

2016

Phenomenological Study of Career Advancement Experiences of Ethnic Female Migrant

Evelyn Oghogho Brisibe
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Business Administration, Management, and Operations Commons](#), [Education Commons](#), [Management Sciences and Quantitative Methods Commons](#), and the [Quantitative, Qualitative, Comparative, and Historical Methodologies Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral dissertation by

Evelyn Brisibe

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Janice Spangenburg, Committee Chairperson, Management Faculty

Dr. William Shriner, Committee Member, Management Faculty

Dr. David Banner, University Reviewer, Management Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2016

Abstract

Phenomenological Study of Career Advancement Experiences of Ethnic Female Migrant

Professionals

by

Evelyn Brisibe

MBA, Athabasca University, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

December 2016

Abstract

In the 2006 census, Statistics Canada recorded that 23% of immigrant women aged 15 and over had a university degree at the bachelor's level or above. These women could help sustain an organization's competitive advantage and respond to labor shortages posed by an aging population. This phenomenological study highlighted self-initiated migration journey and career advancement experiences of migrant women. Through LinkedIn and referrals from non-profit organizations, a sample of 20 women was recruited. All women had migrated to Canada between the ages 32 to 50, all had 5 to 10 years of residence in Canada and all had college degrees from their home countries. Data were collected through in-depth qualitative interviews and analyzed utilizing Moustakas's framework. The themes were driven predominantly by the data from the study. In order to manage structural barriers to their career development, the participants highlighted the importance of career preparation such as postgraduate education, qualification accreditations and international experience to advancing their careers in Canada. The findings of this study showed that, the principles of meritocracy was influenced by ethnic discrimination and educational barriers experienced by participants. The participants challenged inequalities by navigating within organizational structures using these modes of engagement; maintenance, transformation, and entrepreneurship as they developed their careers. The results provide a framework to the Canadian government, businesses, and settlement agencies to understand the implications of ethnicity and international experience to the current debate and proposition for reforms to immigration and hiring policies.

Phenomenological Study of Career Advancement Experiences of Ethnic Female Migrant
Professionals

by

Evelyn Brisibe

MBA, Athabasca University, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

December, 2016

Dedication

I am so grateful to God, my Heavenly Father, for empowering me to exceed expectations and for blessing everything I touch. I am so thankful for giving me a purpose – “to learn and develop others”, giving me numerous opportunities to learn and influence others.

I want to also pay a special tribute to my husband and motivator, Tamarakro Godwin Brisibe, for taking this journey of life with me these many years, for encouraging me in those low ebb days, for believing in me that I could do this, for joining me in my academic pursuits, learning and teaching me. I am so grateful and pray for more of God’s goodness, wisdom and grace upon your life.

Acknowledgments

Special thanks to my mentor, Dr. Janice M. Spangenburg, for the level of support she has provided over the past three years, and my dissertation committee, Dr. William Shriner and Dr. David Banner, for their diligent work and support during the dissertation process. I salute my best friend, Emem-Abasi Umana, for her consistent words of wisdom and knowledge about life and success.

I would like to extend my gratitude to Ada Adeleke-Kelani, my fellow “learner” and servant in the LORD, for her tireless support, prayers and contribution. I will like to thank my friends and colleagues for their prayers, candor, support and words of affirmation. Your unflinching support and contribution are etched in my heart, for these, I am truly grateful. I also would like to thank all 20 participants for sharing their experiences with the world, in order to make a contribution to positive change.

Finally, I would like to thank my family, especially my mother, for their prayers and words of encouragement. I look with great faith on the wonderful success that lies ahead. I know there will be challenges, however I know they have time limits, for I know whatever has a beginning has an end, in the words of the great Apostle Paul, “this too shall pass” (2 Corinthians 4:17-18, The Bible). I eagerly wait for the unfolding of the next season of my life.

Table of Contents

Chapter 1: Introduction to the Study.....	1
Problem Statement.....	3
Purpose of the Study.....	4
Research Questions.....	5
Conceptual Framework.....	5
Nature of the Study.....	10
Definitions.....	11
Assumptions.....	12
Scope and Delimitations.....	12
Limitations.....	13
Significance of the Study.....	13
Significance to Practice.....	15
Significance to Theory.....	15
Significance to Social Change.....	16
Summary and Transition.....	18
Chapter 2: Literature Review.....	19
Literature Search Strategy.....	19
Summary and Conclusions.....	58
Chapter 3: Research Method.....	60
Research Questions.....	60
Research Design and Rationale.....	60

Role of the Researcher	63
Methodology	64
Participant Selection Logic	65
Instrumentation	67
Procedures for Recruitment, Participation, and Data Collection	68
Data Analysis Plan	69
Issues of Trustworthiness	71
Credibility	71
Transferability	71
Dependability	72
Confirmability	72
Ethical Procedures	72
Summary	73
Chapter 4: Results	74
Research Questions	74
Research Setting	74
Demographics	75
Data Collection	76
Data Analysis	78
Evidence of Trustworthiness	78
Credibility	78
Transferability	79

Dependability	79
Confirmability.....	79
Study Results	79
Summary	98
Chapter 5: Discussion, Conclusions, and Recommendations.....	99
Interpretation of Findings	100
Limitations of the Study.....	102
Recommendations.....	102
Implications.....	102
Conclusions.....	105
References.....	106
Appendix A: Participant Invitation.....	139
Appendix B: Participant Invitation.....	141
Appendix E: Reply to Potential Participants	146
Appendix F: Request for Participant’s Verification	147

Chapter 1: Introduction to the Study

The world has become one large employment pool of professionals, who increasingly initiate and finance their own expatriation to take advantage of lucrative work opportunities created by a shortage of skilled workforce (Manpower, 2006) in both developed and developing economies. Recognizing the importance of diversity within a nation, Canada adopted its Immigration Policy as law in 2002. Through its rigorous process, it allows predominantly qualified professionals from other countries to apply for immigration status, enabling them to gain full employment and live rightfully within its borders. Over time, the sources of labor in Canada are becoming increasingly diverse. Visible ethnic minorities represent a large and growing part of this diverse talent pool (Denton & Spenser, 2003).

According to the 2006 Canadian Census, one-fifth of Canadians were born outside the country—the highest number of foreign-born Canadians in the previous 75 years. About 19.8% of Canada's population is foreign-born (Statistics Canada, 2007). For this study, visible minorities are also referred to as ethnic minorities. In the same census of 2006, Statistics Canada recorded an increase in the number of women of the migrant population. From 2001 to 2006, Canada's population of immigrant women grew by 14%; this growth rate was four times faster than that for Canadian-born women, which increased by 3.4% (Statistics Canada, 2007).

Most of these women migrated with their spouses. Through the skilled workforce immigration program, all arrive with goals and expectations, some understand the challenges that the visible minority working class face in a new country (Cardu, 2008;

Qin, 2012,). Some of these women who moved for family reasons experience significant and substantial decline in earnings (Geist & Mcmanus, 2012). Finding employment was a challenge for many of them, particularly employment that reflects their training. This is the case even for women who migrated with higher educational qualification (Coulombe, Hou & Picot, Hou, 2007; Galarneau and René, 2008). Some of these challenges result from shifted culture, language, race, and gender in the host culture. Migration requires deep transition; the internal relationship reframing to meet the shifted values and beliefs (Cardu, 2008) influences the integration process to a new culture.

Some researchers have examined the careers of individuals from developed countries undertaking international experience (Dickman & Doherty 2010; Doherty, Richardson & Thorn, 2013). Inkson and Myers (2003) focused on the overseas experiences of young people from New Zealand. In addition, Jokinen, Brewster and Suntari (2008) discussed the work experience of professionals from Finland. However, skilled people from developing countries undertaking an international career remain an almost hidden aspect of the international labor market (Jokinen et al., 2008).

Extensive literature focused on professionals living and working outside their countries of origin, on a permanent or temporary basis (Caulifield & Tharenou &, 2010; Dickman & Doherty 2008, 2010; Richardson 2009; Tharenou, 2009, 2010,). The literature is useful for understanding participants' career experiences. This study addresses gaps in the literature by uncovering some of the constraints faced by professional women of visible ethnic minorities and the reasons why some are more successful than others in their career advancement experiences.

In this study, I highlight the migration and career development experiences of women from Sub Sahara Africa and Latin America, who now live and work in Western Canada. Most of these professionals come with strong credentials and work experiences and have been trying to integrate including acquiring more academic knowledge from Canadian Institutions.

Problem Statement

Women migrants and women self-initiated expatriates (SIEs) remain largely unseen and under researched by the management community (McKenna & Richardson, 2007; Myers & Pringle, 2005; Vance et al., 2011, Raguz, Podrug & Kovacic, 2014). Little is known about their career-related behaviours and expectations (Al Ariss & O'zbilgin, 2010; Biemann & Andresen, 2009). Vance et al. (2011) emphasized the need to explore the role of having a local partner/spouse in the host country as a moderator for adding stability and support to the longer-term career track of a woman SIE. Iredale (2005) claimed that this untapped talent pool of highly skilled, highly educated women professionals is largely neglected by local Human Resource departments and policy makers in host countries. These women could potentially form an essential resource in sustaining an organization's competitive advantage and responding to the labor shortages posed by an aging population (Cole & McNulty, 2011, Raguz et al, 2014). In particular, in this study, I seek to explore the experiences of female migrants from ethnic minorities to further the understanding of their individual self-initiated expatriation experiences (Al Ariss & Ozbilgin, 2010, Riana van & Plessis, 2012).

Purpose of the Study

The purpose of this phenomenological study was to further the understanding of the postmigration career development of ethnic minority migrant professional women and to explore and interpret their career experiences with special reference to Western Canada. I explore and interpret the premigration and postmigration career development and success of highly skilled professional ethnic minority migrant women. The women's senses of self-transformations are interpreted from phenomenological, cultural, anthropological, and critical feminist perspectives (Qin, 2012).

This study aims to contribute to the literature in two ways: first, the focus on the skilled ethnic minorities in terms of understanding their work choices and outcomes, and second, a comparative perspective on how migrant professional women of ethnic minorities chose to integrate in the host culture. Qualitative interviews were conducted to capture and present shared experiences of select ethnic migrant professional women who migrated within the last decade from Sub-Saharan Africa and Latin America countries. The study applied the triangulation method, the use of more than one source of data, to examine the different aspects of career success or failure, how well these women as visible minorities felt they fit into the work environment, how they perceived being stereotyped in the workplace, and how they felt they were perceived or treated as potential leaders.

Additional insights include appropriately designed and administered management development programs--leader designed training content based on up-to-date knowledge and relevant skills for the new mobile workforce. This study also provides a framework

to further understand the idiosyncrasies of leadership selection and its impact on a new mobile and diverse workforce. The results on the implications of ethnicity, race, and/or gender contribute to the current debate and proposition for reforms to immigration and hiring policies.

Research Questions

Given the intricacies of culture, race and gender to the study of career advancement experiences of ethnic migrant professional women, the central question is as follows:

1. What are the barriers and opportunities in the lived career advancement experiences of ethnic minority women in the host culture?

The subsequent questions from this central question are the following:

2. How do professional minority women describe their self-development choices?
3. What were their strategies to selecting, defining, or adapting to a career path?

Conceptual Framework

Understanding the career experiences of female migrants from ethnic minorities requires understanding identity and its impact on career development. According to Burke and Franzoi (1988), personal identity strongly influences people's behavioral choices and can contribute to the overall meaning of our lives (Sveningsson & Alvesson, 2003). Giddens (1991) explained personal identity as psychosocial reciprocity meaning identity is shaped by and shapes society. Similarly, Hogg and Terry (2000) have found

that identity-related constructs and modern institutions can inform the understanding of organizational behavior. Career can be described as a way for people to conceptualize their work experiences and goals for the future (Collin & Young, 2000).

