubino et al., 2012). These theories have been significant in determining whether women will begin attributing their leadership success to their own abilities, regardless of the challenges facing them in the workplace environment (Rubino et al., 2012).

Mentoring

Mentors are used in a variety of sectors in the workplace (Johnson, 2002). Having a mentor is significant to an individual's achievement of career goals (Johnson, 2002). Mentors can help individuals to succeed in life (Johnson, 2002). Mentoring is a form of coaching that has been embraced by individuals and has been given ample attention in training sessions offered by organizations (Aamodt, 2007). More importantly, mentors help individuals to resolve difficult issues related to their job duties. For the most part, to become mentors, individuals must be friends, colleagues, or veteran employees in the organization who take the lead in preparing certain other individuals in the organization for promotion (Aamodt, 2007). With time, individuals are trained and coached to master tasks that facilitate their advancement in the organization (Aamodt, 2007).

Mentors can support mentees' professional development opportunities and provide them with the tools necessary to improve their skills (C. A. Harris, 2009).

According to Allison and Broadus (2009), organization system helpers spend time judging and criticizing instead of listening, learning, empowering, and building relationships, whereas mentors provide mentees with knowledge, advice, challenge, counsel, and support. Johnson (2002) stated that mentoring relationships benefit mentors as well as mentees. Motivation for having mentors is the most valuable predictor of effectiveness and evidence of growth in the participants (Duster, 2011).

Mentors provide advice that augments business learning (C. A. Harris, 2009).

Mentors also can add value to individuals in the organization who are seeking to advance to higher levels of positions (Duster, 2011). Specifically, mentors who are veteran

employees know the culture of the workplace and take a special interest in helping mentees adjust to their jobs and advance in the organization (C. A. Harris, 2009). The average mentors are older, wiser, and at least one level or position above the employees being mentored (C. A. Harris, 2009). Aamodt (2007) acknowledged that not all employees are good mentors and that mentors and mentees must be compatible for the mentoring relationship to be successful.

Spirituality

Spirituality is a sense of connectedness to something or someone greater than the individual, and it reflects learning and growth (Duster, 2011). Spirituality in business has received more attention over the last decade (Del Rio & White, 2012). Recent interest has been directed toward the issue of Baby Boomers not being able to deal effectively with a rapidly evolving business environment and seeking more meaning in their lives, instead (Tubbs & Chowdhry, 2013). Despite difficulty in deploying appropriate workplace methodologies, Tubbs and Chowdhry (2013) discovered a step-by-step strategy that benefits relationships and the application of spirituality in the workplace. They concluded that individuals who have difficulty identifying worthwhile life goals are more likely to give up their pursuit of and desire to work. Likewise, spirituality brings hope and purpose to work (Del Rio & White, 2012).

Bouckaert (2012) discussed six components as building blocks in the spiritual model in the workplace: frugality, deep ecology, trust, responsibility, reciprocity, and wisdom. Within this framework, individuals and organizations can profit and grow using insights from business ethics. According to Bouckaert, recent trends in the U.S. business

sector have indicated that the spiritual nature of people and the importance of incorporating spirituality into the workplace culture are being recognized. Spirituality is a yearning for universal values that lift individuals above their circumstances and make them want to strive for deep empathy for people and interconnect with God (Bouckaert, 2012).

According to Bouckaert (2012), there is a difference between religion and spirituality: Religion is an organized approach to human activities that encompass beliefs and practices that drive a supernatural reality, whereas spirituality refers to the soul and spirit. Allison and Broadus (2009) stated that having a relationship with God could be a source of comfort because when people see themselves as having a personal relationship with God, they often are at peace. According to Allison and Broadus, African Americans believe that spirituality and religion are foundational. Although spirituality and religion are closely aligned and are interchangeable in some ways, Allison and Broadus defined religion as an external discipline or experience, a system or an organization of practices such as rites and rituals that might be reflective of spiritual beliefs. Duster (2011) viewed spirituality as a strong internal way of knowing and a holistic way of trusting God.

Del Rio and White (2012) asserted that spirituality is one specific aspect of values in the workplace. Del Rio and White contended that some people look for worldly success but others depend on spirituality to attain an inner peace or supreme enlightenment to achieve goals and develop an effective plan for living. They asserted that spirituality has much to do with the effectiveness of leadership competencies, that is, spirituality gives hope to difficult situations and assurance that one has the capabilities to

communicate with others effectively, problem solve skillfully, and maintain relationships in spite of differences.

In a recent study by Allison and Broadus (2009), two female educators expressed their approaches to their academic endeavors with spiritual vows as such, "We walk by faith, not by sight" (II Cor. 5:17; King James Bible). As educators teaching at the university level, they found that their spirituality shaped and guided their lives, and they trusted God to direct them in their personal and professional path (Allison & Broadus, 2009).

According to Duster (2011), the possibility of being called by God and being spiritual followers through a sustaining friendship (i.e., relationship with God) is a key factor in forming identities and assuming lives as educators and scholars. Duster's perspectives of individuals regarding spirituality friendships were particularly vital to their life plans. In addition, Duster contented that their professional collaborations with colleagues were not guided by chance, but by their spiritual relationships with God.

According to Mirsaleh, Rezai, Kivi, and Ghorbani (2010), to cope with conflicting emotions and adversities in the workplaces, African Americans often draw upon their spirituality, which they consider a source of serenity and the foundation of their lives. In the workplace, African American women often connect with other African American women for support. A consistent element in the emerging theories of leadership is that leadership is a relational process that involves collective action grounded in the shared values of people who work together to effect positive change in leaders of organizations (Tichy, 2012).

Spirituality also is seen as mental wellness of the mind and spirit, allowing individuals to discover the essence of their being (Del Rio & White, 2012). Even though it has been argued that spirituality is a private affair and has no place in the public intellectual arena, Del Rio and White (2012) asserted that spirituality has a strong affinity among African American women. Faith is a strong and unwavering belief in something without proof, convictions of truth based upon doctrine, complete confidence or trust in a person, or any set of firmly held principles or beliefs united by one commonality (Del Rio & White, 2012). Del Rio and White suggested that individuals develop different kinds of social relationships at church, some that are especially important because they involve the provision of social support.

According to Krause (2010), social relationships are valuable to personal spiritual growth. Krause remarked that social support and other church members often help older adults to cope more effectively with the adverse effects of stressful life events. Krause implied that the majority of studies on social support in the church have focused primarily on the members of the church and that research has made less effort to determine whether denominational differences exist in the use of church-based social support systems during stressful times. Cash and Gray (2000) reported that spirituality in business environments is a key component of successful leadership among executive leaders. Despite years of exposure to equal employment opportunity laws, organizations continue to struggle to understand and deal effectively with rapid technological change, global competition, downsizing, reengineering, and the seeking of value in the home and workplace.

Historical Barriers

During the late 1800s, Jim Crow laws prohibited African Americans from having the opportunities to gain equality in society (Sonfield, 2007). Dr. Martin L. King, Jr. and other civil rights leaders brought attention to social injustices in an effort to end racial segregation and discrimination. The civil rights movement led to passage of the Civil Rights Act of 1964, landmark legislation that prohibited discrimination based upon race, color, religion, sex, or national origin. Although this act ended Jim Crow laws and opened opportunities to minorities, it did not end all aspects of discrimination, especially in regard to employment and opportunities for advancement (Olzak & Ryo, 2007).

African American Women

Martin and Hall (1992) identified race and gender as barriers facing African American women. However, as these women began to develop their self-confidence, they gained a new African American identify and sought educational opportunities (Martin & Hall, 1992). Through education, African American women were able to function in leadership roles in their churches and communities (Guthrie, 1995).

Discrimination

Race and gender discrimination still exist (Guthrie, 1995), and invisible barriers prevent women from assuming elite leadership positions (Northouse, 2007). This problem has been viewed as a glass ceiling, an unfair system that prevents women and minorities from achieving positions of power (Northouse, 2007). Northouse (2007) argued that addressing a broad range of discriminatory practices and enforcing the

legislation against discrimination would enhance opportunities for ethnic minorities, women, and the workforce in general.

Robertson (2005) suggested that many structures in the workplace present a challenging environment for nontraditional competitors such as African American women and members of other ethnic minority groups. As employees in the workforce, they face similar yet different challenges as well as attitudinal barriers (Robertson, 2005). According to Dainty, Bagilhole, Ansari, and Jackson (2004), European American male employees are predominant figures in the workplace whose discriminatory behaviors still resonate.

An ongoing challenge for African American women involves informal recruitment practices: Managers and human resources personnel might not select the best applicants for specific positions, choosing instead to hire less qualified applicants because of race, ethnicity, and/or gender biases (Dainty et al., 2004). Other barriers to advancement and meaningful change in the workplace include exclusive networks and competitive and adversarial cultures (Dainty et al., 2004). Gregory (2001) contended that African American women consistently receive lower starting salaries than European American males, despite being equally qualified and experienced. Guillory (2001) observed that women are more likely to have lower average salaries than both African American and European American men (in absolute terms).

African American women belong to a minority race, so along with their minority gender, this reality continues to place them in double jeopardy within the context of administrative and faculty salary negotiation processes (Guillory, 2001). Taylor (2000)

referred to this social phenomenon as an intersection of multiple marginalized identities. He defined intersection as systems of race, social class, gender, sexuality, ethnicity, nationality, and age-forming features of social organizations that shape a population's experiences and, in turn, are shaped by the population.

Education

Bailey and Dynarski (2011) studied inequality in postsecondary education using nearly 20 years of U.S. Census data (1979-1997). They noted that inequality in educational attainment has been trending sharply toward women, with the result being an imbalance that favors women. Data have shown that women have achieved increasingly higher levels of education than their male counterparts (Bailey & Dynarski, 2011). Men exceed women in most socioeconomic categories, including income distribution (Bailey & Dynarski, 2011). Meanwhile, women still lack leverage in attaining leadership positions in organizations (Bailey & Dynarski, 2011).

Another transformational event for African American women happened during the late 20th century, when Jacques-Garvey used her skills as a secretary, an editor, and a wife to become the Universal Negro Improvement Association's political leader in support of African American women (Taylor, 2000). As a community feminist, Jacques-Garvey empowered African American women to function within their communities as leaders (Taylor, 2000). African American women eventually began to enter historically Black colleges and universities as students, next as teachers and other professionals, and then as administrators (Love, Morgan, Tranka, & Grubbs, 2002). According to Dickerson and Jacobs (2006), some changes have occurred in the racial disparities that exist in the

labor market among African American college-educated workers. Education has given African American women an advantage in furthering their careers in the workplace has and has helped to prepare them to assume leadership opportunities (Taylor, 2000).

Love et al. (2002) conducted an undergraduate research experience (URE) program designed to support the recruitment and retention of women and minorities in science, technology, engineering, and mathematics (STEM). Through their involvement in the program, the participants experienced a significant increase in self-knowledge and confidence and began to discover that more career choices in the science communities were available to them (Love et al., 2002). Overall, Love et al. emphasized the need to expand the URE program as one way to develop the careers of African American women in STEM professions. Although African American women are well represented in professions such as health care and education, obstacles to their advancement in STEM professions remain (Love et al., 2002).

African American Women in Leadership Roles

Women in the United States have obtained higher levels of influence in the 21st century as doctors, business owners, academics, and so on (Taylor, 2000). Justice Sonia Soto Mayor, the first Latina American to sit on the U.S. Supreme Court, and Kamala Harris, the first woman of color to serve as California's attorney general, exemplify the gains that minority women have made in U.S. society (Taylor, 2000). Enormous challenges often have prompted African American women to employ a variety of coping strategies that became significant to their professional advancement (Bagilhole, 1994).

For example, African American women have used mentorship within their academic disciplines to establish supportive networks of colleagues in their departments and institutions. Mentoring has enabled them to achieve high visibility in their communities (Gregory, 2001). African American women's resilience also has allowed them to employ coping strategies that have been key to their academic and professional advancement (Bagilhole, 1994). African American women who have had mentors within their academic disciplines and workplaces also have been able to adapt to organizations' cultures and increase productivity.

Most African American women have worked hard to achieve high visibility in their communities, and they rely on personal contacts to establish professional alliances (Gregory, 2001). In many ways, African American women have had to contend with discrimination in the form of stereotyping and the questioning of their ability; rarely have they received institutional support (Sonfield, 2007). As Sonfield (2007) asserted, spirituality has helped African American women to resist this form of oppression.

In the mid-1990s, the largest African American-owned company in the United States was TLC Beatrice International Holdings (Sonfield, 2007). The company's success was achieved through the efforts of an effective, value-driven leader. Small businesses make up a large percentage of job opportunities and act as a haven for African American leaders and entrepreneurs (Sonfield, 2007). According to Northouse (2007), if an organizational team is well maintained and has good relationships, the members can work effectively to complete tasks. African American women have drawn from their spirituality, relationships, and understanding of their racial identity to achieve success.

The term *trait* describes a variety of individual attributes that can help individuals to cope with negative racial and cultural difficulties. Corporate coaches tend to go beyond traditional training and help employees to identify strengths and weaknesses, set goals, and solve problems (Aamodt, 2007).

Research has yet to identify the factors that might contribute to the SE of African American women and their success in leadership roles (C. A. Harris, 2009). C. A. Harris (2009) asserted that the experiential and environmental realities of African American women make them successful leaders. She also commented that institutional policies regarding the performance assessments of African American women are a key factor in promoting potential leaders based upon their subsequent training and mentoring, both of which can determine success in academia and the workplace.

Over the last several years, African American women have begun to occupy more leadership roles in the U.S. workforce (C. A. Harris, 2009). Love et al. (2002) developed a list of African American women whose hard work and resilience have contributed to their success:

- Sara Jane Woods was the first female African American professor at
 Wilberforce College; she also ran a Presbyterian church (Hine, 2004).
- Maggie L. Walker was the first female African American to become the president of St. Luke Penny Savings Bank (Schiele, Jackson, & Fairfax, 2005).
- Lillian Lincoln was the first female African American graduate of Harvard Business School (Mitchell, 2012).

- Ruth J. Simmons was the first female African American president of Brown University (Good, Kaminski, Simmons, & Kame'enui, 2001).
- Oprah Winfrey was the first female African American billionaire. Her
 business empire includes Oxygen Media, Inc. and 0 magazine (Maver, 2001).
- Ursula M. Burns was the first female African American vice president of Xerox, a Fortune 500 company (Molaire, 1998).
- Ruby Wilkerson of Harrisburg was the first female African American to serve in the Women's Army Corps in 1942 (Poist, 2006).

These women have been pivotal in shifting the identity of African American women, and they all have exuded SE in their successful leadership roles (Molaire, 1998). More recently, African American women have assumed significant leadership roles in the military as well as in federal, state, and local governments.

Leadership

According to Del Rio and White (2012), copious research on the importance of leadership and leadership development to organizational success exists. However, the argument persists about which types of leadership styles and competencies are the most effective in any circumstance. More than \$50 billion is spent annually on leadership development (Tubbs & Chowdhry, 2013). A commonly asked research question is whether leadership can be taught and learned (Tubbs & Chowdhry, 2013). Northouse (2007) contended that people who have a trait perspective of leadership make statements like, "He is born to be a leader" or "She is a natural leader." The trait perspective suggests that some individuals have innate characteristics that make them leaders and

differentiate them from nonleaders. Some traits include unique physical factors (e.g., height); personality features (e.g., willingness to take risks); and ability characteristics (e.g., speech fluency).

Despite the many ways in which leadership has been conceptualized, the following features have been considered critical: (a) It is a process, (b) it involves influences, (c) it occurs in a group context, and (d) it involves goal attainment (Northouse, 2007). Based upon these features, a definition of leadership is offered as being a process in which an individual influences a group of individuals to achieve a common goal. Whetzel and Wheaton (2007) described leadership in terms of competencies, that is, the demonstration by supervisors of specific knowledge, skills, and abilities. This list also includes organization, management, communication, analysis, strategy, creativity, and vision.

Whetzel and Wheaton (2007) contended that personality attributes also correspond to identity traits and enduring physical and mental interaction of heredity and environmental factors. Although the culture dictates and restricts what can be taught, family influences on personality and social interactions in the environment affect personality by dictating what is acceptable and customary in the social group (Johnson, 2002). Tubbs and Chowdhry (2013) suggested that core personality attributes are generally fixed at a young age, are relatively permanent leader characteristics, and are unlikely to change as the result of leadership development efforts. Although personality is a significant factor, values also shape behaviors that influence leadership performance (Del Rio & White, 2012).

Leadership Development

Leaders understand that hierarchical open communication (i.e., higher level management to subordinates) involves solid assessment, infrastructure, and successful mentoring, all of which are key components in the development of emerging leaders in the workplace (Tichy, 2012). C. A. Harris (2009) acknowledged the important role of mentors in guiding and coaching individuals toward career goals. Senior leaders in the workplace are the most likely to spend time nurturing and developing individual leadership skills within the workplace. Duster (2011) stated that organizations are increasingly becoming more supportive of mentoring programs specific to the development of employees.

Several theories of transformational or inspirational leadership emerged from the work of Macgregor (as cited in Northouse, 2007). His perspective of leadership focused on the followers' needs and was not based upon power. The theory distinguishes between leadership defined in terms of the component behaviors used to influence followers and the effect of leaders on followers. In transformational leadership, followers feel trust, admiration, loyalty, and respect toward leaders (Yukl, 2006). Transformational leaders want followers to reach their fullest potential, be aware of the importance of task outcomes, and motivate them to transcend their own self-interest for the sake of the organization or the team. They are motivated to do more than they were originally expected to deliver.

Tichy (2012) asserted that the biggest challenge facing organizations is the need to develop and support future leadership talent. He believed that for individuals to mature

as leaders, they must be receptive to the leadership of others and open to creative learning opportunities. To develop leaders, executives and managers must take an active role in personal investment and coaching efforts (Tichy, 2012). According to Tichy, leaders in organizations are constantly seeking potential leaders with talent and the courage to act.

Xavier (2007) argued that current approaches to leadership development are ineffective and that leaders must take action now to plan for succession. Leaders need to work toward developing new solutions to current issues (Xavier, 2007). Leaders who want to develop the next generation to ensure the future success of organizations take traditional approaches such as the "B" school model, which requires making strategic decisions based upon resource allocation to pursue goals. Although strategic planning deals primarily with the direction of a company and its strengths, it also helps to prepare future leaders.

Another approach to prepare future leaders to ensure organizational success has been the "seat of the pants" approach to executive leadership development (Xavier, 2007). Xavier (2007) contended that this approach relies on vision, mission, and value. Vision provides direction and focus on what the organization aspires to achieve. Mission refers to how the organization is going to achieve goals and objectives. Value defines the organization's beliefs, ethics, and principles, all of which guide, nurture, and teach individuals as they proceed through their entire careers. Some employees manage to learn from experience and go on to become managers or leaders (Xavier, 2007), but sometimes, repeated mistakes hinder employees' chances to climb the organizational ladder (Xavier, 2007).

Organizations are finding that employees who rely solely on their own strengths have difficulties (Xavier, 2007). For example, companies that tend to rely on annual performance reviews provide only two or three specific goals for subordinates to achieve quarterly. The problem with this model is its focus on short-term goals rather than the long-term goals that can ensure the success of future leaders (Xavier, 2007). Constant changes in markets and customers' expectations, globalization of the economy, and rapid technological advances have created a business culture that demands immediate responses that can be inconsistent with strategic planning (Xavier, 2007).

Senior executives have found that it takes visionaries to identify talented individuals across all levels of an organization who have the skills and knowledge to assume future leadership roles (Tichy, 2012). Senior executives provide emerging talent with opportunities for advancement by interacting closely with them by (a) participating on committee boards, roundtable discussions, and interdepartmental programs; (b) giving high-potential individuals the opportunity to expand their talents; (c) taking on extended assignments; (d) delegating; and (e) testing roles in pairs or trios to develop skills in teamwork, relationship building, and conflict management. According to Tichy (2012), individuals with such talents and skills can move easily to the next organizational level.

Employees identified for development eventually advance in an organization by becoming peers at the senior executive level, where they make the transition from subordinates to teammates (Tichy, 2012). These critical steps aid in the advancement of emerging leaders. This transition includes the following components:

- Executive education: Short-term university programs that are excellent for preparation.
- Coaching: A developmental process that supports individuals as they strive to achieve specific personal or professional goals.
- Mentoring: Helps to balance, guide, and support individuals in the internal learning process.

Mark (2001) suggested that leaders should act as role models to handle these challenges and recognize that organizational survival and success depend on the leaders' abilities. Mark prepared a list of strategies for developing future leaders:

- 1. Increase productivity, tighten deadlines, and sometimes accept less pay.
- 2. Create the correct business strategies to navigate toward the right destination.
- 3. Ensure that everyone is working toward the same goal.
- 4. Maximize every employee's productivity.
- 5. Keep everyone in the organization energized and focused.

Companies look for these strategies in leaders. Without adopting one or more of these key strategies, leaders might be overlooked as they try to move up the ranks within the organization (Mark, 2001). Leaders know that increased productivity and success during difficult economic times require hard work (Mark, 2001). According to Mark (2001), there is a high demand for excellent leaders to maintain and go beyond the levels of business success. Mark suggested that individuals look back over previous economic slowdowns, assess past successful achievements, and learn from the experiences the areas

in which strategies affected organizational success in order to move beyond past mistakes.