The migratory process is a deep transitional journey, requiring shifts in mindsets, beliefs, and values (Cardu, 2008). It requires these women not only to reestablish their lives in terms of general practicalities, they also have to replace life-long family support structures that no longer available. Thus, in a life phase during which a woman would usually seek stability and rootedness, she has to start rebuilding herself (Riana van & Plessis, 2012). In considering the integration of the ethnic migrant professional women, there are different adaptation strategies. One of such strategies is acculturation, which is the “phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups” (Redfield, Linton, & Herskovits, 1936, p. 149-152). These early social scientists initially defined acculturation as a process of change that occurs when individuals from different cultures interact and share a common geographical space following migration, political conquest, or forced relocation

Acculturation, by a more recent definition, highlights an equal possibility of change, and the pressure to change and adapt is usually felt most intensely by the less powerful group, whose members have to adapt more than the dominant group (Berry, 1997, 2003). This may be why the majority of the research on the topic has focused on what is called psychological acculturation, the set of psychological and behavioral changes that take place in the individuals entering a new society (Graves, 1967).

The predominant model of acculturation was conceptualized by Berry (1980,1997, 2001), who suggested that the most adaptive form of functioning for immigrants involves integrating one's heritage culture and the culture of the host society. Thus, Berry (1997) conceptualized acculturation not as assimilation, but rather as a bi-dimensional process, considering these two dimensions, the development or maintenance with ties to the host culture and the culture of origin. In Canada, Berry (1980b) developed and validated a bi-dimensional model of acculturation, assessing both identification and behavior toward the heritage and host cultures.

According to Berry (1989), acculturation attitudes form the central variable, which helps to understand individual differences in the way people orient themselves during the process of acculturation. Berry (1997) proposed four acculturative strategies: integration, assimilation, marginalization, and separation/segregation. All are distinct concepts; nevertheless, they are not unconnected because each is supplemental in explaining certain adaptation phenomena.

All acculturating individuals are faced with two important questions. The first question "pertains to the maintenance and development of one's ethnic distinctiveness in society, deciding whether or not one's own cultural identity and customs are of value and should be retained" (Berry, 1997, p. 186-187). The second question "involves the desirability of inter-ethnic contact, deciding whether positive relations with the larger society are of value and should be sought" (Berry, 1997, p. 186-187).

Integration involves a new society member saying "yes" to both questions, resulting in the maintenance of cultural identity and the establishment and maintenance of

relationships with the larger society. This can involve working toward structural integration or participation in the social and economic systems of the larger society, while maintaining cultural identity and characteristics (Gordon, 1964). Assimilation involves relinquishing cultural identity and characteristics while working toward structural and cultural assimilation. This can take place via absorption, in which an individual or group of individuals fully merge with the host society (Berry, 1984).

Marginalization represents a new society member saying “no” to both questions, resulting in detachment from cultural identity and from the larger society. Characterized by feelings of alienation from both groups, marginalization is thought to be accompanied by confusion and anxiety (Berry, 1997), but the concept has been a subject of debate in the field because it is unclear how immigrants can develop a cultural sense of self without drawing from their culture of origin or host society (Rudmin, 2003).

Berry’s emphasis on biculturalism does not recognize that individuals hold and are affected by intersecting cultural constructions simultaneously (Bhatia & Ram, 2004; Cohen, 2009; Cole, 2009; Ho, 1995; Moodley, 2007). Similarly, Chirkov (2009) critiqued Berry’s model on the basis of its singular focus on group level explanations of intercultural contact and indicated that his model does not describe the way in which cultural processes or psychological mechanisms operate at the individual level. Berry (2008) characterized acculturation as a mutual cultural change in groups from cross-cultural contact.

Separation involves the maintenance of cultural identity and characteristics without establishing ties to the larger society. When the decision to maintain a traditional

way of life in a new cultural context is made by the nondominant group or individual, this strategy is termed separation; when imposed by the dominant group, it is termed segregation. It can be difficult, however, to differentiate between the two because a societal emphasis on segregation can foster the adoption of acculturative separation, which illustrates how the adoption of a particular acculturative strategy can be (a) proactive, selected by the immigrant or nondominant group and (b) reactive, influenced by the attitudes and policies of the host society and its individual members (Berry & Kalin, 1995). The attitudes and policies of the host society thought to influence acculturation involve the value that the host society places on diversity and multiculturalism.

A contemporary and detailed perspective on acculturation was provided by Chirkov (2009), who noted that it involves

a deliberate, reflective, and, for the most part, comparative cognitive activity of understanding the frame of references and meanings with regard to the world, others, and self that exist in one's "home" cultural community and which one has discovered in a new cultural community. This process emerges within the context of interactions, both physical and symbolic, with the members of the "home" and new cultural communities. (p. 94)

Chirkov's view of acculturation underscores its complexity and reflective nature involving an examination of one's own cultural worldview as well as the cultural frames of meaning within a new community.

Little is known about how individuals undertaking an international career face and cope with barriers to their professional development in the host countries (Al Ariss, 2010). Based on the findings of Duberley, Cohen, and Mallon (2006), this study's conceptual framework builds on the relationships and interactions between the employer (organization), family, professional organizations, government, and cultural institutions, including their impact on career selection and adaptation of the ethnic migrant professional woman in the new residence. This framework considers the application and connection of self-determination and self-complexity theories, the perspectives of the critical feminist, and cultural critique with the modes of engagement concept. In an unfamiliar environment, all of these contribute to the migrant's adaptation experiences.

Nature of the Study

This research is a qualitative research study that applies a phenomenological research approach. The aim is to understand the lived experiences of migrant professional women of visible ethnic minority origin as they develop their careers in a host country. Phenomenologists are interested in common features of the lived experience amongst participants (Starks & Trinidad, 2007). Phenomenologists ask questions about lived experiences, as contrasted with abstract interpretations of experience or opinions about them (Van Manen, 1990). I applied the modes of engagement framework developed by Duberley et al. (2006) and Richardson (2009) in understanding how individuals adapt and manage their career development. This is linked to existing related studies in the literature. Duberley et al. (2006) and Richardson (2009) suggests suggested that

individuals choose orientations, in the forms “modes of engagement,” which can help them to manage contextual influences such as social institutions and structures.

This study provides an integrative review of literature that represents the state of the knowledge relevant to career advancement and adaptation experiences as well as related theories such as the acculturative theory (Berry, 1997), and Bourdieu's theory of practice (Bourdieu, 1984) and Hofstede's cultural dimensions theory (1994). The results of this study will show that participants either maintained the existing social structures or attempted to transform them. Maintenance, as opposed to change, is a default state rather than a specific strategy, where a person recognizes constraints and injustices but does not attempt to change them. Open-ended questions were asked to obtain the essence of life experiences through first person accounts. Common bonds and patterns were identified and conceptualized into a narrative description of the experiences shared among the participants via a procedure called meaning structuring through narratives (Kvale, 1996).

Definitions

Culture: The sum of attitudes, customs, and beliefs that distinguishes one group of people from another (Fernando, 2010).

Ethnicity: Identity with or membership in a particular racial, language, national, or cultural group and observance of that group's customs, beliefs (Encyclopedia, 2015).

Inequality regimes: Interlocked practices and processes that result in continuing inequalities in all work organizations (Acker, 2006).

Migrant: A broad definition encompassing both permanent and temporary international sojourners, including managers and executives, technicians, academics and scientists, and entrepreneurs and students (Al Ariss, 2009).

Minority: A population segment that differs, as in race, sex, or religion, from the larger population (Encyclopedia, 2015).]

Assumptions

I assumed that the ethnic minority migrant female professionals encounter unique barriers that impact their career advancement experiences. They are a minority group that is underrepresented in leadership, and their chosen mode of engagement contributes to their advancement experiences. The need of the ethnic minority female migrant professionals from developing countries is primary when considering change in applicable policies and procedures in government, professional organizations, and businesses. I assumed that there are differences in the way each selected woman has engaged in order to advance their careers in a host culture where they are a visible ethnic minority

Scope and Delimitations

The phenomenology method requires studying lived experiences of ethnic female migrant women and to examine the psychological concept of a psychological phenomenology (Creswell, 2007). A small group of 20 ethnic migrant professional women who migrated to Canada within the last 2 decades of the twentieth century were invited to participate in the study. In this study, the sample included professionals in companies, individuals who provided a particular skill or expertise.

The sample included professionals who provided a particular skill or expertise. Qualitative interviews will were conducted with these skilled ethnic female migrants. The group was large enough to generate interesting discussions, but small and intimate enough to provide a “safe” platform to explore relevant themes (Hartl, 2004, p. 42). The primary interest was the experienced working-age individual; hence, the limit of the sample was on individuals aged 32 to 50 at the time of their migration; while the years of residence in Canada is between 5 and 20 years. The sample included participants with college degrees from their home countries and married. Exploratory work was required to determine the nature of the variation in the situations under study (Patton, 2002, p. 235).

I did not address the viewpoints of ethnic migrant men, though referenced, in this research. In addition, the viewpoints of other ethnic groups were not obtained for the basis of this research. This study was expanded to include ethnic minority professional women from the continent of Africa and Latin America in Western Canada.

Limitations

This study had two main limitations. First, the number of participants interviewed was too small for making generalizations. In addition to this, quantitative research would be useful to determine if the findings can be generalized to other groups of migrants. Second, only limited access to policymakers for this study, a problem that was mitigated by the analysis of relevant immigration policy documents.

Significance of the Study

The socio-professional integration of migrants is necessary for Canada to realize the full economic benefits of the immigration polices (Guo, 2013). Frequently, when

people try to measure the contribution of the migrant communities to Canada, they refer to high unemployment numbers, lower earnings, and lower tax contributions. Grubel and Grady (2012), pointed out that migrants who arrived in Canada between 1987 and 2004 received about \$6,000 or more in government services per migrant in 2005 than they paid in taxes; they concluded that these migrants imposed a huge fiscal burden of \$16 to 23 billion dollars annually, on Canadian taxpayers. Reitz (2011), however, described the problem of “brain waste” of migrants in Canada, which he estimates to cost Canada at least \$3 billion a year, and that does not account for the social cost through the personal degradation of the migrants themselves. Diversity proponents need to recognize and tackle the fact that skilled ethnic minorities, despite their high level of human capital, face strong barriers that impact the progress of their careers in a host culture (Al Ariss, Vassilopoulou, Özbilgin & Game, 2013).

Recognition of employment problems was somewhat slow in coming because general trends over several decades were masked by the ups and downs of the business cycle. However, the 2001 census showed a serious problem, and Frenette and Morissette (2005) have documented a significant decline in the earnings of successive cohorts of new immigrants since the 1970s, virtually the entire period during which the points system has been in place. The 2001 data suggested that the much-touted policy framework no longer ensures the employability of immigrants. Major upgrades to selection policies throughout the 1980s and 1990s were expected to prevent the decline in immigrant employment success; and the points system was revised to maximize the

proportion of immigrants selected on economic grounds up from roughly 40% and in the early 1990s and averaging nearly 60 % over the past decade (Statistic Canada, 2002).

Reitz (2012) highlighted that most policy responses to the decline in immigrant employment success have been in the area of labor market reforms. Efforts have been made to increase the recognition and use of foreign-acquired skills in the Canadian economy. These includes encouraging professional licensing agencies to remove bureaucratic barriers to the acceptance of foreign qualifications, providing bridge-training programmes programs to ‘top-up’ foreign-acquired skills and to enhance their relevance in Canada, and setting up mentorship programmes.

Significance to Practice

Skilled migrants moving from developing to developed countries should be aware of the organizational and macro-contextual barriers with which they will probably face. Findings have shown that ethnic discrimination and legal barriers sometimes pervert the operation of the principles of meritocracy. The good news is that skilled migrants can challenge and break down inequalities. They can engage in maintenance, transformation, or entrepreneurship modes, as many participants in this research, when developing their careers.

Significance to Theory

[Future career research may apply and compare the findings from this study to the findings with the experiences of skilled migrants in countries such as the United Kingdom and the United States where diversity is more explicitly encouraged. In a context where “white men continue to dominate leadership and management positions” in

academic workforce (O'zbilgin, 2009, p. 113), management journals should be more supportive for research that voices the experiences of ethnic minority migrants.