Mark (2001) asserted that executives have to link initiatives for developing leaders with their business priorities and that respected senior leaders need to commit to personally developing leaders and ensuring that others are equally committed. According to J. Harris and Barnes (2006), the individuals who have climbed the corporate ladder should share their experiences with up-and-coming potential leaders. Top managers are becoming involved in mentoring high-potential and emerging leaders, and senior leaders are discovering talent while developing potential leaders (J. Harris & Barnes, 2006).

Summary

The literature review focused on three main constructs: SE, COR, and LOC. Bandura's (1997) SCT and studies addressing the interactive nature of SE aided in the construction of the demographics survey and the questionnaire. Gorgievski and Hobfoll's (2008) COR defined resources as items valued by individuals or that serve to attain objects, personal characteristics, conditions, or motivation. Rotter's (1966) LOC identified the traits that predict advancement to higher levels of management and supervisory effectiveness (as cited in Silvester, Anderson-Gough, Anderson, & Mohamed, 2002). The goal was to determine whether SE, COR, and LOC promoted the growth and resilience of a sample of successful African American women in leadership roles. Based upon the literature, it is important for organizations to understand that mentoring and spirituality promote SE and that implementation of the strategies to promote SE have the desired effect.

In Chapter 3, the mixed methods methodology used in the study is discussed, including the demographic questionnaire, the assessment instruments, and the telephone interviews, as well as the quantitative and qualitative analyses. Included in Chapter 4 are the results obtained to address the two RQs. The findings are compared to the literature review in Chapter 5 to make interpretations, draw conclusions, and offer future research recommendations. Also included are implications for social change.

Chapter 3: Research Methods

Introduction

The intent of this mixed methods study was to determine whether SE is influenced by COR and LOC as well as mentoring and spirituality. Specifically, the study explored the ways in which personal COR and LOC contribute to SE and what effects mentoring and spirituality have on female African American leaders' SE. The study also sought to determine how successful African American women obtained and sustained their leadership roles.

Discussed in Chapters 1 and 2 were the challenges that African American women in leadership roles face and the major frameworks thought to influence their success within these roles. This chapter includes information about the qualitative research design and methods used to determine the effect of COR and LOC on SE, as well as the role of spirituality and mentoring on a sample of female African American leaders. This chapter provides details about the research design, participants, instruments, interviews, procedures, and analysis used to answer the RQs.

Research Design

Creswell (2009) noted that mixed methods studies allow researchers to view qualitative and quantitative data simultaneously. The quantitative part of this study was conducted to analyze the data obtained from the demographic questionnaire and select COR, LOC, and SE assessments. The qualitative part of the study was conducted to capture the participants' feelings and gain evidence of their knowledge base. According to Bordeaux Silverstein, Auerbach, and Levant (2006), the qualitative paradigm observes

the participants and documents their experiences in ways that describe the holistic nature of their lived experiences.

The study will have an impact on positive social change by examining the role of SE on African American women to promote their effectiveness in leadership roles. The purpose of this study was to determine the effect of COR and LOC on the SE of SVAALTI female African American leaders, along with mentoring and spirituality in their development. A subsample of five African American women functioning in leadership roles as managers, supervisors, and proprietors, were interviewed. The interviews asked specific questions about the impact of spirituality and mentoring on their SE.

Ouantitative Phase

In the quantitative phase, instruments were administered to measure the influence of COR and LOC on the African American women leaders' SE. SE was the dependent variable (DV), and COR and LOC were the independent variables (IVs).

Qualitative Phase

In the qualitative phase, the interviews were conducted to assess the influence of SE on the mentorship and spirituality of African American women in leadership roles. SE was the DV, and mentorship and spirituality were the IVs. Through the telephone interviews, the researcher established that there was good and mutual rapport. The verbatim transcriptions provided contextual and descriptive information. The transcribed reports were member checked and numbered with each interviewee to ensure their accuracy.

Creswell (2009) described several ways in which qualified researchers can check whether their approaches are consistent or reliable; several procedures were confirmed. This researcher checked the transcriptions for accuracy and to ensure that they did not contain obvious mistakes made during the transcription process. This researcher also ensured that there was no shift in the meanings of the codes during the coding process by constantly comparing data with the codes and writing memos about the codes and their definitions. Lastly, this researcher listened to the audio-recordings several times for accuracy and made additional notes in a journal.

Verification of the Findings

Creswell (2009) asserted that qualitative research is highly recognized and well suited to broad fields of study. Qualitative research uses less structured data collection methods to find themes and meanings that inform current understanding of psychological states, behavior, and motivation. The participant interviews were taped using an audiorecorder to capture their responses. Creswell recommended nine steps in interviewing:

- Listen attentively. Participants provide the research input, and the researcher interprets their responses.
- 2. Record accurately. Documentation should be established during the face-to-face interview, not afterward.
- 3. Initiate writing early. The researcher should diagram/outline how the data will be collected/recorded before going on site.

- 4. Provide primary data. It is suggested that more information is better to provide the reader with a clear view of what the conclusions were based upon.
- 5. Include all data. Even if the data are not fully understood, the researcher should present them to the reader to draw conclusions.
- 6. Be truthful. The researcher should reveal whatever feelings are at hand, particularly if they are relevant.
- 7. Feedback is necessary. Researchers should allow others to critique the manuscript following development to ensure that it is accurate and complete.
- 8. Attempt to achieve balance. The researcher should try to find a balance between perceived importance and actual importance.
- 9. Write accurately. Incorrect grammar, misspelled words, and inconsistency of facts can make the validity of the study vulnerable. (p. 72)

Instruments

The instruments included a demographic questionnaire (see Appendix A); assessments for SE (see Appendix B), COR (see Appendix C), and LOC (see Appendix D); and structured telephone interviews (see Appendix E) with five of the 26 participants. The instruments were administered prior to conducting the interviews.

Demographic Questionnaire

The demographic questionnaire captured information about name, age, education level, years in a leadership role, and estimated salary.

General Self-Efficacy Scale

SE level was assessed using the General Self-Efficacy Scale (GSES). Participants provided their response to the 10-item GSES on a 4-point Likert scale ranging from 1 (not at all true) to 4 (exactly true). If the total GSES is below 30, it is considered low; if it is above 30, it is considered high (Schwarzer & Jerusalem, 1995). The GSES is a statistically valid and reliable measurement of SE that has been used in numerous countries and several languages (Luszczynska, Scholz, & Schwarzer, 2005). For example, Yildirim and Ilhan (2010) found the GSES significantly correlated with other SE measures and explained 41.5% of the observed variance. They also reported a Cronbach's alpha of 0.80, and for a follow-up GSES administration, the test-retest reliability was 0.69. Overall, Cronbach's alphas on the GSES typically range from .76 to .90, with most in the high .80s (Schwarzer & Jerusalem, 1995). Although the instrument is accessible online and does not require special copyright permission, Schwarzer granted permission to use the instrument (see Appendix F).

Conservation of Resources Evaluation

COR was assessed using the Conservation of Resources Evaluation (COR-E). Participants responded to the 74-item COR-E using a 5-point Likert scale ranging from 0 (not at all/not applicable) to 4 (to a great degree), which Hobfoll and Lilly (1993) noted as statistically valid and reliable for assessing experienced/perceived resource loss, threat, and gain. Specifically, Hobfoll and Lilly found the COR-E to be a valid and reliable instrument similar to the Common Life Events measure. For example, Hobfoll, Lilly, and Jackson (1991) reported that the COR-E had significant correlations with established

resource gain (r = .87) and loss (r = .96) measures. The respective Cronbach's alpha coefficients for gain and loss scores were .83 and .85, respectively. In a separate study, Hobfoll and Lilly found that the COR-E had Cronbach's alpha coefficients ranging from .89 to .93. Hobfoll's website was accessed to secure permission to use the instrument (see Appendix G).

Locus of Control Assessment

LOC was assessed using the Locus of Control Assessment (LOCA), which is based upon Rotter's LOC Survey (Pettijohn & Pettijohn, 2005; Tillman, Smith, & Tillman, 2010). This true/false survey assesses the degree of control personality.

Participants in the current study responded to a 20-item, forced-choice LOCA, which had been determined by previous research to be statistically valid and reliable for measuring internal and external LOC (Clawson & Yemen, 2003; Pettijohn & Pettijohn, 2005).

For example, Pettijohn, Pettijohn, and Sacco (2005) found the Pearson correlation between the LOCA and Rotter's LOC survey to be -.39 (df + 282, p < .001). They obtained a Cronbach's alpha of .43 for the LOCA. In another study, Tillman et al. (2010) found that the LOCA explained 5.4% of the variance in reported job satisfaction with a Cronbach's alpha coefficient of .70. In another study, Del Rio and White (2012) found that the Cronbach's alphas for two separate samples were .78 and .70, respectively. Darden Publishing granted permission to use the LOCA (see Appendix H).

Telephone Interview

The final instrument was the telephone interview. During the structured interviews, the participants were asked open-ended questions about the role and use of

mentoring and spirituality in leadership success. The telephone interviews were audiotaped after receiving the participants' permission to do so. To ensure that the data collection methods captured the themes and meanings, the Spirituality & Mentoring Interview Coding/Timesheet (see Appendix I) served as a checklist that provided a basis for denoting confirming and disconfirming evidence (Kvale, 1996).

Research Questions

The study sought to explore the effects of COR, LOC, spirituality, and mentorship on the SE of female African American leaders. Two primary RQs, one quantitative and the other qualitative, guided the study:

RQ1 (Quantitative): Do COR and LOC for African American women in leadership roles influence their SE? The associated hypotheses were as follows:

 H_{01} : Female African American leaders' COR, as assessed by the COR-E and the LOC, as assessed by the LOCA, do not predict SE, as assessed by the GSES.

 $H_{\rm al}$: Female African American leaders' COR, as assessed by the COR-E and the LOC, as assessed by the LOCA, predict SE as assessed by the GSES.

RQ2 (Qualitative): Do mentorship and spirituality for African American women in leadership roles influence their SE?

In addition, the relationship of demographic characteristics of African American women leaders to COR, LOC, and SE were explored

Participants

The participants were African American women who were members of SVAALTI. The African American women, all of whom were directly contacted based

upon information from its membership list and indirectly via its Linked-in and Facebook interest groups, were leaders in the education, faith-based, and business sectors of the community at the time of the study. These individuals had to meet the criterion to participate as having had or currently holding leadership roles as supervisors, proprietors, and so on. A total of 39 SVAALTI members were contacted, ages 18 and older via mail, e-mail, and telephone to solicit their participation. Thirty women agreed to participate, but four did not complete all of the instruments, leaving a final sample of 26 participants (66.7% of the 39 who were contacted initially). Five participants were subsequently interviewed via the telephone.