When navigating inequality regimes (Acker, 2006), minority migrants present a facet of self-initiated expatriation that needs further exploration (Al Ariss & Ozbilgin, 2010).

Significance to Social Change

Diversity is a significant element to the innovation process of any country, industry, or organization. Gender has emerged as a consideration for both conventional and more critical accounts of migration (Bryan, 2012). When a migrant does not become integrated in a host country by career or community benefits, or incurs culture shock, she may become dissatisfied living in the host country, which may push the migrant to return to the country from which she emigrated (Tharenou & Caulfield, 2010). Therefore, organizations should rethink existing systems for retaining highly skilled female migrants. Specific human capital management requirements and practical recommendations are provided for human resource policy development with regard to migrant women (Riana van & Plessis, 2012).

The findings of this study will provide information that will enable better support and self-development of professional migrant women of ethnic minorities in the host culture and also improve mentoring to advance individual careers and quality of living for immigrant families. The results of the study provide a call for action to all organizations and the government to provide better services and information regarding workforce diversity and migrant integration, which should include diversity education for

employees and leaders on the history and culture of minority groups. Based on the results of this study, I will provide a recommendation to professional bodies and nonprofit organizations such as Center for Newcomers and the Catholic Immigrant Women Association to encourage changes to their integration models, especially in the area of mentorship programs and network building initiatives among its members. The proposed recommendations have the potential to enhance development and growth and to improve integration of ethnic minority migrant professional women.

It is not just the migrants who need to adapt to the Canadian culture. The receiving society also needs to evolve in order to recognize the contributions of immigrants to Canada (Guo, 2013). A more progressive view of integration would take into account how Canadian society and its institutions perform for migrants, especially female professionals from an ethnic minority. Assessing successful integration would also mean determining the degree to which institutions are open or closed to immigrants, whether communities welcome or shun immigrants of an ethnic minority, and whether individual Canadians treat female immigrant professionals as equal partners or intruders.

The value of this study is the development of an integrative approach for understanding the career development decisions of professional and highly skilled ethnic minority women. It will provide a further insight into the personal adjustment and professional experiences of this group of women whose career development is growing in importance in a turbulent global economic environment where talent is scarce (Riana van & Plessis, 2012).

Summary and Transition

[This study is organized into five chapters: Chapter 1 provides the background and introduction of the study, which includes the purpose, problem statement, significance, the conceptual framework, research questions, assumptions, scope, and limitations of the study. In Chapter 2, I present the literature review into the body of knowledge related to the study, guiding the framing of the area of focus, identifying gaps that the study hopes to illuminate, and providing applicable findings. In Chapter 3, I describe the research design, which includes the chosen method, data collection, and analysis process applied. Chapter 4 captures the results of the findings and results from the study, and Chapter 5 is the conclusion, recommendations, and the implications for social change.

The world today is interconnected and changing, and due to the shortage of skilled workers to meet the ever-growing demand, a number of developed countries have adopted programs to attract skilled workers from foreign countries to immigrate, work, and live in their countries. The migrants who live in a different cultural context are very conscious of the interruptions and alterations to their lives and the experiences and adaptation processes from their country of origin to the host country. Chapter 2 will provide a critical review of the literature on adaptation strategies and organizational factors that impact the female migrants' career development in a host country.

Chapter 2: Literature Review

I begin this chapter with a review of research strategies to assist with locating articles for future reference. I provide an integrative review of literature that represents the state of the knowledge relevant to career advancement and adaptation experiences; related theories such as the acculturative theory (Berry, 1997), Bourdieu's (1984) theory of practice, and Hofstede's (1994) cultural dimensions theory were explored to complete the literature review. Given the intricacies of culture, race, and gender, I provide a better understanding of the psychological and physiological effects on the adaptation preferences of migrant minority women in a new culture.

This review was on self-development choices and individual strategies to selecting, defining, or adapting to a career path. Finally, I also shed light on the experiences of these women and how it has impacted their career choices and advancements.

Literature Search Strategy

Third party databases provided by the Walden University Library were used to search for related studies. Those of main interest are EBSCO, Sage Publication, ProQuest Central, and Academic Search Complete. To ensure that the journals were peer reviewed, the Ulrich Periodicals was used as cross check/reference. The list of key search terms included *Canada immigration, adaptation, mode of engagement, acculturation, assimilation, immigration, women career advancement, self-initiated expatriation, self adaptation, self-transformation, self-complexity, ethnicity, cross cultural management,*

culture, diversity, gender, leadership, culture change, migrant women, diverse workforce, global leadership, and leadership development.

The literature review is organized by sections, starting with the review of social and cultural contexts, self-determination and self-complexity theories, adding the perspectives of critical feminist and cultural critique, and adaptation concepts along with the modes of engagement concept. All of these contribute to migrants' adaptation and career advancement experiences.

The Self-Initiated Expatriate and Migrant

There are various reasons relating to careers and employment which can motivate people to be movable, such as poor work situation, high unemployment, dissatisfaction with the current job, deteriorating working conditions or a lack of job opportunities can impact on careers and act as enticements to leave for countries with brighter employment prospects (Rahimić, Podrug, 2013). The larger the perceived differences between the home country and the receiving country, the higher the level of movement of the highly educated (Cheng, Yang, 1998). Research from developing countries (Robinson, Carey, 2000) stresses the importance of these differences on the mobility of highly educated people from less developed countries (Raguž, Podrug & Kovačić, 2014).

For the purpose of simplicity in terminology, I start with a comparison of the way the terms migrant and self-initiated expatriate are used in the research on international careers. Doherty and Dickmann (2008) argued that SIEs are “not necessarily easily identifiable or accessible to academic research” (p. 2). Other researchers like Tams and Arthur (2007) used the term migrant in describing SIEs. Such ambiguities could be

explained by the fact that the literature on SIEs is relatively recent. In order to have consistent terminology, the term migrant is used when referring to the sample in this study. The literature review makes it possible to compare both terms on the basis of four main features. These are the geographical origin and destination of the international mobility, the forced/chosen nature of this movement, the period of stay abroad, and the symbolic status of a migrant as compared to a SIE in a host country. The first distinction is related to the location of the source and destination countries of the people who relocate. For instance, while migrants are presented as “moving from developing countries to developed countries” (Baruch et al., 2007, p. 99), SIEs relocate from developed countries (Doherty & Dickmann, 2008), and they engage in an exploration “across international boundaries” (Richardson & Zikic, 2007, p. 179).

Self initiated expatriates (SIE) relocate voluntarily to a foreign country, without assistance, who take control of their own careers in a highly proactive manner and operate with a high degree of personal agency (Farndale, Pai, Sparrow, & Scullion, 2014: 205). Nevertheless, many studies refer without distinction to persons moving from developing and developed countries as SIEs (Fitzgerald & Howe-Walsh, 2008).

Secondly, the term migrant seems to imply a meaning of necessity, more than a choice, to travel to another country (Al Ariss, 2010; Baruch et al., 2007) whereas SIEs decide to “relocate to a country of their choice” (Tharenou, 2010). Again, this characteristic is not always valid as migrants may choose to remain abroad for career, cultural experience, and economic reasons (Carr, 2010). Thirdly, migrants are supposed to “find permanent jobs overseas, and would decide to stay in the more developed

economies” (Carr et al., 2005, p. 387). However, SIEs are seen to have more temporariness in their choice of country of residence (Agullo & Egawa, 2009). The literature on SIEs agrees that their duration of stay in a foreign country is longer than that of short-term travellers and less than those of immigrants (Richardson & Zikic, 2007, Doherty et al., 2013).

Finally, there is an implicit distinction between the status of a migrant and that of a SIE in a host society. For instance, Sayad (2004) explained that the term migrant implies negative connotations such as that of being an unwelcomed social product and of the muddling of the borders of the national order (p. 291). Berry (2009) explained how the status of a migrant is commonly used in the international management literature as the inferior other. The literature on SIEs does not address the experiences of individuals from ethnic minorities who undertake an international career experience (Zikic et al., 2008).

In summary, the management literature uses the terms migration and self-initiated expatriation in an inconsistent manner. A literature review was helpful in determining how the participants in this study were defined. For the purpose of this study, there are four characteristics that make the term migrant appropriate for describing the status of the participants of this study. First, participants decided to leave for Canada, a developed country; second, the decision to undertake international mobility as a necessity, that is, because of war, economic, and political instability among many other reasons; third, they stayed in Canada on a long-term basis; and finally, they felt an advantage or disadvantage in Canada in terms of life and career prospects.

Social and Cultural Contexts

Giddens (2001) and AL Ariss (2010) describes ethnicity as a social construction that includes characteristics such as language, history, or ancestry (real or imagined), religion, and styles of dress. Culture was at one time seen as a sort of fixed entity passed on through families, like race. However, the thinking today is very different: Culture is something that is difficult to define or pin down, something living, dynamic and changing—a flexible system of values and worldviews that people live by, a system by which we may define aspects of our identities and negotiate our lives (Fernando, 2012). DiStefano and Maznevski (2000) defined culture as a society's or defined group's assumptions and norms for how people interact with each other and approach what they do.

The migration process is impacted by complicating dynamics; such as cultural changes, the loss of former social relationships, and the need to form new ones (Kovacev & Shute, 2004). Migrants originating from collectivistic-oriented cultures seek refuge in individualistic-oriented cultures that emphasize the autonomy of the individual, risk interpersonal conflicts due to change in the nature of cultural values, and family roles of the host country (Hanssen, 2004; Weine et al., 2004). In collectivistic culture, higher proportion of individuals was found to be motivated by job features linked to high psychological mobility (Ceric & Crawford, 2016).

In addition, Baum and Kabst (2013) established that applicants' native economic ideologies and norms affected the importance placed on each element of employer brand

identity: work–life comfort, career opportunities, working atmosphere, task attractiveness, and payment attractiveness.

Social support systems are crucial to the adaptation and adjustment of a migrant and act as a stress reliever and sources of strength as migrants often leave behind the relationships that provided security and comfort (Ahearn, 1995). Studies that deal with gender and migration do mention the differing networks of immigrant men and women as an important distinction between the sexes (Accampo 1993; Page Moch and Fuchs 1993). Immigrant men have job-related non-kin networks and immigrant women develop more kin-based networks (Fuchs and Page Moch 1990; Schrover 2003; Wright and Ellis 2000). Poor social relationships and psychological health may affect work attitudes and behaviors by extension and have been shown to decrease job satisfaction (Maynard et al., 2006) and affective commitment (Johnson, Morrow, & Johnson, 2002).

When considering the cultural and social contexts, the conceptual constructs of acculturation are a key component to the migrants' transition journey to discovering and learning the lifestyle of another culture. Acculturation as defined by Sam and Berry (1995) is the behavioral and psychological changes that occur as a result of contact between two different cultures. These changes impact the migrant's ethnic identity, behavioral patterns, values, and attitudes (Kwon, 1995).

Acculturation has been used to define the changes that occur in members of a minority group who come in contact with another dominant culture (Kovacev & Shute, 2004). It is the process by which individuals change their psychological characteristics in

order to achieve a better outcome in the context in which they live (Berry, Kim, & Bosky, 1988).

According to Berry (2010), migrants face distinct choices between intercultural transition and adaptation. One such choice is between preserving the identity and characteristics of their original culture and the importance of engaging members of the host society. The choice yields four adaptation and acculturation orientations, integration, assimilation, separation, and marginalization, each representing a different facet and process to intercultural contact (Leong, 2013).

The social identity theory proposes that the membership of and the affiliation to various social groups is central to identity (Abrams & Hogg, 1990). It is therefore imperative that the ethnic migrant acculturates, or adapts to the new culture's behaviors, values, customs, and language. Chirkov (2009) provided a contemporary view on acculturation as a “cognitive activity of understanding that frame of references and meanings, a process emerges from interactions with home and new cultural experiences” (p. 94). Kovacev and Shaute (2004) stated in their study that acculturation is a psychological and social phenomenon that impacts the individual and the group the individual belongs. Chirkov's perspective provided the examination of the migrant's cultural worldview and cultural frames of meaning in the host country. Flakerud and Uman's (1996) findings suggested a causal relationship between acculturation and adjustment, which is consistent with the findings of Kosacev and Shute (2004).