Role of the Researcher

The researcher made initial contact with the participants at a recruitment luncheon, which was intended to obtain 80 participants. However, it became clear through the SVAALTI list that many of the members had moved to other states. After obtaining approval from Walden University's Institutional Review Board (IRB) to conduct the study (IRB approval #09-08-14-0044757), the researcher asked 10 openended interview questions to guide the five telephone interviews, recorded and transcribed the data, analyzed the data, and summarized the results. The interview questions obtained responses about the personal experiences, beliefs, feelings, and perceptions of the SVAALTI participants about the effect of spirituality and mentorship on their development as leaders.

According to Winthereik and Verran (2011), the objective of the interview process is to examine the world from the participants' perspectives. This researcher

understood the potential sources of bias that could have impacted the data collection and analysis processes. Grimes and Schulz (2002) asserted that bias undermines the internal validity of research. To limit bias, the researcher established rapport with the participants by sharing information pertaining to her previous SVAALTI membership status.

Data Collection

The study used a qualitative research paradigm to determine the effect of spirituality and mentorship on SE relevant to the success of African American women in leadership roles. According to Shenton (2004), to ensure credibility, some of the characteristics of qualitative research fieldwork include developing a rapport with the participants, conducting inductive data analysis, and holistically exploring the social phenomenon. Following IRB approval to conduct the study, a letter of cooperation was obtained from the SVAALTI director (see Appendix J). The director of SVAALTI provided the list of 39 potential participants by e-mail and a follow-up telephone call.

For the purpose of the quantitative research, an invitational script was e-mailed to solicit participation, provide an introduction, and describe the study. A total of 39 surveys were e-mailed to SVAALTI members on October 10, 2014, with a return deadline of October 15, 2014; however, a low response rate resulted in the date being extended to October 31, 2014. Another 10 surveys were mailed to home addresses with self-addressed envelopes with instruction for completing and returning the surveys; the consent form, which included information relevant to participating in the study, the researcher's name and contact information, confidentiality information, a description of the study, instructions on where to send completed forms, and debriefing procedures (see

Appendix K); and instructions on how to answer the demographic questionnaire, GSES, COR-E, and LOCA instruments. It took each participant approximately 30 minutes to complete all four instruments. Participants' input remained confidential and was used only for the purposes of conducting this project.

As mentioned previously, of the 30 returned surveys, only 26 participants (66.7%) completed the demographic questionnaire, GSES, and LOCA in their entirety, and the Gain scale of the COR-E. The five participants were telephoned and subsequently sent a follow-up e-mail to schedule their individual telephone interviews. Each interview was estimated to take about 20 minutes, but they ranged in length from 18 minutes to 45 minutes. Following completion and publication of the study, the participants will receive an e-mailed synopsis of the results.

Data Analysis

The data from this study were assessed using qualitative and quantitative measures.

Quantitative Analysis

Data were collected using the demographic questionnaire as well as the GSES, COR-E, and LOCA assessments. The data were entered into an Excel spreadsheet for initial analysis using its data analysis package and then imported them into SPSS for a more definitive analysis. A table was constructed to view the sample demographics as a whole and then by subgroup (e.g., estimated income by education level attained). Descriptive statistics were run on the GSES, COR-E, and LOCA results to characterize the sample. Pearson product-moment correlations were run between the demographic

variables as well as with the COR, LOC, and SE scores to determine whether any associations existed among them. Finally, a regression analysis was conducted to predict SE from the COR and LOC scores as well as with the demographics variables.

Qualitative Analysis

Following the telephone interviews, the journal notes and audiorecorded data were reviewed and organized to gain a more in-depth understanding of the information contained. The interview responses were analyzed qualitatively for themes and patterns. Data were organized and stored, coded, retrieved, compared, and linked using CAQDAS. During data analysis, a prepared coding/timesheet was used to ensure uniform application of the listed categories in coding each interview transcription. Themes were categorized by idea, interaction, incident, terminology, or phrasing (Taylor-Powell & Renner, 2003). This process facilitated coding and interpreting the data during the analysis. Multiple readings of the data ensured that they had been categorized correctly. The coded interview responses seek to understand how mentoring and spirituality affected the participants' SE.

Protection of Participants

Walden University's IRB requirements were followed before collecting any data to ensure that ethical standards were met. The IRB form was submitted electronically and included general descriptions of the study, data collection tools, participants, community research, potential risks and benefits, data confidentiality, potential conflicts of interest, informed consent, expedited review criteria and final checklist and electronic signatures. Each participant read and signed the consent form before joining the study. Fisher (2003)

affirmed that psychologists must take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality might be regulated by law or established by institutional rules or professional or scientific relationship. Only the researcher collected the data. Following data collection and analysis, the completed informed consent forms and instruments were locked in a file cabinet, and the transcribed data encrypted and the electronic files were stored on a password-protected computer. Five years after completion of the study, the completed forms and instruments, as well as all stored data, will be destroyed.

Summary

This chapter included an explanation for using a survey research design. It also described the importance of obtaining cooperation from the SVAALTI. This chapter explained the rationale for using mixed methods research to collect and analyze the data. The sample comprised 26 African American women 18 years of age and older who were members of the SVAALTI at the time of the study. The participants, who were contacted directly from the membership list, were leaders in the education, faith-based, and business sectors of the community. These individuals had to meet the criterion to participate as having had or currently holding leadership roles as supervisors, proprietors, and so on. A demographic questionnaire; GSES, COR-E Gain, and LOCA assessments; and telephone interviews on spirituality and mentoring were used to assess successful female African American leaders. Chapter 4 explains the results of the mixed methods analysis of this study. Chapter 5 includes the conclusion, offers recommendation for future research, and discusses the implications for social change.

Chapter 4: Results

Introduction

A mixed methods design was used to explore the effect of COR and LOC as well as spirituality and mentorship on the SE of female African American leaders who were SVAALTI members in the Saginaw, Michigan, area. Two primary RQs guided this study:

RQ1 (Quantitative): Do COR and LOC for African American women in leadership roles influence their SE?

The associated hypotheses were as follows:

 H_{01} : Female African American leaders' COR, as assessed by the COR-E and the LOC, as assessed by the LOCA, do not predict SE, as assessed by the GSES.

 $H_{\rm al}$: Female African American leaders' COR, as assessed by the COR-E and the LOC, as assessed by the LOCA, predict SE as assessed by the GSES.

RQ1 involved capturing the individual characteristics of 26 African American women leaders using a demographic questionnaire and assessing their SE, COR, and LOC, by respectively administering the GSES, COR-E, and the LOCA. The obtained data were used to determine whether any interrelationships existed among the demographic, predictor, and criterion variables and whether COR and LOC predicted SE.

RQ2 (Qualitative): Do mentorship and spirituality for African American women in leadership roles influence their SE?

A qualitative approach was used to address RQ2 by conducting telephone interviews with five SVAALTI members, who answered 10 open-ended questions about

mentoring and spirituality in leadership development and success. In addition, the relationship of demographic characteristics of female African American leaders with COR, LOC, and SE were explored.

Sample Demographics

The final sample analyzed comprised 26 African American women 18 years of age and over who were SVAALTI members at the time of the study. Five of the participants were interviewed over the telephone. Table 1 presents the age, education, and income breakout for the 26 SVAATLI participants. Age had a mean of 39.00, with a standard deviation of 11.60, and range of 22 to 65 years. Education had a mean of 15.69, meaning a college level of education with a standard deviation of 2.241, so there was range in education from high school (12 years) to master's degree (18 years). The mean income was \$68,230.77, with a large standard deviation of \$79,251.149 and a broad range of \$25,000 to \$400,000.

Table 1

Participant Demographics

Item	М	SD	Min	Max
Age	39.00	11.61	22	65
Education	15.69	2.24	12	18
Income	\$68,230.77	\$79,251.15	\$25,000	\$400,000
N = 26				

Descriptive Statistics

SPSS was used to calculate the descriptive statistics to obtain the 26 participants' COR-E (Gain), LOCA, and GSES scores. The computed mean COR-E (Gain) score was 139.58 (SD = 80.38), the mean LOCA score was 44.81 (SD = 10.32), and the mean GSES

score was 34.81 (SD = 3.41). Table 2 summarizes the COR-E (Gain), LOCA, and GSES scores data used for subsequent statistical analysis.

Table 2

Descriptive Statistics for the Instruments

Instrument	М	SD	Min	Max
COR-E (Gain)	139.58	80.38	9	261
LOCA	44.81	10.34	30	65
GSES	34.81	3.41	27	40
N = 26				

Correlation Analysis

Pearson product-moment correlations were run for the demographics (age, education, and income); IVs of COR (assessed using the COR-E Gain) and LOC (assessed using the LOCA); and the DV of SE (assessed using the GSES). Table 3 presents the correlation matrix with the calculated r and corresponding p values in italics. The only significant correlation was an inverse relationship between education and LOC (r = -.520, p < .01). All other correlations were not statistically significant.

Table 3

Pearson Correlations Between Demographic and Assessment Scores

Demographics and	Age	Education	Income	COR-E (Gain)	LOCA	GSES
assessments						
Age	1	006	.292	087	143	.166
		.976	.148	.674	.485	.418
Education		1	.272	216	520**	.233
			.179	.289	.006	.252
Income			1	.032	314	018
				.878	.118	.930
COR-E (Gain)				1	.275	.157
					.174	.444
LOCA					1	223
LUCA						.275
GSES						1

^{**}Correlation is significant at the p < .01 level (2-tailed). N = 26

Multiple Regression Assumptions

The assumptions to conduct a regression analyses with the collected data were considered. Mertler and Vannatta (2010) suggested at least 15 cases for each of the two predictors, necessitating a target sample of 30 participants. Because many SAAVI members moved from the Saginaw, Michigan, area without leaving forwarding addresses, only 39 surveys were mailed out. A total of 30 replies were received, but only the 26 that were fully completed were used (see Table 4).

Table 4

Case Summary for Criterion and Predictor Variables

		No. of surveys	
Instrument	Sent (%)	Received (%)	Used (%)
COR-E (Gain)	39 (100%)	30 (76.9%)	26 (92.3%)
LOCA	39 (100%)	30 (76.9%)	26 (92.3%)
GSES	39 (100%)	30 (76.9%)	26 (92.3%)

Mertler and Vannatta (2010) recommended that researchers check for outliers in small samples. After determining whether any values were significantly different from the rest, they suggested dropping outliers. The boxplot method was used in the current study and showed no appreciable outliers for the two predictors that would require their deletion (see Figure 1). A sample of 26 participants met the assumptions for regression analysis. The assumptions tested included (a) linearity of the relationship between criteria and predictor variables, (b) independence of the errors, (c) homoscedasticity of the errors, and (d) normality of the error distribution. A discussion of each assumption follows.

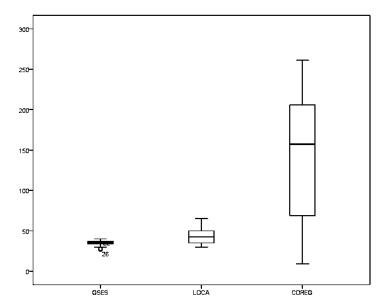


Figure 1. Boxplot for criterion and predictor variables.

Linearity of the Relationship Between Criterion and Predictor Variables

Figure 2 suggests that linearity could have been assumed for the equation; the scatterplot depicts outliers, but the set of variable outcomes fit within two lines, thus confirming linearity. Linearity means that the criterion variable and the predictor variables were related. Figure 2 shows that the variable outcomes fell within two imaginary parallel lines, thus confirming linearity, meaning that an average or mean line could have divided the plot into two even parts. There was the possibility of finding an equation that drew that line. An imaginary line between +2 and -2 of the residual values accounted for all GSES and corresponding predictor variable values.

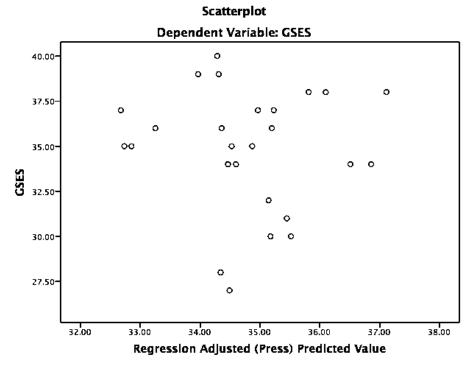
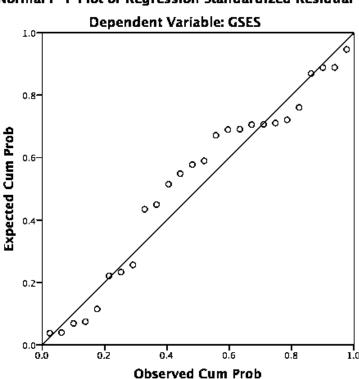


Figure 2. Residual scatterplot for GSES and predictor values.

The probability chart of the standardized residuals presented in Figure 3 suggests that the distribution was normal. Figure 3 is a probability plot (P-P plot) showing that the model for the criterion GSES and the predictor variables COR-E (Gain) and LOCA followed an increasingly linear trend, suggesting that the residuals had constant variability. The variable was not within unexplained distances of the normal model. The curve could have been wavy, but it was linear in this case. In addition, the skewness test results (and the SE of the skewness) were GSES = -.736 (SE = .456), COR-E (Gain) = -.145 (SE = .456), and LOCA = .379 (SE = .456), showing that the criterion GSES and predictor variables COR-E (Gain) and LOCA had skewness less than +1 and -1 of the SE of the skewness for the data set, which was within a normal range. The kurtosis test results (and the SE of the kurtosis) were GSES = -.019 (SE = .887),

COR-E (Gain) = -1.357 (SE = .887), and LOCA = -.701 (SE = .887), showing the criterion GSES and predictors COR-E (Gain) and LOCA had kurtosis less than 3 times the SE kurtosis, thus confirming that the data were distributed normally.



Normal P-P Plot of Regression Standardized Residual

Figure 3. GSES normal probability plot with all predictor variables.

Independence of the Errors (No Serial Correlation)

The residuals did not suggest any serial relations for the equation. The Pearson correlation for the criterion and predictor variables was r < .2, Indicating that no predictor overpowered any other to make the model insignificant (see Table 5).

Homoscedasticity (Constant Variance) of the Errors

If the variance had not been constant, the P-P plot (see Figure 3) would have shown a serial or other trend; however, neither the scatterplot nor the probability trend

suggested an abnormal trend. Levene's homogeneity test showed that the predictor variables had equal variance of p > .05.

Table 5

Levene's Homogeneity of Variance Test

	Levene's statistic	df1	df2	Sig.
COR-E (Gain)	.135	2	26	.089
LOCA	179	2	26	.130

Normality of the Error Distribution

The normality P-P plot as well as the quintile test computed for the regression suggested normality and possibly constant variance. The relationship between the variables was linear (see Figure 3), the residual values were independent, the variance of the residuals was constant (or could have been predicted between the two lines), and the values of the residuals were distributed normally. In addition, skewness and kurtosis tests showed that the criterion and predictor variable was skewed $< \pm 1$, which was within the normal range and that all kurtosis scores were less than 3 times the GSES of the kurtosis, thus confirming that the data used were distributed normally.

Multiple Regression Analysis

This section addresses RQ1 (Do COR and LOC for African American women in leadership roles influence their SE?) and tests its hypotheses using multiple regression.

 H_{01} : Female African American leaders' COR, as assessed by the COR-E and the LOC, as assessed by the LOCA, do not predict SE, as assessed by the GSES.

 H_{a1} : Female African American leaders' COR, as assessed by the COR-E and the LOC, as assessed by the LOCA, predict SE as assessed by the GSES.

The multiple regression analysis was run with GSES as the criterion variable, with COR-E (Gain) and LOCA as the predictor variables. The Enter Method was used to determine whether any variables could predict the criterion and yield a statistically significant result (Mertler & Vannatta, 2010). It allows all predictors to be entered simultaneously and determine how much each the predictor contributes in estimating a criterion (Bruin, 2006).

The ANOVA analysis yielded $F_{(2,23)} = 1.292$, p > .05, which indicated that the regression model was not a good fit in predicting GSES (see Table 6). This warranted accepting Null Hypothesis 1 that COR and LOC do not predict SE among African American women in leadership roles.

Table 6

GSES and Predictor Variables ANOVA

Mod	lel	SS	df	MS	F	Sig.
	Regression	29.301	2	14.650	1.292	.294 ^b
1	Residual	260.737	23	11.336		
	Total	290.038	25			
		2				-

Note. DV: GSES

The R^2 = .101 and Adj. R^2 = .023 suggested that the model predictors COR and LOC only accounted for 2.3% of the criterion SE (see Table 7).

Table 7

Regression Model Summary

Model	R	R^2	$Adj. R^2$	SE of estimate
1	.318a	.101	.023	3.36696

Note. a. Predictors: (Constant), COREG, LOCA

^a.Predictors: (Constant), COREG, LOCA

The model coefficient outputs shown in Table 8 depict what each predictor accounted for in estimating SE. The coefficient output showed neither COR or LOC were significant in predicting SE (LOCA t = -1.398, p > .05; COR-E (Gain) t = 1.148, p > .001). The resulting regression model of Y1 = 37653 - .095 * LOC + .010 * COR was insignificant.

Table 8

GSES and Predictor Model Coefficients

Model	Unstandardized coefficients Standardized coefficients		t	Sig.	
	В	SE	β	_	
Constant	37.653	3.016		12.486	.000
LOCA	095	.068	287	-1.398	.176
COREG	.010	.009	.236	1.148	.263

Note. DV is GSES

Participant Interviews

Five of the 26 participating SVAALTI female African America leaders were interviewed via the telephone for the qualitative component of the study. The interviews began on October 4, 2014, and ended on October 31, 2014. Each interview was recorded using iPhone 6s voice memos. Interview responses were transcribed verbatim as Word documents. The documents were labeled with individual numbers to avoid using personal identifying information. To ensure that the data collection methods captured the themes and meanings, the Spirituality & Mentoring Interview Coding/Timesheet to highlight the quotations from the interviews that related to the coding time sheet. The researcher generated hyperRESEARCH codes to answer RQ2 (Do mentorship and spirituality for African American women in leadership roles influence their SE?) by coding quotes and creating clusters with mapping codes. A list of 32 codes and 96 statements was generated

and used to analyze, compare, and contrast themes and relationships to further determine the participants' perceptions about the influence of mentorship and spirituality on SE.

The following sections address the results for RQ2. The hyperRESEARCH software identified five clustered themes: mentor link, mentor value, mentor characteristics, mentor outcomes, and spirituality and the workplace. Thematic coding is a form of qualitative analysis that involves recording or identifying passages of text or images that are linked by a common theme or idea that are used to develop categories.

Theme 1: Mentor Link

Interview Question 1: Have you ever had a mentor? If so, explain how you obtained one. Figure 4 shows that for Theme 1: Mentor Link, the strongest participant response was awareness, mentioned four times; faith, mentioned three times; and networking, mentioned three times. The qualitative analysis shows the relationship for the informal transmission of preparation of a positive role individual or model.

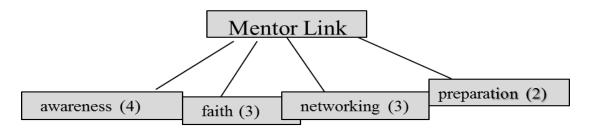


Figure 4. Theme 1: Mentor Link cluster.

Regarding this theme, Interviewee 3 commented, "Having a mentor has helped provide and improved job opportunities I did not have. Having a mentor [motivated me] toward my purpose in life and [made] me want to go further in wanting to accomplish my goals in life."

Interviewee 5 stated, "The result of having a mentor has helped me to use the wisdom, knowledge and skills that I learned from my mentor and be another mentor to someone else and how to be a mentor to someone else."

Theme 2: Mentor Value

Interview Question 2: Can you explain in detail what the value of having a mentor was? Figure 5 shows that the strongest participant responses relevant to this theme were divided evenly among coaching, one-on-one, and knowledge, all of which were mentioned three times. The qualitative analysis showed the commitment to individual personal or professional development.

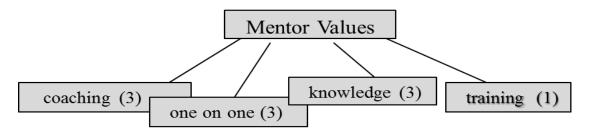


Figure 5. Theme 2: Mentor Values cluster.

Regarding this theme, Interviewee 5 commented, "My pastor showed us how to be a leader: how to conduct myself around executive leaders, how to talk, what to say, and when to do. A great support system has given me direction in which way to go."

Interviewee 4 shared, "Having mentors has helped to shade light in certain situations, and given me opportunity to explore different options and avenue that helped me in the workplace."

Theme 3: Mentor Characteristics

Interview Question 4: What are some key characteristics of a good mentor and mentor relationship? Figure 6 shows that the strongest participant responses to this theme were relationship, mentioned 10 times, and rapport, mentioned three times. The qualitative analysis depicted the qualities of a good mentor.

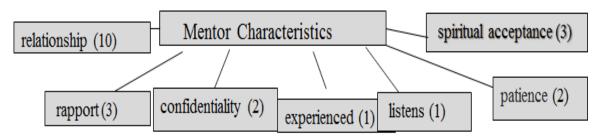


Figure 6. Theme 3: Mentor Characteristics cluster.