According to Hofstede (1994), cultural values represent “the deepest level of a culture” and “we are born within a family, within a nation and subject to mental program

of its culture from birth, here we acquire more basic values” (p.13). These values are learned, and they shape our behaviors. Though cultural change may be admittedly slow (Hofstede, 2001), it is not negligible (Gibson & McDaniel, 2010) in contribution to career selection, development, and advancement of the female migrant.

Canada and Multiculturalism

A multicultural society has been defined by Grassby (1973) as a society whose groups coexist and who are free to maintain many of their distinctive religions, linguistic services, and civil rights, which have a national significance with the rest of the society. The diversity and equity aspect of multiculturalism is central to the Canadian policy however there have been shifts in emphases over the past 40 years (Fleras, 2009). The focus on support for the maintenance of cultural diversity was initially the major concern; this appears to have been an effort to reduce the features of assimilationist of earlier policies (Berry, John & David, 2013). The second core concern in the policy for equity and social inclusion is emphasized with recent incorporation of everyone into a Canadian civic society with an emphasis on a common citizenship for all. To help clarify this use of the concept, other terms such as assimilation, integration, and adaptation can be visualized clearly within a framework that was developed by Berry (1974, 1980).

These issues are based on the distinction between orientations toward one’s own group and those toward other groups (Berry, 1980; Berry, Kalin, & Taylor, 1977). This framework considers the relative preferences for (i) maintaining heritage culture and identity and (ii) having contact with and participating in the larger society along with

other cultural groups. These two issues is responded to as attitudinal or value dimensions, ranging from generally positive or negative orientations to these issues.

Canada has always depended on immigration for its social and economic growth (Alboim, 2009). Canada has the highest number of immigrants compared to any other western country (Immigration Canada, 2009). The reality is the rising population of immigrants is a result of the adopted policy of the Canadian government to curb the aging population and low birth rates (Immigration Canada, 1990). There are three specific features of Canadian immigration policy that have been considered as distinctive and of possible interest internationally. First, there are features for the selection of skilled immigrants, most notably the use of a points system. The second are features for the integration of immigrants into the labor market and into society, which includes multiculturalism, diversity, and inclusion. The third is the extent of provincial autonomy in the administration of immigration, most notably in Quebec, but increasingly across the country.

Canadian immigration has been unarguably successful in economic and social terms (Reitz, 2012). Canada's version of multiculturalism has been praised and adopted internationally (Guo, 2013). The success of the Canadian immigration policy is symbolic to its commitment to multiculturalism, which emphasizes the social integration of immigrants. In addition, the skill-based immigrant selection may be the most important feature of the Canadian model contributing to its success, and the effectiveness of this policy is clearly contingent on border control, which in the case of Canada is facilitated by geographical isolation (Reitz, 2012). However, in recent times, Canada has been

criticized for having "endorsed diversity in principle without actually changing in any fundamental way how power and resources [are] distributed" (Fleras & Elliott, 2002, p. 56).

Erickson (2002), on the integration of non-Whites and newcomers in Canada, narrowed the list of measures of integration to two: "how strongly people feel they belong in Canada, and how many voluntary associations they belong to" (p. 601). Howe (2002) dealt with the political engagement of new Canadians, specifically comparing their "political-attentiveness factors" (2002, p. 614) with the Native-born. An important aspect of cross-cultural adjustment relates to cultural values, as these differ significantly across cultures and provide the basis for many perceptions of cross-cultural dissimilarity (Cole & McNulty, 2011). Kymlicka (1995, 1998) defended the principle of multiculturalism and diversity in liberal society and also argued that in Canada, it has an important social impact in integrating immigrants.

Current immigration and adult migrant language policies approve a conceptual framework of integration, but the policy in practice is problematic (Guo, 2013). These programs tend to focus on teaching Canadian values, thus ignoring the complexity and ambiguity of the cultural experience of most migrants. A critical component of this study is the influence that culture plays on the adaptation and learning process of migrant professional women. The culture of community as a primary source of support is paramount and varies when a woman migrates with the sole purpose of either uniting with a spouse or other family member, or alternately, employment or personal development (Thompson, 2007).

Despite multiculturalism, there are continuing concerns about racism and discriminatory treatment in key areas such as employment, housing, and policing. Although treated as an insignificant issue by politicians, researchers have debated the impact of racism, and reports of discrimination are widespread amongst African- and Asian-Canadian communities. Racial groups in Canada vary in their appreciation of the significance of racial discrimination (Reitz, 2012). Analysis of statistics from Canada's massive Ethnic Diversity Survey, based on over 40,000 interviews in diverse groups across the country, shows that visible minorities are less integrated into Canadian society than their white counterparts (Reitz & Banerjee, 2007). Evidence from the EDS challenges some of the assumptions of multicultural policy about the impact of minority communities; the strength of the relationship between ethnic attachments and an individual's social integration into Canadian society is mixed.

There are benefits on one hand where ethnic community involvements generally have positive relations with sense of belonging in Canada, participation in voluntary activities, and overall life satisfaction. In these respects, ethnic attachments make a positive contribution to the migrant's well being (Reitz, 2012). On the other hand, there are perceived challenges where ethnic attachments have a negative relation to the emergence of a Canadian identity and to the acquisition of Canadian citizenship. Ethnic attachments have a negative impact on the sense of trust in others (Reitz, Breton, Dion & Dion, 2009).

The diversity and equity aspects of multiculturalism have remained central to the Canadian policy since its inception, although, as noted by many observers (Fleras, 2009),

there have been shifts in emphases over the past 40 years. The focus on support for the maintenance of cultural diversity was initially the major concern; this appears to have been an effort to halt (or reduce) the assimilationist features of earlier policies. The second core concern in the policy (for equity and social inclusion) came to be emphasized more. And most recently, the incorporation of everyone into a Canadian civic society has come to the fore with an emphasis on a common citizenship for all. To help clarify this use of the concept, other terms such as assimilation, integration, and adaptation can be visualized clearly within a framework that was developed by Berry (1974, 1980).

These issues are based on the distinction between orientations toward one's own group and those toward other groups (Berry, 1980; Berry, Kalin, & Taylor, 1977). This framework considers the relative preferences for (i) maintaining heritage culture and identity and (ii) having contact with and participating in the larger society along with other cultural groups. These two issues can be responded to as attitudinal or value dimensions, ranging from generally positive or negative orientations to these issues.

The Transformation and Development of Self

The migrants, also referred to in the literature as SIEs, are individuals who instigate and usually finance their own expatriation. Rather than being transferred by organizations, they relocate to a country of their choice to pursue cultural, personal, and career development experiences (Harrison, Shaffer, & Bhaskar-Shrinivas, 2004; Jokinen, Brewster, & Suutari, 2008; Myers & Pringle, 2005), often with no definite time frame in mind (Tharenou, 2010). Cerdin, Diné, and Brewster (2013) stated that the motivation to

migrate might have a significant influence on the individual's level of engagement, integration, and career success in the host country. Such motivators include desire to explore new territories, financial improvements, and career building (Thamaseelan et al., 2011).

The daily experiences of migrant women is mostly negotiated in the convergence of different cultural influences and constrained by different power structures. Their experiences are lived 'outside' and 'inside' a 'displaced space' (Bailey, 2012). This space is constructed by several axes of differentiation and inequality including nationality, class, gender and ethnicity (Brah 1996). Self-determination in these circumstances entails a counterpoint between 'authentic' self-recognition and social acknowledgement (Taylor 1994). These notions become fundamental to an understanding of the trans-locational position embedded in the lives and practices of the agency of migrant women. For the skilled migrant women, migration opened up possibilities of self-improvement in spite of the difficulties faced in the new country (Bailey, 2012).

Identity building is tied to the development and retention of skills, and building networks are a part of the factors considered when adapting in a new environment (Cardu, 2007). Women who see the relationships between economic growth, lifestyle expansion, and career options have the individual belief in self-realization, self-expression, and personal fulfillment (Strieter & Weaver, 2005). When barriers in the workplace limit opportunities for such goals, there is much frustration and dissatisfaction.

Some women continue to work in an environment of disparity; some have capitalized on their experiences to move themselves forward through varied adaptation

strategies. Adapting to a new culture requires building a professional identity, during which the “fragmenting self” process may occur. At this point, it is prevalent for individuals to take de-skilled jobs, (Cardu, 2008; Qin, 2012). This is a complex process presenting individuals many opportunities to develop adaptation strategies (Baltodano, Choudry, Hanley, Jordan, Sharrage, and Steigman, 2007) within the new social network. In any given society or community, gender differences are a major topic of debate, even before the introduction of migrants. The awareness that gender is important in the study of immigration, with complex relationship of gender and ethnicity has led to studies in the past decades (Schrover, Van der Leun & Quispel, 2007).

Critical feminist theorists push to redefine culture and self within the context of gender, race and ethnicity (Qin, 2012). These factors, along with economic constraints, impact career selection choices, along with subsequent advancement when adapting to the new country (Baltodano et al., 2007). The ethnic migrant woman negotiates in the convergence of different cultural influences and constrained by the different structures in the host country. The ethnic migrant woman’s lived experiences vary by the “axes of nationality, class, gender and ethnicity” (Bailey, 2010). These experiences are reviewed and considered through the lenses of self-determination and self-complexity theories as these women choose a mode of engagement to realize their career goals.

Career experiences are intricately woven and an important aspect of an individual’s life. Collin and Yong (2002) agree with this view when describing the lives of people in North America. Career in the sense of occupation or profession is the framework for constructing one’s life story in our culture, it is an important modern

project providing a context within which a life is lived and interpreted by others. For the women selected for this study, their lived career experiences are linked to the how they define themselves in a new society that they have chosen to adapt. The self-determination theory provides the lens to closely consider the individual as autonomous, “as his or her behavior is experienced as willingly enacted when he or she fully endorses the actions in which he or she is engaged and or the values expressed” (Chirkov, Ryan, Kim and Kaplan, 2003).

This theory as a framework of motivation considers humans to be actively searching for optimal challenges and new experiences to master and integrate into a host country (Deci, Vallerand, Pelletier and Ryan, 1991). It highlights the importance of evolved inner resources for human personality development, along with behavioral self-regulation (Ryan and Deci, 2006) in the context of self-transformation in socio-cultural situations. Researchers have explored the influence of personal characteristics; cultural background (Shogren, 2011); environmental characteristics, such as access to the general education curriculum (Lee, Wehmeyer, Palmer, Soukup & Little, 2008); and opportunities for self-determination (Carter, Lane, Pierson, and Glaeser, 2006; Carter, Owens, Trainor, Sun and Swedeen, 2009). This body of research proposes self-determined behavior, is mutually influenced by the individual and family (Shogren, 2013). A small number of researchers relate the diverse factors that can impact self-determination with a social-ecological perspective (Walker et al., 2011; Wehmeyer, Abery, et al., 2011).

The social-ecological perspective acknowledges the complex interplay between a person and their environment and has been applied to many areas of research (Shogren, 2013). Cultural differences, whether those brought from home or those encountered in the receiving society or a contrast of both, shape the ways in which both constraints and opportunities of migrant women are experienced or with which they cope (Simon & Brettell, 1986). The process of moving into a different culture and facing the accompanying psychological, emotional and social changes may challenge the ethnic female migrant women to rethink themselves in a host culture (Qin 2012). Personal values are trans-situational and guide the way people select actions and how they evaluate people and events (Cole and McNulty, 2011).

The self-determination theory highlights the importance of considering choice and it suggests that individuals are more likely to have positive experiences when they experience their own behavior as something they freely choose and value (Kietzman, Benjamin and Matthias, 2013). Self-determination entails a counter point between authentic self-recognition and social acknowledgement fundamental to the understanding of lived experiences of the ethnic migrant woman (Bailey, 2012).

Self-Complexity refers to the number of self-aspects, such as roles, relationships, contexts or activities an individual has and the amount of independence about those self-aspects (Rafaeli –Mor and Steinberg, 2002). Zoogah and Abbey (2010) further explain that individuals with high self-complexity have multiple self- aspects and tend to have more experiences accumulated from previous roles and those with low self -complexity

have fewer self-aspects with fewer experiences, a strong predictor of future performance (Schmitt and Chan, 1998).

The growing complexity and speed of our society is placing higher demands on the resilience and adaptability of organizations (Vich, 2015). Self-complexity, when applied by an individual, provides affective cognitive structure lending reason to past self-relevant experiences. Individual perception is affected as it relates to roles within an organization, framing and defining the ability to work in similar future roles (Zoogah and Abbey, 2010). Self-complexity provides a richer conceptualization of oneself as a formal or informal leader and enables a broader set of behavior responses to leadership challenges in dynamic contexts (Hannah, Woolfolk, & Lord, 2009). A balance of persistence and flexibility is achieved as a result of one's self-complexity and energy (Colbry, McLaughlin, Womack, & Gallagher, J. (2015).

Encounters with new cultures challenges the individual's self-concept and identity, and call to question mental and behavioral habits (Kim, 2001). A person's identity can only exist in community with other people; the irony is, however, that as community and sameness are emphasized, togetherness can be lost. As we lose our idea of self, we lose our concept of common humanity, of that which unites us, and we are segregated into our own little communities (Wolhuter, Potgieter, & Van der Walt, 2012). Therefore, our ability to have meaningful engagement with those from other communities is lost and group differences - rather than what we share in common as people, that is, our sameness - become what defines us (Potgieter & Van der Walt 2008, p.44).

However, Ryan, LaGuardia and Rawsthorne (2005) suggest that it is not the complexity of an individual, that is, the number and distinctiveness of their self-aspects, which moderates well being, but rather the authenticity of one's self-aspects. They emphasize the potential importance of the Self-Determination Theory (SDT), which focuses upon the authentication of behaviors, values, and self-presentations as an integral feature to personal well being.

The Self-Determination Theory (SDT) proposes that motivation varies along a continuum ranging from intrinsic motivation to extrinsic motivation (Deci & Ryan, 1985; Ryan & Deci, 2000). This study will explore how these women understood the shifts based on their lived experiences. Using the framework of self-determination, the researcher reviews the benefits of autonomous versus controlled regulation for persistence, affective experience, quality of relationships and cultures.

Self-definition has been defined as the ability to establish and maintain "a coherent, realistic, differentiated, and essentially positive sense of self, or an identity" (Luyten & Blatt, 2013, 172). Career decisions of women are strongly influenced by identity and sense of self, which is rooted in social relationships and networks (Richardson, 2006; Volpe and Murphy; 2011). Social support from others in the home and host country is essential in helping the women rebuild their professional identities (Van den Bergh & Du Plessis, 2012) and the social integration is determined by length of stay in the host country and the maintenance of their own culture, adaptation to the host culture and social support from others. migrants and locals in the host country (Tharmaseelan et al. , 2010).

Other Organizational Factors

According to the United Nations Organization, 232 million people were international migrants in 2013. This figure is up from 154 million in 1990. Only about 7%, or 15.7 million, were refugees in 2013. Most international migrants, 125 million, live in Europe or North America (United Nations, 2013a and United Nations, 2013b). About one-fifth of international migrants are highly skilled (IOM, 2013). In the OECD countries, there are just below two million temporary worker migrants. While this group includes workers who are not SIEs, the available data indicate that the number of SIEs is far from small or negligible, probably running into tens or even hundreds of thousands in the OECD countries alone (OECD, 2013).

Globalization and changing economies and technologies urged researchers, organizations, and other entities to pay more attention to employee engagement within diverse and multicultural work groups (Bachmann, 2006; Bakker, Albrecht, & Leiter, 2011). Four million visible minority persons were living in Canada in 2001. According to Statistics Canada (2005), this number will increase to between six to eight million in 2017. Only 13 percent in 2001 were in the Canadian labor force. In today's global economy, it is imperative that organizations that seek to be competitive, attract, develop and retain employees with global knowledge and experience. These employees represent the human capital that is a key resource for creating and sustaining a company's worldwide competitive advantage (Cole and McNulty, 2011). Iredale (2005) claims that

local HR departments and policy makers in host countries largely neglect the untapped talent pool of highly skilled and educated migrant women professionals.

Many skilled migrants do not get their education recognized and face great challenges in their career development (Fosslund, 2013). Immigration commonly reduces the degree to which the migrants can use their high-level educational skills for reasons such as their lack of linguistic proficiency, labour market discrimination or the devaluations of certain types of skills in the new labour market (Boyd, 2000; Remennick, 2003). Bourdieu (1977, 1992) offers a relational perspective on the different forms of social capital migrants need to get skilled work. The concept of economic (money, property, etc.), cultural (knowledge, skills and educational qualifications) and social capital (connections and membership of groups) may facilitate integration into the job market. At the same time, these forms of capital may be apprehended as symbolic capital (prestige, honour, gender, etc.).

Skilled migrants mobilize different forms of capital in their efforts to undertake mobility. There has been an effort made to increase the recognition and use of foreign-acquired skills in the Canadian economy. These include encouraging professional licensing agencies to remove bureaucratic barriers to the acceptance of foreign qualifications, providing bridge-training programmes to 'top-up' foreign acquired skills and enhance their relevance in Canada, and setting up mentorship programmes (Reitz, 2012).

Research indicates that ethnic minority groups may be subject to discrimination in organizations (Jehn & Bezrukova, 2004). As societies and the global economy evolve,

tensions emerge due to much easier travel and work between countries (Vance & Paik, 2006). Few studies attempt to understand the career experiences of individuals from ethnic minorities undertaking an international career (Syed, 2008). Berry and Bell (2012) explain that this omission, the underrepresentation of minorities in the international management literature can be attributed to the idea that people demographically similar to expatriates generate much of the management research (Al Ariss, 2010).

Organizations have several practices at their disposal that affect the degree of adjustment to several aspects of life in the host country (Guzzo, Noonan, & Elron, 1994; Takeuchi, 2010). Organizations and institutions are able to discriminate against ethnic minorities (Laer and Jassens, 2011) and discredit their education and professional experiences, leading to underemployment and in some cases unemployment (Pringle and Mallon, 2003 and Carr 2010). Migrant professional women fall prey to de-skilling when competence, knowledge and expertise are acquired outside Canada (and not necessarily from their home country), yet not recognized in Canada. Discrimination is also encountered as a result of gender, ethnicity and race (Cardu, 2008). By necessity, the transition process requires continuous learning, including learning the new culture and developing capacity to create large networks.

Nonetheless, migrant minorities constitute a pool of international human resources offering alternatives to traditional corporate expatriation (Bonache & Za'rraga-Oberty, 2008). There are incremental benefits as well as challenges of having a diverse intercultural workforce within an organization (Brett, Behfar & Kern, 2006). Research suggests that the values that individuals share due to their cultural background have a

great relevance in understanding work engagement within cultural work groups (Bachmann, 2006). Diverse and multicultural work groups are characterized by high levels of intercultural interaction, which are critical for effective work groups (Binsiddiq & Alzahmi, 2013).

The ability to resolve core issues as a group enhances employee engagement as the individuals become more involved in the organizational processes. Diversity in groups lowers the development of groupthink (Stahl, Maznevsji, Voigt & Jonsen, 2010) which in turn promotes the development of individual members' self efficacy within the groups, and employee engagement (Binsiddiq & Alzahmi, 2013). Following their study of Indian workers in Japan, Agullo and Egawa (2009, p. 161) propose that organizations can design support systems adaptable to diverse needs such as those who have already settled in Japan and want instead to contribute back to their home country. The conceptual power of career links an individual recursively to the organization and the wider changing world, positing that individual thinking and action differs widely between respondents. Western views emphasize individuals, while other cultures value the collectivism of a community (Qin, 2012) and the relationships therein.

A system change is required, an intentional process designed to alter the status quo by shifting and realigning the form and function of a targeted system (Foster-Fishman, Nowell & Yang, 2007, p.197). A system change in one part impacts and redefines the whole (Kelly, 2006). The interdependence of system components is consequently foregrounded with the health of the social system dependent on developing and accessing resources that facilitate system functioning (Trickett, 2009). The view of

integration is seen as an intentional dynamic and multi strategy process of transformation in which adaptation of all members (new and old) is mutually dependent (Pestod 2006; Tolley, 2004).

This view presents immigrant integration as a “two-way” street with both migrants and host society adapting and changing to a diversified population. Integration therefore involves mutual obligations and a negotiated dialog between the migrants and the society. This perspective allows for organizations as part of the society and the economy needs to evolve with the changing needs of the community. Hill, Yang, Hawkins and Ferris (2004) suggested that reducing challenges of adaption such as work-family conflict, the job flexibility (i.e. location and timing of work) reduces conflicts across different countries. However career development practitioners and leaders should keep in mind that a one-size-fit all approach may not work, for example flexible work arrangements may not be reported by migrants from Asian and Latin American countries (Masuda, 2012).

Some corporations attempt to target SIEs, as they represent an important source of national and organizational talent (Inkson, Arthur, Pringle, & Barry, 1997). These organizations are specifically attracted by SIEs' higher levels of education, international experience, and faster adjustment to the host environment, among other sought-after qualities.

Managing Cultural Diversity

Cultural diversity is a result of globalization, it is an inescapable reality and a concern in many businesses where it can often raise ethical questions and dilemmas to

leaders at all levels of leadership. Cultural diversity presents the practical consequence that people from different cultural backgrounds may have different belief structures, priorities, perceptions and information processing methods (Pieterse, Van Knippenberg and Van Dierendonck, 2013, p.782). According to Bachmann (2006), the contemporary workplace has become increasingly diverse, multicultural and multifaceted. That is why work organizations are critical locations for the investigation of the continuous creation of complex inequalities because much societal inequality originates in such organizations (Acker, 2006).

Cultural misunderstandings are often caused by lack of awareness of cultural differences as well as inability to understand and adapt one's behaviour (Malik, Coopeer-Thomas, Zikic, 2014). The growing trend of immigration has made it imperative for recent immigrant newcomers as well as for local born employees to develop their understanding of different cultures. The composition of immigrants in countries with higher immigration rates (i.e. Canada, the United States, Australia, and Western Europe) has also changed over the past few years (Clarke and Skuterud, 2012; Stebleton and Eggerth, 2012; Tubergen and Sindradottir, 2011).

Consequently, the workforce has become more diverse with employees of different race, ethnicity, and nationality working together and interacting on a continuous basis (Jonsen et al., 2011). With increased cross-cultural interaction, cultural misunderstanding is not unusual and may hinder the smooth functioning of workplaces and the well being of workers. Thus, developing increased cultural understanding is imperative for the global workforce, and in particular for migrants who are not only new

to the country but also experience various challenges related to their integration into the new work culture. Such challenges include non-recognition of foreign acquired education and work experience, discrimination during selection procedures, lower salary earnings upon entering the workforce (Fang and Goldner, 2011), lack of local social networks (Hakak et al., 2010) as well as broader aspects of cultural adaptation such as change in identity and daily life circumstances (Berry, 1997; Yakushko, 2010).

There has been growing substantial research on the group processes within diverse and multicultural teams (Foldy, Rivard, & Buckley, 2009). Cultural differences provide the greatest potential to hinder effective interaction within teams because cultural values and norms are deeply held, and almost always implicit and taken for granted (DiStefano & Maznevski, 2000). As organizations recognize the import of migrant workers and the significant contribution that they can make in the workplace, leaders need to be trained on how to harness and motivate them to reach their full potentials as individuals and as teams to employers. Healy and Oikelome (2007) provide an explanation on the importance of acknowledging cultural differences to enable a rich, creative and productive workplace. Inal and Ozkan (2011) from their study argue that further research is needed to understand the dynamics of the work experiences of ethnic minorities as “they deal with additional demands such as is attributed culture differences” (Kamenou, 2008).