Regarding this theme, Interviewee 1 stated, "Having a mentor allows me to have insight [into things] I did not know about: how to do this, how it should be, how I should share in talking to her, how [to] document, how do you form relationships."

Interviewee 2 stated, "The number one thing within a relationship is communication, for example, a mentor is there for the mentee unconditional. That is how it becomes effective. Sometimes you may have to get personal. It is that inner joy that comes.'

Theme 4: Mentor Outcomes

Interview Question 5: What was the result of your personal experience of having a mentor? Figure 7 shows that for this theme, the strongest participant responses were character building, which was mentioned seven times, and upward mobility, which was

mentioned five times. The qualitative analysis depicted how mentoring supported the individuals in their personal and professional development.

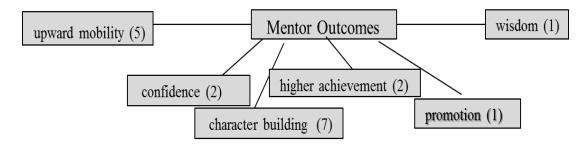


Figure 7. Theme 4: Mentor Outcomes cluster.

Regarding this theme, Interviewee 2 commented, "Having a mentor made me understand that my life was more finite and that the world was much bigger then what I was experiencing. I started to seek out mentors, so in my own personal life."

Interviewee 4 stated, "A mentor is someone you look up to, someone who is in leadership, help you to obtain your goals and achieve goals. They show you how to do things; they are actually showing you through their actions."

Theme 5: Spirituality and the Workplace

Responses to Interview Questions 6 to 10 generated Theme 5: Spirituality and the Workplace. The questions were as follows:

- 6. Define spirituality, and do you see it having a role in the workplace?
- 7. What is your relationship between spirituality and the workplace?
- 8. To what extent do you draw on spirituality within your occupation?
- 9. Is spirituality accepted in your workplace?
- 10. Where has spirituality helped you meet a leadership challenge?

Figure 8 shows that for this theme, the strongest participant responses were spirituality, mentioned nine times; assurance, mentioned four times; and serenity, mentioned four times. The qualitative analysis showed the meaning of individuals seeking to live their spiritual values in the workplace.

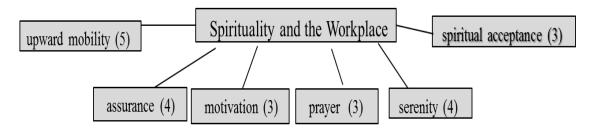


Figure 8. Theme 5: Spirituality and the Workplace cluster.

Regarding Interview Question 6, Interviewee 2 commented, "I am the CEO in my company, and I am much innovated. As a witness to other different faiths, I am going to have to align with [their] principles if I am going to effectively work with them."

Interviewee 3 shared, "It's like this, I don't hide it. I do not separate my spirituality because at work because it is who I am. I know where my strength comes from. I do not hide my Bible on my desk."

Regarding Interview Question 7, Interviewee 3 stated, "When I am at work and things get tough (deadlines, attitudes, and demands) I realize my strength and my help come from the Lord."

Interviewee 2 shared, "I am [not] replacing spirituality with my job. I make sure I am helping my business. You have to know when to pull your Bible out and read, when you know you have this big project and are overwhelmed."

Regarding Interview Question 8, Interviewee 1 shared, "I read scriptures, then meditate on what I just read so that I am able to have a clear mind and resolve the issue at hand. Most of the time, I try to leave my emotions out of it."

Interviewee 3 stated, "My faith is very real. I draw from my faith, believe God and lean on Him in the spirit realm and lean on my mentors in the natural realm. So, at times it is just my spirituality and me."

Regarding Interview Question 9, Interviewee 3 responded, "Just knowing that there is a higher power... I believe in Jesus, and I am not afraid to say 'Jesus.' When I am having a bad day, I have my own choir, praise, and worship team at work."

Interviewee 5 stated, "Yes, spirituality it is accepted in my workplace. Actually, my leader (principle) started the school out with everyone holding hands and praying. Spirituality it is a main factor in my life."

Regarding Interview Question 10, Interviewee 3 commented, "An employee was going through bad times. We began to talk, and we realized we had spiritual beliefs in common. Our faith helped her to get through. She tells me that I am like an 'Angel' to her."

Interviewee 5 shared, "I will hire vendors for the after-school programs to come in and teach my kids how to dance. In many ways, it is ministering the word of God to my kids, and they make it part of enrichment skills."

Summary and Transition

The researcher analyzed the quantitative and qualitative data to address RQ1: Do COR and LOC for African American women in leadership roles influence their SE?

Null Hypothesis 1 (Female African American leaders' COR, as assessed by the COR-E and the LOC, as assessed by the LOCA, do not predict SE, as assessed by the GSES) was accepted.

The multiple regression analysis used to determine whether COR and LOC predicted the SE among the female African American participants was insignificant; the coefficient output showed neither COR or LOC predicted SE (LOCA t = -1.398, p > .05; COR-E (Gain) t = 1.148, p > .001) and the resulting regression model, Y1= 37653 - .095*LOC + .010*COR, was insignificant. The ANOVA analysis results, $F_{(2,23)}$ =1.292, p > .005, also was not significant. A qualitative analysis of coded responses from the five participants to the 10 interview questions on mentoring and spirituality yielded five thematic clusters: Mentor Link - expertise for guiding mentoring relationship or being a positive role model; Mentor Value - commitment to personal or professional development; Mentor Characteristics - qualities of being a good mentor; Mentor Outcomes - expertise in mentoring and supporting an individual in development; and Spirituality and the Workplace - individual desire to live spiritual values in the workplace. In Chapter 5, the researcher offers a detailed discussion of the findings, draws conclusions, and offers recommendations based upon the results.

Chapter 5: Discussion, Conclusion, and Recommendations

A mixed methods study was conducted to quantitatively assess the impact of COR and LOC on SE as well as qualitatively examine the effects of mentoring and spirituality among African American women in leadership roles. This chapter interprets the obtained findings, outlines the identified limitations, makes recommendations, and explores the implications of this research for promoting positive social change. The chapter concludes with suggestions for future research and identifies factors contributing to the success of African American women in leadership roles.

Interpretation of the Findings

RQ1: Do COR and LOC for African American women in leadership roles influence their SE? Despite the research literature review having indicated that COR and LOC influence leaders and their SE, the multiple regression analysis results demonstrated that the COR-E (Gain) and LOCA scores for the 26 SVAALTI female African American participants did not predict their GSES scores either separately or collectively.

Consequently, Null Hypothesis 1 that the female African American leaders' COR, as assessed by the COR-E, and LOC, as assessed by the LOCA, do not predict SE, as assessed by the GSES, could not be rejected. Therefore, it was determined that COR and LOC for these female African American leaders did not influence their SE.

One significant factor impacting the multiple regression results was having a limited sample of 26 SVAALTI female African American leader participants, which impacted statistical power. This was a by-product of having a limited subject pool, poor SVAALTI record keeping, and members moving out of the Saginaw area, as well as

typical response rate and instrument completion problems found in this type of research. Clearly, having a larger sample to achieve greater statistical power and simultaneously increasing the effect size could confirm that COR and/or LOC influence SE among female African American leaders. More focused research in this area with a larger population and sample size could clarify these results.

RQ2: Do mentorship and spirituality for African American women in leadership roles influence their SE? The qualitative analysis of the interview responses from five of the 26 participants yielded five themes, four relating to mentoring and one to spirituality. Theme 1: Mentor Link had as its strongest responses awareness, faith, and networking. It encapsulated the relationship for the informal transmission of a positive role model. Theme 2: Mentor Values showed a strong correlation among coaching, one-on-one mentoring, and knowledge. The responses from all five respondents relevant to this theme were related to mentor values. Theme 3: Mentor Characteristics had the strongest participant responses as relationship, mentioned 10 times, and rapport, mentioned three times. The qualitative analysis depicted the qualities of good mentors.

For Theme 4: Mentor Outcomes, most of the respondents' statements were related to the importance of mentors having the ability to help mentees to gain upward mobility in the workplace and the community. Other comments mentioned by all five respondents during the interviews included higher achievement with board members, higher education, wisdom, promotions, and character building, are of which were components of mentor outcomes. Responses to Theme 5: Spirituality and the Workplace were related to

spirituality, assurances, motivation, prayer, sincerity, and spiritual acceptance. Spirituality was the strongest among the five respondents.

Generally, all five respondents were very serious about the mentor-mentee relationship and recognized that professional development through mentorship can be highly beneficial to mentees. Their interview question responses showed that they believed that mentoring is a critical element in preparing future leaders. They understood the importance of mentorship and the individual commitment of mentors to mentees, noting that mentees look for mentors who are motivated to remain involved in the relationship. Most of the participants commented that when they were seeking mentors, they looked for individuals who had the creativity, intellect, conceptual skills, and personal qualities necessary to instill leadership. Overall, the qualitative results supported the notion that mentoring and spirituality can promote the SE of African American women enhancing their potential as future leaders. Prior research had asserted that spirituality and mentoring might play a major role in developing leaders to assume leadership roles and that mentors can support mentees' professional development opportunities by providing them with the tools necessary to improve their skills (C. A. Harris, 2009). This suggests emphasis should be put on mentorship and spirituality for African American women in leadership roles. According to the literature reviewed in Chapter 2, having a mentor is significant to the achievement of career goals (Johnson, 2002). In addition, spirituality also has been seen as mental wellness of the mind and spirit, allowing individuals to discover the essence of their being (Del Rio & White, 2012).

Limitations of the Study

A number of factors impacted this study and the results:

- 1. The researcher had difficulty reaching out to potential SVAALTI participants because the organization's membership roles were out of date.
- Michigan has a high rate of unemployment, so the luncheon planned to recruit
 participants did not take place because many members of SVAALTI had left
 Michigan to seek employment in other states.
- 3. Only 26 of 30 returned surveys were used in the data analysis. These 26 participants completed the demographic questionnaire, the GSES, and the LOCA in full. There were a lot of missing data, so and a wider study that takes into account many more factors could be looked at, social economics scale, household composition and sub items of the demographic questionnaire results could be looked at. Shorter questionnaire could probably help solve some of the unanswered responses.
- 4. This researcher assumed that the participants would answer the demographic questionnaire and interview questions openly and honestly; however, there was some potential for interviewer bias while conducting the telephone interviews.

Recommendations

The researcher offers several recommendations based upon the results obtained form this mixed methods study. It is recommended that the SVAALTI support mentorship and network initiatives among its members to encourage more African

American men and women to pursue opportunities to join the executive boards of U.S. corporations. Future researchers should strive to identify and explore the factors that could contribute to the development of leaders within organizations. Although this study focused on female African American leaders specifically, the results could be applied equally to women and men.