Hofstede’s (1997) research highlights the cross-cultural differences such as collectivism and individualism and their impact on organizational performance. Hofstede’s research explored the domain of studying international organizations. He

collected data from a large multinational corporation, IBM, and analyzed data collected from forty different countries. Through his empirical data analysis, he concluded that, “organizations are cultural-bounded” (p. 252). He identified four work-related cultural dimensions, including power distance, uncertainty avoidance, individualism, and masculinity, to analyze work-related cultural values in different countries.

The first dimension, power distance, refers to the power inequality between superiors and subordinates. In high power distance organizations, organizational hierarchy is obvious. There is a line between managers and subordinates. Different from high power distance organizations, low power distance organizations tend to have a flat organizational structure. The second dimension, uncertainty avoidance, refers to people’s tolerance of ambiguity. In high uncertainty avoidance organizations, there are more written rules in order to reduce uncertainty. In low uncertainty avoidance organizations, there are fewer written rules and rituals. The third dimension, individualism-collectivism, refers to how people value themselves and their groups/organizations.

People with high individualistic values tend to care about self-actualization and career progress in the organization, whereas people with low individualistic values tend to value organizational benefits more than their own interests. The fourth dimension, masculinity (MAS), defines the gender roles in organizations. In high MAS organizations, very few women can get higher-level and better-paying jobs. In low MAS organizations, women can get more equitable organizational status.

In addition to the original four cultural dimensions, Hofstede (1990) proposed the fifth cultural dimension, called Confucian Work Dynamic. Three of the four factors were

correlated with Hofstede's (1984) work-related cultural dimensions. Only one factor, Confucian work dynamics, was not correlated with Hofstede's (1984) cultural dimensions. The new cultural dimension includes four items: (1) ordering relationship, (2) thrift, (3) persistence, and (4) having a sense of shame.

Hofstede (1990) adopted this Eastern cultural dimension as the fifth work-related cultural dimension in his book, *Cultures and organizations: Software of the mind*. Hofstede (2001) renamed this cultural dimension as Long-Term Orientation (LTO). In some cultures, people prefer to act as a cohesive (collectivist) group rather than as individuals motivated by self (individualistic).

The shared collectivist traits may include identity based on system and priority on relationships. Such traits are found in collectivists' societies in some countries in Africa and Latin America. Group belonging refers to the motivation of the individual to affiliate with other group members and in essence avoid alienation (Binsiddiq & Alzahmi, 2013). It often involves aspects of connectedness companionship and affiliations within the group (Klep, Wisse & Van Der Flier, 2011) this takes center stage as the individual adapts in a new environment

Denison (1996) defines organizational culture as the underlying values, beliefs and principles that serve as a foundation for organization's management system, practices and behaviors that exemplify and reinforce principles. The culture of a host country influences the behavior of organizations as well as the behavior of people within the organizations. There are perceptions and beliefs that impact the working relationship and its environment.

A key challenge with multicultural work groups is perceived authority (Binsiddiq & Alzahmi, 2013). While some cultures work well in flat team structure organizations, those who place special significance to hierarchical structures and seniority positions may feel uncomfortable working in such teams (Karjalainen & Soparnot, 2012). Caplan and Gilham (2004) highlight the insufficient management awareness of inappropriate and clumsy assumptions and the assumed hypersensitivity of the ethnic employees as factors that create a not so pleasant experience for the ethnic minority professional in the work place.

Pless and Maak (2004) suggest building a culture that truly embraces diversity and fosters humanity (p.130), and further states that managing how teams deal with diversity may determine whether organizations realize the benefits of a diverse workforce. Leaders of global business require intercultural competence. Cross cultural competence is the ability to work effectively with people from different cultural backgrounds (Johnson, Lenartowicz & Apud, 2006). Schein (1985) distinguishes the national culture from the organizational culture on the subject of shared basic assumptions that the group learned as it solved its problems of external adaption and internal integration. Reilly and Karounos (2009) reiterates that to be effective, the manager must recognize the cultural differences and learn to integrate culture and leadership styles, rather than attempting to ignore them or allowing them to cause problems.

Using the appropriate behavior in the corresponding cultural environment, global leaders can enhance subordinate motivation and in turn can lead to organizational desired

outcomes such as enhanced performance. They suggest that emotional intelligence trait and social skill, may be critical to effective global leadership, the requirement of building long-term relationships among multi-cultural teams is a good indication of social skill which is defined as “proficiency in managing relationships and building networks with people and an ability to finding rapport with others” (Reilly & Karounos, 2009).

The global workplace increasingly demands that leaders exhibit skills in team building and networking, while remaining customer-focused in developing a global strategy and vision for their organizations. Global leadership has been identified as critical success factor for large multinational operations. Javidan, Dorfman, Luque, and House (2006) in their research, analyzed and compared two approaches to the understanding of leadership in different cultural populations and different national cultures. Though their research was from the American view, their analysis and findings on the data used, Project GLOBE, is applicable to this study as the project mentioned nine cultural attributes that were reviewed for each cluster identified in the project: performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance and uncertainty avoidance.

A comparison between some cultures, revealed differences in power distance, for example, South Americans have greater difficulty delegating authority than their North American counterparts (Palthe, 2014). Some cultures encourage frequency in meetings and longer time in decision making while others encourage confrontation (Erez & Eagly, 1993). To effectively manage and lead a multicultural team, leaders should understand

and recognize the implicit impacts on group dynamics. Culturally diverse groups experience group dynamics based on perceived power inequalities associated with cultural differences (Foldy, Rivard & Bukley, 2009). Studies indicate that decision making processes within group are influenced by culture. Individuals with a cultural background associated with power tend to have more influence on decisions arrived at and also tend to talk more. This makes the ones less powerful to be more withdrawn and participate less in key organizational processes (Binsiddiq & Alzahmi, 2013).

The dominant group identities consciously or unconsciously behave in a manner that reinforces dominance through social interactions and thought processes as well decision making processes (Foldy, 2004). The non-dominant may withdraw from participating in workgroups or may interact more proactively with other members with whom they share similarities (Joshi & Roh, 2009). This reduces efficiency within a work group since some potential viewpoints may not been heard (Binsiddiq & Alzahmi, 2013). Javidan, Dorfman, Luque & House (2006), suggests making information such as is provided in the “Project Globe” on cross-cultural, global issues and country specific reports available to managers; they encouraged formal education, training, work experience and international assignment as effective sources for developing global leadership capabilities.

In effect, organizations that value diversity and implement programs to facilitate the adjustment and socialization of employees will be crucial for optimal individual and organizational performance (Palthe, 2014). Xiao and Tsui (2007) highlight that in order to integrate employees; transnational managers must understand cross-cultural

interactions and the effect on work effectiveness. For example, there are multiple factors that influence how individuals manage their time and energy, so keeping an open creative mind will be essential for working with different individuals from different cultural backgrounds (Perrone-McGovern, Wright, Howell, & Barnum, 2014).

Furthermore, Du Plessis and Van Dan Bergh (2012) reiterates that women tend to focus on the seamless integration of various interactions of their lives, and do not consider a "career" as a separate entity. Myers and Pringle (2005) agree that the pursuit of a balance between their personal, work and family lives can also be considered a measure of career success for women. Park (2009) therefore argues that organizations that wish to retain their professional female talent should help women achieve subjective career success and create opportunities for creating networks and knowledge sharing.

Underutilization of Skills

Economists (Evans, 1915; Hodge & Wetzel, 1967) first investigated underemployment as a time and/or wage-related phenomenon that presented various challenges to the economic well being of nations. Thus, the job status underemployment dimension is one of the earliest on record. Job status underemployment ensues when individuals involuntarily inhabit jobs whose hours are less than full-time or whose status is temporary, seasonal, or otherwise contingent. A study that examined job attitudes of full-time and part-time employees showed that full-time employees exhibit more job involvement and that voluntary part time individuals reported slightly more overall job satisfaction than involuntary part-time individuals (Thorsteinson, 2003). Further, Wilkins

(2007) found that job status underemployment is negatively related to life satisfaction in addition to job satisfaction.

A second dimension of underemployment that arose from the economics literature is underpayment or wage under employment for skilled migrants. Wage underemployment is defined as earning a lower salary than one earned at a previous job or earning 20% less than peers in similar jobs (Feldman, 1996; Zvonkovic, 1988). Salary underemployment also has been associated with a decrease in hierarchical status or prestige in one's organizational position, which often accompanies a decrease in salary (Feldman, Leana, & Bolino, 2002; McKee-Ryan & Harvey, 2011).

The remaining primary dimensions of underemployment are directly related to over-qualification, and involve some aspect of mismatch between skill, experience, and/or education level. Skill underutilization (i.e., skill mismatch), which is when an employee possesses more skills than the job requires, and over education (i.e., education mismatch), which is when an employee possesses a level of education that surpasses what the job requires (Groot & Van den Brink, 2000), often are studied together. Feldman et al. (2002), in a study that included wage/hierarchical underemployment and skill underutilization, found that skill underutilization was most detrimental to the employee's job attitudes (i.e., job satisfaction, organizational commitment, organizational trust, careerism, and job search activities).

Over-qualification is a conglomeration of underemployment sub-dimensions that evaluates mismatch between skill, experience, and education level in a holistic manner, as was suggested by other researchers (Allen & van der Velden, 2001; Badillo-Amador &

Vila, 2013). Erdogan, Bauer, Peiro, and Truxillo (2011) recently suggested that over qualification may arise involuntarily as a function of economic or social reasons, or voluntarily as a matter of personal choice, and often tends to be associated with lower job satisfaction, organizational commitment, and increased turnover intentions (e.g., Lobene & Meade, 2013; Maynard & Feldman, 2011). Thus, it is plausible that over qualification may even prevail during periods of economic success. Such situations create an interesting, and somewhat controversial group of employees (Maynard & Parfyonova, 2013; Thompson, Shea, Sikora, Perrewé, & Ferris, 2013). Scholars and practitioners alike have debated the consequences of over qualification, with many speculating that there can be negative effects on such individuals' social relationships, socioeconomic status, and psychological well being (Burris, 1983; Dooley & Prause, 2004; Dooley, Prause, & Ham-Rowbottom, 2000; Feldman, 1996; McKee-Ryan & Harvey, 2011).

The broadest definition of job satisfaction is 'a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences' (Locke, 1974).

Referring to Black et al., expatriate job satisfaction is described as 'the successful adjustment to overseas job requirements and the formation of relationships with the host country's workforce and customers' (1991: 294). Job satisfaction affects job aspects such as, communication with colleagues, supervision by one's manager, corporate social policies, salary and rewards, job conditions, workload and personal interests. Job satisfaction is to be divided by affective and cognitive elements. There are two common types of job satisfaction, namely global job satisfaction, which refers to the overall feelings regarding the job; and job facet satisfaction, which looks at specific factors

influencing one's feelings on the job and what aspects can be improved for a higher job satisfaction (Saari, Judge, 2004).

Adaptation Concepts

Adapting to new cultures may challenge a person's taken-for-granted self-concept and identity by calling existing mental and behavioral habits into question (Kim, 2001). Career capital accumulated outside the host country may not always be relevant or tradable in the host country (Al Ariss, 2010; Richardson and Mallon, 2005). As women's career decisions are perhaps more influenced by factors such as non-work responsibilities, the needs of significant others and the fulfillment of personal values, the tradability of their acquired career capital may be even lower than that of their male counterparts (Cabrera, 2009; Myers and Pringle, 2005). Social support has been reliably demonstrated as a crucial factor in resilience (Dole, 2000; Feeney et al., 2014; Morgan Consoli & Llamas, 2013), individuals from different cultures may require different types of social support when predicting their own ability to be resilient. Nevertheless, the confidence to overcome adversity may very well depend on how self-definition and relatedness are emphasized in a given culture and within a particular individual (Satterwhite & Luchner, 2016).

Women's career choices prior to migration are also guided by their role identities as embedded in various social networks (Volpe and Murphy, 2011). Structural constraints in the home country may influence the options available to women and may include aspects such as the socio-political context, occupational and organizational demography

and national culture (Volpe and Murphy, 2011). The impact of immigration on well being might vary on how migrants integrate in the host society (Akay, Constant, Giulletti, 2012).

Migrants continuously adopt strategies as a way of adapting themselves to their host culture in order to gain access to opportunities and be able to compete in the labor market (Ahsan Ullah, 2013). This section is focused on reviewing conceptual constructs with the view to understanding the adaptation process of the professional migrant women in a host country different from their country of origin. The adaptation of migrants into host cultures has been an area of interest in research studies for a very long time (Johnston, Poulsen, & Forrest, 2006).

Skilled immigrants migrate to escape difficult political and economic situations in their home countries, and in search of better career and lifestyle opportunities (Zikic et al., 2010), they highly motivated to overcome new barriers and challenges during these self-initiated international career transitions. These migrants purposely manage transitions by independently developing local know-how, being extremely proactive in building new social and cultural capital, and keeping an eye on new career opportunities (Zikic et al., 2010).

There are different adaptation strategies used by migrants such as assimilation which focuses on members of one group adopting the cultural patterns of a dominant culture, acculturation which focuses on the impact that two cultures have on each other (Zeng, 2004; Alba & Nee, 2007). Acculturation involves “the process by which individuals change, both by being influenced by contact with another culture and by

being participants in the general acculturation changes under way in their own culture” (Berry, 1989, p. 204).

The adaptation and acculturation orientations, integration, assimilation, separation and marginalization, all supplement one another when explaining the phenomena (Ahsan Ullah, 2013) of migrant adaptation experiences. Szapocznik, Kurtines and Fernandez (1980) developed and validated a model for Hispanic - American youth with two dimensions of bicultural involvement. This was based on the premise that biculturalism leads to better adjustment than monoculturalism. The first dimension measures biculturalism on a bipolar scale, from monoculturalism (involvement in the heritage or host culture only) to biculturalism (involvement in both cultures simultaneously). The second dimension measures the intensity of cultural involvement, from cultural marginality to cultural involvement.

Four styles of acculturation emerge from the combination of the two dimensions: 1) The well adjusted bicultural immigrant fully involved in both cultures; 2) The immigrant belonging to either heritage or host culture and fully involved in that culture; 3) The immigrant belonging to either culture who is marginal due to little involvement in that culture; 4) The immigrant belonging to both cultures who remains marginal due to little involvement in both cultures (Sayegh & Lasry, 1993).

Since this study is aimed at studying the experiences and the adaptation strategies of ethnic visible minority migrant women, the framework adopted is based on the work of Duberley et al (2006) and Richardson (2009), this study will analyze the conceptual

framework of Al Ariss (2010) for analyzing the strategies of the female ethnic migrant professional in managing barriers to their career development in the host country.

The “modes of engagement” as described by Duberley et al (2006) and Richardson (2009) provides the conceptual framework through which individuals manage their career paths. Duberley et al (2006) in their research presents how the public sector research scientists make use of and seek to develop careers within organizational settings, it suggests that individuals choose orientations in the forms of “modes of engagement”, which can help to manage contextual influences such as social institutions and structures. The results of the study show that the participants chose to either maintain existing social structures or attempted to transform them. Where a person recognizes constraints and does not attempt to change them is termed as the maintenance mode, which is default state (Al Ariss, 2010).

Richardson (2009) identifies the different structural levels such as scientific, national and institutional contexts that international academics must navigate, the paper suggests some countries do not offer appropriate employment opportunities and others who do are not willing to adjust their institutional policies so as to fully utilize human capital. Some of these academics adopt a maintenance and change modes of engagement in order to advance their careers.

Richardson (2009) explains that these preferred modes of engagement explain the way the international academics can navigate within structures to develop their careers. Al Ariss (2010) study adopted four dominant modes that participants chose as adaptation

strategies of engagement in a host culture: these are the maintenance, transformation, entrepreneurship and opt out.

Maintenance is described as the mode of engagement that recognizes career barriers and working within them to obtain a desired career outcome. Adaptation is thought to take place through self-enhancements by acquiring skills that are specific in the host country including knowledge of the labor market allowing for improved outcomes relative to those of the citizenry (Ahsan Ullah, 2013). Transformation identifies barriers to career advancement and tries to alter them. Entrepreneurship similar to transformation, takes additional risk in organizing a new business in an attempt to avoid constraints from social structures in the context of employment. Migrants, largely men, tend to counter the restrictions they face in host country by seeking greater opportunities through self-employment. Women migrant are much less likely to be involved in entrepreneurship (Schrover, Van der Leun, & Quispel, 2007).

The fourth mode of engagement is “opt out”, where the individual chooses to operate outside existing structures. "Opt out" is a preferred mode when individuals are confronted with obstacles, which push them to operate outside existing structures within an organization. In comparison with the "transformation" and "entrepreneurship" modes, "opt out" entails for an individual a sense of subjective and objective failure to developing a desirable outcome career. Al Ariss mentions that sometimes the “opt out” mode is chosen prior to shifting to an entrepreneurship mode. Ley and Kobayashi (2005), Preston, Kobayashi and Man (2006) have a contrary view, they stated that the linear, predictable process that follows a predetermined trajectory for the migrants and their

families. Tharmaseelan et al. (2010) emphasize the importance of proactive behavior in ensuring career success such as career planning, networking, mentoring and education in the host country. Networks can reinforce the career role identities for women in their local settings (Volpe and Murphy, 2011); where the long-term effects of a clearly defined identity embedded in a network of like-minded professionals will have a positive impact on the eventual career success of women migrants. Women with a local partner/spouse in the host country may achieve a higher level of career success because they have “inside access” to local networks and opportunities (Caliguiri and Lazarova, 2002; Osland, 2000).

Structural constraints affecting women’s career decisions and eventual career paths such as organizational and occupational demography, socio-political context and the culture of the host country may pose significant limitations to the career paths of migrant women (Volpe and Murphy, 2011). Attitudes towards women, discrimination and stereotypes and prejudice may form further barriers to the success of migrants in the host country (Tharmaseelan et al., 2010), where women surrender themselves to a negative self-fulfilling prophecy ending in a negative spiral which may lead to their opting out (Wood, 2008). Waters (2011) agrees and emphasizes the importance of time to the construction and daily experience of belonging. Harr (2007) also agrees that migrants generally focus on cultural differences however the longer they reside in a host culture the more cultural similarities are perceived. The findings and conclusion of the study reflects on the personal disposition impacts how migrants deal with structural barriers.

Hawthorne (2011) defines self or human dignity as an individual's self-worth, physical and psychological integrity. As individuals we need to feel empowered; upholding ourselves to internal personal standards. According to Hicks (2011) our self-protective instincts prepare us to fight, withdraw, or adapt as a result. The modes of engagement are dynamic and reflect systemic interaction between the individual and the environment. The way the individual engages identity at work at any given time varies.

For the purpose of this study, both views are useful in considering a framework for understanding the experiences of the participants in this study. This study will in time present the participants challenges of the structural barriers and the attempts to develop and advance their careers. In order to understand women's career decisions, it is important to consider the drivers behind career experiences, in both the home country and host country, as moderated by factors during the pre-migration and post-migration career experiences (Van den Bergh & Du Plessis, 2012).

Summary and Conclusions

In summary, this chapter on literature review was helpful in determining how the participants' in this study will be defined. The review stated the knowledge relevant to career advancement and adaptation experiences; related theories such as the Acculturative theory (Berry, 1997), and Bourdieu's theory of practice (Bourdieu, 1984) and Hofstede's cultural dimensions theory (1994).

Garcea (2003) emphasizes the link between integration and multiculturalism; the concepts promote diversity and equity equally. This linkage has been further emphasized

by Duncan (2005) who argues the importance of recognizing that multiculturalism is an instrument for integration” (p. 12). Berry et al (2013) share the view that multiculturalism and integration as opposites, we share the view that they are very similar.

This literature review suffers from three inadequacies in accounting for the understanding of international career experiences. First, the international career experiences of skilled people moving from developing to developed countries are under-researched. Second, this literature remains silent with respect to the impact of ethnicity on the career experiences of ethnic migrant professional women, of the internationally mobile workforce. Third, this literature does not sufficiently explore the career barriers imposed on individuals undertaking international mobility. Nor does it explore their respective coping strategies. This chapter exposes these gaps and in an attempt to fill these gaps, this research provides an understanding of the various forms of structural barriers imposed on ethnic minority migrants and the strategies they use to manage their career development.

Chapter 3: Research Method

In this chapter, I describe the research methodology, research design, data collection, sampling, and data analysis. I also describe the role of the researcher in the data collection procedure as well as the criteria for selecting participants. As with all research endeavors, choosing the method that is best suited to the line of inquiry is vital to obtaining the desired results. A judicious choice of method guides the research toward the intended aims and helps ensure that its products are useful and well received.

Research Questions

Given the intricacies of culture, race and gender, the central question is as follows:

1. What are the barriers and opportunities in the lived career advancement experiences of ethnic minority women in the host culture?

The subsequent questions from this central question are the following:

2. How do professional minority women describe their self-development choices?
3. What were their strategies to selecting, defining, or adapting to a career path?

Research Design and Rationale

The research design selected for this research was qualitative, with a phenomenological method, to explore the meanings and experiences associated with how migrant women of visible minority origins choose adaptation strategies as they advance their professional careers. Phenomenological research explored the intuitive aspects of human experiences. The use of phenomenological research was appropriate for this

research as a means of understanding the patterns and themes experienced by the selected participants. The studies of human experiences are not approachable through quantitative research methods (Moustakas, 1994). I examined adaptation strategies of the ethnic visible minority migrant women through lived experiences shared through in-depth interviews.

Qualitative research enabled the researcher to study the natural phenomena of individuals through experiences. Creswell (2007) stated the following about qualitative research: Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explores a social or human problem. The researcher built a complex, holistic picture, analyzing words, reports detailed views of informants, and conducted the study in a natural setting (p. 15). Qualitative methodology captures the ambiguities and allows for clearer distinctions to be drawn when compared to other research types (Fisher & Stenner, 2011).

In qualitative research, the researcher must be committed to extensive time in the field, be willing to pledge long hours to data analysis, be willing to dictate long narratives from data, and be open to invoke upon a changing medium (Marshall & Rossman, 1995). Qualitative research focuses on the perspective of the participants, which challenges the researcher to be objective during the analysis process.

Phenomenology contributed to a deeper understanding of lived experiences by exposing taken-for-granted assumptions about these ways of knowing. Sokolowski (2000) wrote that phenomenological statements, like philosophical statements, state the obvious and the necessary. They tell what is already known. They are not new

information, but even if not new, they can still be important and illuminating, because “we often are very confused about just such trivialities and necessities” (p. 57). Through close examination of individual experiences, phenomenological analysts seek to capture the meaning and common features, or essences, of an experience or event (Starks & Trinidad, 2007).

The phenomenological method was used to gather, interpret, and develop an understanding of the human experience (Patton, 2002). The psychological phenomenology approach was preferred as it focuses on the descriptions of the experiences of the participants of the study. It is an attempt to approach a lived experience to extract rich and descriptive data from the participants (Anderson & Spencer, 2002). Weick’s (1995) sense making concept draws on the phenomenology method in studying these experiences.

Phenomenology describes the experiences and perceptions of participants. Hammond, Howarth, and Keat (1991) stated, “Phenomenology involved the description of things as one experiences them” (p. 1). One of the critical objectives of phenomenological research is to understand the phenomenon through data collection. The purpose of the biography tradition is to study the experiences of a particular individual. The objective of this research was to study the career advancement experiences of migrant women of visible minority origin in Canadian organizations; the biography tradition was not appropriate for this particular study. When a description or interpretation of cultural or social groups is desired, the ethnography tradition is used. The case study tradition is useful when an exploration of a bounded system or case is

essential (Creswell, 2007). The final tradition, grounded theory, is designed to create or to examine a theory. The grounded theory could serve as an adjunct to the initial phenomenological research, as a means of designing or examining a specific motivational theory.