A more comprehensive study of leadership development could help to confirm or refute the hypothesis in the current study. Additional research could be conducted to identify differences in LOC and COR and the influences of SE on African American women in leadership roles if more data could be collected to strengthen the results. A shorter questionnaire could probably resolve the problem of incomplete surveys being returned. Participants mentioned the length of the surveys as problematic and consequently many left several items unanswered.

Even though the data used here were carefully collected and measured, if future researchers were to measure the participants' COR-E and LOCA using the same scales, the results could be different and perhaps more accurate. Further, the potential use of bootstrapping may help overcome having a small sample size. It is also suggested to use multiple raters for categorizing qualitative interview responses and then assess reliability with Cohen's Kappa.

The notion of mentoring and spirituality influences SE should be studied longitudinally to establish their effect over time. Another recommendation is that organizational leaders must willing to take a risk and be transparent in sharing their learning experiences. Mentoring obligates mentors to invest time and effort into

supporting their mentees' future success. Organizational leaders should seek out opportunities for professional development that can add value to the development of other leaders.

Implications for Social Change

The results of this study could help organizations and corporations to develop mentorship and diversity education programs for internal and external clients and could aid in increasing awareness of the number of African American women in corporate leadership roles. In the end, the results will foster positive social change by shedding light on ways to promote the development of female African American leaders.

Conclusions

At the beginning of this study, the researcher had a strong conviction that COR and LOC influenced SE. While reviewing the literature, several gaps became evident, for example, the performance and understanding of leadership, its scope, and where change might fit into leadership development. The results of this study filled some of those gaps. Despite the ways in which researchers have conceptualized leadership, the following keys to leadership were confirmed: (a) It is a process, (b) it involves influences, (c) it occurs in a group context, and (d) it involves goal attainment (Northouse, 2007). Prior researchers have asserted that spirituality and mentoring might play a major role in developing leaders to assume leadership roles and that mentors can support mentees' professional development opportunities by providing them with the tools necessary to improve their skills (C. A. Harris, 2009).

For African American women, discrimination and stereotyping continue to be barriers to their efforts to assume leadership roles. For mentoring to effect institutional change in higher education and the corporate world, it must be more than informal or extemporaneous. Leadership within institutions must recognize the need for mentoring and then plan, develop, support, and promote programs that directly address specific workforce gaps that have an immediate impact as well as gaps that can have an influence into the future.

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Appendix A: Demographic Questionnaire

Interview Number:

Purpose

The questionnaire is part of a study on the self-efficacy of African American women in leadership roles conducted by Ms Varil D. Williams, a graduate student in organizational psychology at Walden University. The object of this research is to collect and analyze data from these instruments to assess the effects of self-efficacy of African American women on their leadership roles and determine whether spirituality and mentoring relationship impact the development of leadership.

Directions

Please complete each item or select the response as it best describes you. This questionnaire will take 25 minutes or less to complete.

Age,
Please check your level of education:
High School Bachelor's Master's Doctorate
Estimated income in thousands:
Years in leadership role
Type of industry you lead in?
How many people do you lead?
Approximate size of your annual operating budget?
Have you participated as interns/mentees in the leadership program? If so, do you now
support as mentor and what was your training/experience like in the program.

Appendix B: General Self-Efficacy Scale

Purpose

This 10-item questionnaire measures general self-efficacy, which is your belief that you can handle situations and successfully attain your goals.

Directions

Please circle 1, not at all true; 2, hardly true; 3, moderately true; 4, exactly true to the statements below that best fit your own beliefs.

		Not at all	Hardly	Moderately	Exactly
		true	true	true	true
1	I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2	If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3	It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4	I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6	I can solve most problems if I invest the necessary effort.	1	2	3	4
7	I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8	When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9	If I am in trouble, I can usually think of a solution.	1	2	3	4
10	I can usually handle whatever comes my way.	1	2	3	4

Appendix C: COR Evaluation

Part I: Extent of Actual or Threat of Loss

Purpose

I am interested in the extent to which you have experienced actual loss or threat of loss in any of the resources listed overleaf in the last 6 months. Resources can include objects, conditions, personal characteristics, or energies. Actual loss of resources occurs when the resource has decreased in availability to you (e.g., actual loss of personal health). Threat of loss occurs when you have been threatened with the loss of the resource, but no actual loss has occurred (e.g., there has been a chance that you may lose your job).

Directions

If you have experienced actual loss in any of the resources in the last 6 months, you would rate that actual loss from 1 to 4 ($1 = actual \ loss \ to \ a \ small \ degree$; $4 = actual \ loss \ to \ a \ great \ degree$) and write your response in the Actual Loss column. If the availability of the resource has not changed, or the resource is not applicable, you would rate actual loss as 0 (zero = not at all/not applicable). If you experienced threat of loss in any of the resources in the last 6 months, you would rate that threat of loss from 1 to 4 ($1 = threat \ of \ loss \ to \ a \ small \ degree$; $4 = threat \ of \ loss \ to \ great \ degree$) and write the number in the Threat of Loss column. If there was no threat of loss of the resource, or if the resource was not applicable, you would rate threat of loss as 0 (zero = not at all/not applicable).

Note: DO NOT RATE the availability of the resource to you. I am interested only in the CHANGE in the availability of the resource (i.e., actual loss) OR if there has been a threat of loss to that resource.

To what extent have I experienced threat of loss during the past 6 months?

To what extent have I experienced actual loss during the past 6 months?

0 = not at all/not applicable

1 = to a small degree

2 = to a moderate degree

3 =to a considerable degree

4 = to a great degree

Example: Item 26 - Status/Seniority at work: If the status/seniority of your job 6 months ago is still the same as today then you write a "0" in the actual loss column. If you had experienced no threat of loss in the status/seniority of your job during that time, you would also write a "0" in the Threat of Loss column. If you experienced some doubt as to whether you might be demoted in your job, but it has not happened yet, then you would rate the threat of loss between 1 (threat of loss to a small degree) and 4 (threat of loss to a great degree).

Part I: Extent of Actual or Threat of Loss

To what extent have I experienced threat of loss during the past 6 months?

To what extent have I experienced actual loss during the past 6 months?

0 = not at all/not applicable

1 =to a small degree

2 =to a moderate degree

3 =to a considerable degree

4 =to a great degree

Extent of Extent of

	Actual Loss	Threat of Loss
1. Personal transportation (car, truck, etc.)		
2. Feeling that I am successful.		
3. Time for adequate sleep.		
4. Good marriage.		
5. Adequate clothing.		
6. Feeling valuable to others.		
7. Family stability.		
8. Free time.		
9. More clothing than I need.		
10. Sense of pride in myself.		
11. Intimacy with one or more family members.		
12. Time for work.		
13. Feelings that I am accomplishing my goals.		
14. Good relationship with my children.		
15. Time with loved ones.		
16. Necessary tools for work.		
18. Children's health.		
19. Stamina/endurance.		
20. Necessary home appliances.		
21. Feeling that my future success depends on me.		
22. Positively challenging routine.		
23. Personal health.		
24. Housing that suits my needs.		
25. Sense of optimism.		
26. Status/seniority at work.		

27.	Adequate food.	
28.	Larger home than I need.	
29.	Sense of humor.	
30.	Stable employment.	
31.	Intimacy with spouse or partner.	
32.	Adequate home furnishings.	
33.	Feeling that I have control over my life.	
34.	Role as a leader.	
35.	Ability to communicate well.	
36.	Providing children's essentials.	
37.	Feeling that my life is peaceful	
38.	Acknowledgement of my accomplishments.	
39.	Ability to organize tasks.	
40.	Extras for children.	
41.	Sense of commitment.	
42.	Intimacy with at least one friend.	
43.	Money for extras.	
44.	Self-discipline.	
45.	Understanding from my employer/boss.	
46.	Savings or emergency money.	
47.	Motivation to get things done.	
48.	Spouse/partner's health.	
49.	Support from co-workers.	
50.	Adequate income.	
51.	Feeling that I know who I am.	
52.	Advancement in education or job training.	
53.	Adequate financial credit.	
54.	Feeling independent.	
55.	Companionship.	

56. Financial assets (stocks, property, etc.).	
57. Knowing where I am going with my life.	
58. Affection from others.	
59. Financial stability.	
60. Feeling that my life has meaning/purpose.	
61. Positive feelings about myself.	
62. People I can learn from.	
63. Money for transportation.	
64. Help with tasks at work.	
65. Medical insurance.	
66. Involvement with church, synagogue, etc.	
67. Retirement security (financial).	
68. Help with tasks at home.	
69. Loyalty of friend.	
70. Money for advancement or self-improvement	
(education, start a business, etc.).	
71. Help with childcare.	
72. Involvement in organizations with others who have	
similar interests.	
73. Financial help if needed.	
74. Health of family/close friends.	

Part II: Extent of Gain

Purpose

I also am interested to learn whether you have experienced gain in any of the following resources in the last 6 months. Gain of resources occurs when the availability of a particular resource has increased for you (e.g., your family spent more time together in the last 6 months, so you experienced gain in the resource of "time with loved ones").

Directions. If you have experienced "gain" in any of the resources in the last 6 months, you would rate that gain from 1 to 4 ($1 = gain \ to \ a \ small \ degree$; $4 = gain \ to \ a \ great$ degree) and write your response in the Gain column. If the availability of the resource is unchanged to you, or the resource is not applicable, you would rate extent of gain as 0 (zero = not at all/not applicable).

To what extent have I gained them during the past 6 months?

0 = not at all / not applicable

1 = to a small degree

2 = to a moderate degree

3 =to a considerable degree

4 = to a great degree

Note: Do note rate the availability of the resource, we are only interested in the GAIN you have experienced in the resource.

Example: Item 4 - Good Marriage: If you had a good marriage 6 months ago and you still do now, then you would rate the extent of the gain as 0.

Part II: Extent of Gain

To what extent have I gained them during the past 6 months?

0 = not at all / not applicable

1 =to a small degree

2 = to a moderate degree

3 = to a considerable degree

4 =to a great degree

	Extent of Gair
1. Personal transportation (car, truck, etc.).	
2. Feeling that I am successful.	
3. Time for adequate sleep.	
4. Good marriage.	
5. Adequate clothing.	

6. Feeling valuable to others.	
7. Family stability.	
8. Free time.	
9. More clothing than I need.	
10. Sense of pride in myself.	
11. Intimacy with one or more family members.	
12. Time for work.	
13. Feelings that I am accomplishing my goals.	
14. Good relationship with my children.	
15. Time with loved ones.	
16. Necessary tools for work.	
17. Hope.	
18. Children's health.	
19. Stamina/endurance.	
20. Necessary home appliances.	
21. Feeling that my future success depends on me.	
22. Positively challenging routine.	
23. Personal health.	
24. Housing that suits my needs.	
25. Sense of optimism.	
26. Status/seniority at work.	
27. Adequate food.	
28. Larger home than I need.	
29. Sense of humor.	
30. Stable employment.	
31. Intimacy with spouse or partner.	
32. Adequate home furnishings.	
33. Feeling that I have control over my life.	
34. Role as a leader.	

35. Ability to communicate well.	
36. Providing children's essentials.	
37. Feeling that my life is peaceful.	
38. Acknowledgement of my accomplishments.	
39. Ability to organize tasks.	
40. Extras for children.	
41. Sense of commitment.	
42. Intimacy with at least one friend.	
43. Money for extras.	
44. Self-discipline.	
45. Understanding from my employer/boss.	
46. Savings or emergency money.	
47. Motivation to get things done.	
48. Spouse/partner's health.	
49. Support from co-workers.	
50. Adequate income.	
51. Feeling that I know who I am.	
52. Advancement in education or job training.	
53. Adequate financial credit.	
54. Feeling independent.	
55. Companionship.	
56. Financial assets (stocks, property, etc.).	
57. Knowing where I am going with my life.	
58. Affection from others.	
59. Financial stability.	
60. Feeling that my life has meaning/purpose.	
61. Positive feelings about myself.	
62. People I can learn from.	
63. Money for transportation.	

64. Help with tasks at work.	
65. Medical insurance.	
66. Involvement with church, synagogue, etc.	
67. Retirement security (financial).	
68. Help with tasks at home.	
69. Loyalty of friends.	
70. Money for advancement or self-improvement (education,	
starting a business, etc.).	
71. Help with childcare.	
72. Involvement in organizations with others who have similar	
interests.	
73. Financial help if needed.	
74. Health of family/close friends.	

Appendix D: LOC Assessment

Purpose

The Locus of Control is a 20-item questionnaire that measures generalized expectancies for internal versus external control of reinforcement.

Directions

Please circle the response (true or false) that best fits your beliefs.

1. I usually get what I want in life.	T	F
2. I need to be kept informed about news events.	T	F
3. I never know where I stand with other people.	T	F
4. I do not really believe in luck or chance.	T	F
5. I think that I could easily win a lottery.	T	F
6. If I do not succeed on a task, I tend to give up.	T	F
7. I usually convince others to do things my way.	T	F
8. People make a difference in controlling crime.	T	F
9. The success I have is largely a matter of chance.	T	F
10. Marriage is largely a gamble for most people.	T	F
11. People must be the masters of their own fate.	T	F
12. It is not important for me to vote.	T	F
13. My life seems like a series of random events.	T	F
14. I never try anything that I am not sure of.	T	F
15. I earn the respect and honors I receive.	T	F
16. A person can get rich by taking risks.	T	F

17. Leaders are successful when they work hard.	T	F	
18. Persistence and hard work usually lead to success.	T	F	
19. It is difficult to know who my real friends are.	T	F	
20. Other people usually control my life.	T	F	

Note: Dr. Pettijohn, a professor in Mercyhurst College Psychology Dept., developed this variation of Rotter's original Locus of Control Survey.

Appendix E: Telephone Interview

Purpose

This interview is intended to identify factors that contribute to the success of African American women in leadership roles. The emphasis is on the role of spirituality and mentoring relationships in achieving success as a leader.

Directions

You will be asked questions related to leadership, development as a leader, and important components of effective leadership. Please answer each question to the best of your ability.

- 1. Have you ever had a mentor? If so, explain how you obtained one.
- 2. Can you explain in detail what the value of having a mentor was?
- 3. How has mentoring improved your opportunities for upward mobility to senior leadership positions or running your own business/organization?
- 4. What are some key characteristics of a good mentor and mentor relationship?
- 5. What was the result of your personal experience of having a mentor?
- 6. Define spirituality, and do you see it having a role in the workplace?
- 7. What is your relationship between spirituality and the workplace?
- 8. To what extent do you draw on spirituality within your occupation?
- 9. Is spirituality accepted in your workplace? Is that a factor in your belief?
- 10. Where has spirituality helped you meet a leadership challenge?

Appendix F: Permission to Use General Self-Efficacy Scale

AW: Permission

Subject:

Date: Thu, Mar 06, 2014 02:05 AM CST

From: "Schwarzer, Ralf"

<ralf.schwarzer@fu-berlin.de>

To: *w*illiams@waldenu.edu>,

n.de" <health@zedat.fu-berlin.de>

Attachment: faq_gse.pdf

see attachment

Prof. Dr. Ralf Schwarzer, Freie Universität Berlin, Psychology

Habelschwerdter Allee 45, 14195 Berlin, Germany

Email: ralf.schwarzer@fu-berlin.de

Web sites: http://www.RalfSchwarzer.de/

Von: Varil Williams [varil.williams@waldenu.edu]

Gesendet: Donnerstag, 6. März 2014 04:27

An: health@zedat.fu-berlin.de

Betreff: Permission

Hi my name is Varil Williams.

I am a PhD candidate student here at Walden University. I am writing to ask permission to use copyright of General Perceived Self-efficacy Assessment scale in my study. Your immediate response is appreciated.

Sincerely, Varil Williams

Appendix G: Permission to Use COR Evaluation (Permission was granted via his personal website)



Appendix H: Permission to Use LOC Instrument

Subject: RE: Permission

Date: Fri, Mar 07, 2014 12:32 PM CST

From: "DardenCases" < DCases@darden.virginia.edu>

To: Varil Williams < varil.williams@waldenu.edu>

Varil, Here is the inspection copy of the case for you to review. Please visit our website to purchase a copy as well as copyright permission.

http://store.darden.virginia.edu/the-locus-of-control

Regards,

Charlotte S. Young

Client Services Manager

Darden Business Publishing

Direct-434.924.3001

sales@dardenbusinesspublishing.com



Ready to Teach. Ready to Learn.

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From: Varil Williams [mailto:varil.williams@waldenu.edu]

Sent: Thursday, March 6, 2014 5:46 PM

To: Sales@dardenpublishing.com

Subject: Permission

Hi my name is Varil Williams. I am a PhD candidate student here at Walden

University. I am writing to ask permission to use "The Locus of Control Instrument"

in my study and order a copy as well. Locus of Control Instrument from Daren

Business Publishing (University of Virginia). I will use it to determine if there is a

correlation between successful Women in the workplace. A professor in the

psychology department at Mercyhust College in Eric, PA, Dr. Pettijohn developed

this variation to Rotter's original Locus of Control survey.

Your immediate response is appreciated.

Sincerely, Varil Williams

Appendix I: Spirituality and Mentoring Interview Coding/Timesheet

1	A. Mentor Value
	1. Jobs
	2. Promotion
	3. Coaching
	4. One on one
	5. Knowledge
	6. Training
]	3. Mentor Links
	7. Promotion
	8. Awareness
	9. Networking
	10. Preparation
	11. Retirement
(C. Mentor Characteristics
	12. Trustworthy
	13. Confidentiality
	14. Patience
	15. Relationship
	16. Rapport
]	D. Mentor Outcomes

17. Character Building

- 18. Promotion
- 19. Wisdom
- 20. Upward Mobility
- 21. Knowledge
- 22. Higher Achievement
- E. Spirituality and the Workplace
 - 23. Prayer
 - 24. Character
 - 25. Integrity
 - 26. Serenity
 - 27. Assurance
- F. Spiritual Acceptance
 - 28. Yes
 - 29. No

Appendix J: Cooperation Letter



Dear Varil D. Williams,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Self-Efficacy of African American Women in Leadership Roles" within the Saginaw Valley African American Leadership Training Institute. As part of this study, I authorize the release of the email addresses of 80 African American women ages 18 and older from the SVAALTI membership list. The researcher will choose from a list of names provided by the SVALTI director to select participants for the semi-structured open-ended interviews that will be conducted on SVAALTI site.

Each participant is a leader employed in one of the education, faith-based, and business sectors of the community. Their participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change. You will invite the potential participants to an invitational session 11:00 am to 2:00 pm via email. During the invitational luncheon the researcher will then give each participant an envelope containing a survey package that includes instructions on how to answer and complete consent form, the demographic questionnaire, SE, LOC, and COR instruments. Individuals' participation will be voluntary and at their own discretion. The deadline for the return of surveys is _______ by 5:00 pm. After surveys and consent form is returned, I will choose from a list of names provided by the SVALTI director to select participants for the semi-structured open-ended interviews, then sent an email to set up a time for the face to face interview. This interview will only take about 20 minutes and will be conducted here at SVAALTI.

We understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely, Kevin N. Gregory 989-964-8116

Appendix K: Informed Consent Form

My name is Varil D. Williams, and I am a graduate student at Walden University conducting a study on the self-efficacy (SE) of African American Women Leaders at the Saginaw Valley African American Leadership Training Institute (SVAALTI). You have been identified as a potential participant in this study because you are an SVAALTI member and between the ages of 18 and over. The intent of this study is to determine the extent African American women believe that they can control life outcomes as well as conserve resources that serve as a means for attainment in combination with mentoring and spirituality and how collectively they impact leadership development.

This study makes it possible for organizations to recognize that SE, in part, determines leader performance, but more importantly, it will do this for African American women. If you agree to take part in this research, you will be surveyed and interviewed via email and telephone. Your participation in this study is completely voluntary. The surveys will take no more than 30 minutes to complete all three. At anytime during the interview, you may decline to answer any question that you do not want to provide a response to. I estimate that it will take 20 minutes of your time for me to interview you There will be no compensation to participate in this study during the year. In case of any discrepancy in the interview conducted, there may be one follow-up interview for participants in this study during the year.

Audio recording will be used during the interviews to record the responses to each question. The data from these instruments will be analyzed to assess the effects of SE of African American women in leadership roles. Although there may be no benefit to you

by participating in the study, this research does have the potential to contribute to what is known and determine how self-efficacy contribute to leader success. The study's results will lead to positive social change by serving as a valuable tool for developing African American women's self-efficacy and promoting their effectiveness as leaders.

There will be minimal risks in participating in this study such as unintended disclosure of confidential information, providing personal information and accepting to be interviewed. However the data collected from this study will be kept confidential. You have the right to declined or discontinue participation at any time. To ensure that the data collected in this study are kept confidential, several measures will be taken. The data will be deidentifed and locked up. The results will be sent in an email to you and be available from Varil D. Williams in May 2015. Should any questions or concern arise, I can be reached at (XXX) XXX-XXXX. If you have any questions about your rights as a participant you may call a Walden Research participant Advocate at (612) 312-1210.

By answering the interview questions you are indicating that you are 18 years or older and that you consent to participate in this study. Each participant will be provided with a copy of the consent form. If you agree to participate in this study, please sign below to acknowledge that you have read and understood this informed consent.

Participant's Signature	
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Any questions regarding your rights as a research subject may be addressed to the Walden University Institutional Review Board (<u>irb@waldenu.edu</u>). All research projects that are carried out by Walden University are governed by requirements of the university and the federal government.