The phenomenology tradition was the most appropriate method for this research because phenomenology flows “beyond the immediate experiences of meaning in order to articulate the pre-reflective level of lived meaning, to make the invisible visible” (Kvale, 1996, p. 53). According to Szyjka and Trotter (2012), qualitative methods of research, which usually rely on interviews or methods of direct observation of contextualize phenomena, permits the exploration of participant’s full experiences from their own points of view and in their own words (Trotter, 2012). The qualitative phenomenology approach gives both researchers and readers a more comprehensive picture of the perspective of the subjects of the study (Szyjka, 2012).

Phenomenology approach is best suited for this study by exposing assumptions (Starks & Trinidad, 2007), highlighting the importance of understanding the shared experiences of ethnic migrant women in their career advancement journeys with the aim to influence current practices and policies on immigration, recruitment, and development as well as to develop a deeper understanding about the experiences using the modes of engagement framework.

Role of the Researcher

The primary method of inquiry is the “what” of experience. It differs, however, from other phenomenological inquiries, in that I have lived this transition first-hand.

According to Moustakas (1990), the heuristic process is a way of being informed, a way of knowing, suggesting that the investigator directly encounters the phenomena being investigated and is present throughout the process.

A reflexive methodology provides a vehicle of personal and professional development that is close to the heart of the practitioner. Personal connection is required to provide the self-examination that prompts personal learning and change (Etherington, 2004). Having migrated from a developing country over 10 years ago, I had immediate experience and insight within this area of study, supported as well by professional career development and exposure to leadership advancement. Patton provided two implications of this approach: understanding peoples' experiences and really knowing their experiences through direct experience of the phenomenon being studied. This approach involves seeing the interviews as a specific form of dialectic, which includes the researcher being open to new concepts, and to change his/her preconceptions accordingly (Kleining & Witt, 2000).

I had established rapport with participants by sharing information pertaining to lived experiences as a migrant woman as well as leader in the community, a pastor and a pastor's wife, and a part time instructor in a local university

Methodology

Phenomenology is a research method when a researcher is studying the meaning of experiences of a particular individual or group of individuals (Creswell, 2007).

Phenomenology is engrossed in elucidating the consciousness of humans to grasp the qualitative diversity of personal experiences of participants (Kvale, 1996). Bringing life

to the perceptions, experiences, and suppressed thoughts through research is one of the characteristics of phenomenology. The method produces a thematic description of pre-given structures of lived experiences (Starks & Trinidad, 2007).

I used the methodology of phenomenology to understand the lived experiences of migrant women of visible ethnic minority origins as they adapted and advance their professional career in Canadian organizations.

Participant Selection Logic

The definition of a migrant provided by Mahraum (2002) is used to refer to the sample group in this study, a broad definition encompassing both permanent and temporary international sojourners, including managers and executives, technicians, academics, and scientists, and entrepreneurs and students. In particular, I sought to explore the experiences of ethnic minority professional migrants with permanent immigration landed status in order to seek a basis for the comparison of experiences amongst them. The phenomenology method requires studying lived experiences of ethnic female migrant women and examining the psychological concept of a psychological phenomenology (Creswell, 2007).

Volpe and Murphy (2011) developed a model for understanding why women exit their careers, focusing on the influence of identity formation and social networks on women's career decisions. In the current study, it was assumed that women who become international migrants inevitably have to opt out of their existing careers in their home country and rebuild careers in the host country.

There are differences in the way each woman selected has engaged in a host culture where they are a minority, in order to advance their careers in a host culture where they are a minority. In this study, I further explored the meaning behind these experiences (Creswell, 2007). Given the complexities of power, gender, race, and ethnicity in business, I considered some interrelationships; for example, the relationship between leaders and their ethnic female subordinates who have similar experiences and qualifications.

Multiple approaches to sampling were used to gain research access. These included snowballing, social contacts, visits, and an Internet guide. To achieve a diverse group of participants in terms of professional experiences, gender, and age, purposeful sampling was used in selecting interviewees. The strategy of purposive sampling is to recognize important resources of distinction in the population and then to select a sample that mirrors this distinction (Singleton, 2005). A small group of 20 visible minority migrant professional women who migrated to Canada within the last 2 decades of the 21st century were invited to participate in the study. The sample included professionals in companies; these individuals provided a particular skill or expertise but may or may not have had direct reports. Qualitative interviews were conducted with these skilled ethnic female migrants. The group was large enough to generate interesting discussions but small and intimate enough to provide a safe platform to explore relevant themes (Hartl, 2004).

The primary interest was the experiences working-age individual; hence, the limit of the sample was on individuals aged 32 to 50 at the time of their migration, while the

years of residence in Canada was between 5 and 10 years. The sample included participants with college degrees from their home countries and married. Exploratory work was done to determine the nature of the variation in the situations under study (Patton, 2012).

Instrumentation

The initial background data were collected from professional institutions and nonprofit organizations such as the Calgary Immigrant Women's Association (CIWA) and Immigrant Women's Association of Manitoba to determine the participants who would be invited to participate in the study. The background of each participant was reviewed in terms of background and settings (industry/company), and then expanded to include various events (development opportunities) and processes (succession planning, orientation, and professional networking; Miles & Huberman, 1994).

The primary data collection method was interviewing. A semistructured interview format was used to elicit the participant's story. Both the participant and I assumed that their words would be understood as spoken and intended (i.e., their words would speak for themselves). I presented myself as the listener and asked participants to give accounts of their lived career advancement experiences. Probing questions were asked to encourage the participant to elaborate on the details to achieve clarity and to stay close to the lived experience. The in-depth interviews provided data about the shared experiences of the participants. The data collected from the interviews were analyzed, and significant statements were highlighted as themes to provide an understanding of the participants' experiences and their preferred mode of engagement in the host country.

Procedures for Recruitment, Participation, and Data Collection

The study will maintain the confidentiality of all interviewees by changing the names when reporting data from their accounts. Furthermore, the research study will not identify the names of the interviewees' employers, except where explicit permission to do so has been granted. The interviews will be tape-recorded and detailed notes will be taken during interviews, when the interviewees do not permit tape recording. In all cases, brief observational notes will be taken regarding participants' work environments, outside interactions, and facial expressions. When analyzing the interviews, the notes allow the researcher to re-situate the context in which the participants' accounts were recorded.

Relevant immigration policies in Canada will be further analyzed in terms of how labor migrants are accepted for entry into Canada as well as their access to employment. Also how the policies are interpreted to regulate diversity measures practiced in organizations and the sanctions against discrimination. Multiple approaches to sampling will be used to gain research access. E-mails and invitation letters will be sent to relevant policymakers in organizations, qualitative interviews will be conducted with those who accept the invitations. These interviews are helpful in getting detailed answers about issues that were unwritten in policy documents.

Data Analysis Plan

Data analysis provides order, structure, and organization to data in order to categorize common themes and relationships among participants. Phenomenological data analysis proceeds through the methodology of reduction, the analysis of specific statements and themes, and a search for all possible meanings (Creswell, 2007).

Moustakas (1994) believed that the data analysis of a phenomenological research is segregated into three phases: (a) horizontalization, (b) clusters of meanings into themes, and (c) composite textural description. Horizontalization is the division of original protocol into statements. The statements are then subdivided into clusters of meanings with parallel phenomenological concepts grouped together. The final phase involves gathering similar clusters into a composite textural description of participants' experiences.

For the purpose of this research, the researcher will use Moustaka's (1994) framework of data analysis. The researcher listened to each participant's response to the interview questions and transcribed the results from the cassette tape. Files were established to organize appropriately the data prior to analyzing the data. The file categories included the interview protocol, email documentations, interviews and transcription, and interview notes. The researcher analyzed transcriptions several times to obtain meanings of the participants' experiences as they related to motivation to lead. Statements will be identified to reflect each participant's experience as it relates to career development.

Each participant's statement will have an independent value equal to other participants. This process is called "horizontalization". Highlights will be made on the transcript to identify unique experiences, which aid in identifying clusters of meaning. The participants' statements will be grouped into meaning units and clustered into themes, which denoted the specific experiences identified by participants during the interviewing process. The researcher will note a composite texture description of the participants' experiences based upon the research questions. A synopsis of patterns and themes observed from the data analysis is noted in the summary of each question, which will be presented in Chapter 4.

QSR NVivo software will be used to code the data collected. This software will help to identify, code, and to connect themes together in a systematic fashion. Although the nodes will be driven predominantly by the data, they were also informed by the researcher's reading of the literature (Fendt and Sachs, 2008). Coding will be iterative where new nodes were added as they emerged from the following interviews. Although this approach to analysis is time consuming, it encouraged in-depth examination of the data, as each transcript will be read many times. A priori nodes will be focused around the reasons for migrating, the adaptation experience, and career development.

It is hoped that after several interviews are conducted and as analysis is progressing, key themes will begin to emerge regarding participants' experiences of capital accumulation and deployment. For example, social capital is linked to family, friendship, and professional relationships. Accumulating social capital coupled with professional difficulties. Similarly, where deployment of capital is influenced by factors

such as gender and ethnicity will be coded. Underemployment and unemployment were they are linked to their Canadian experience. Upon the completion of coding and analysis, selected quotes will be included and presented in this study.

Issues of Trustworthiness

Credibility

Access to interviewees will be sought through methods in order to ensure adequate participation. The snowballing technique, social contacts, cold calls, and also an Internet address book will be utilized. The researcher who will conduct the interviews is a Nigerian Canadian living in Calgary, Alberta. Although this allows for privileged research access, researching immigration in Canada is a contentious topic and it will take considerable time to find interviewees and establish networks to assist in gaining access. Gaining access to female participants will be more difficult than gaining access to male participants.

To achieve a diverse group of participants in terms of professional experiences, gender, and age, purposeful sampling was used in selecting interviewees (Seidman, 1998). Purposeful sampling permits the researcher to choose participants who are information-rich for in-depth study.

Transferability

When possible, the interviews were digitally recorded. All digitally recorded interviews were transcribed verbatim. Where participants do not agree to be recorded, detailed notes will be taken during the interview. Additionally, brief observational notes

were taken regarding participants' work environments, outside interactions, and facial expressions. This allowed situating the accounts recorded and thus provided better analysis quality.

Dependability

Triangulation was used in this research in order to improve the accuracy of findings (McEvoy & Richards, 2006). The researcher will carry out all interviews. When possible, the interviews were digitally recorded. All digitally recorded interviews were transcribed verbatim. Where participants did not agree to be recorded, detailed notes were taken during the interview. Additionally, brief observational notes will be taken regarding participants' work environments, outside interactions, and facial expressions. This will allow for situating the accounts recorded and thus provide better analysis quality.

Confirmability

Providing the interview questions prior to the interviewing process provided time for the participants to think about responses to the questions based upon previous life experiences. The interviews took place via the telephone at public place or office of each participant.

Ethical Procedures

An electronic request to the Institutional Review Board (IRB) for Approval to Conduct Research was submitted to Dr. Janice Spangenburg, the committee chair. The IRB was submitted to ensure that ethical standards were met prior to conducting the research. The IRB form was submitted electronically and included: a general description of the proposed research, data collection tools, a description of the research participants,

community research stakeholders and partners, potential risks and benefits, data confidentiality, potential conflicts of interest, informed consent, expedited review criteria and final checklist and electronic signatures. The IRB approval number # 06-26-15-0292176.

Each participant will have to agree to be a part of the research by signing the consent form. Participants could withdraw from the research at anytime via verbal request. Confidentiality will be ensured throughout the research process, recorded data, transcription, notes, and other materials will be stored and locked. After five years, the researcher will destroy all materials pertaining to participants

Summary

A phenomenological research methodology was utilized to understand the career development experiences of the ethnic minority migrant professional women in Western Canada. The qualitative research design was selected for this research to study the phenomena of ethnic migrant professional women through their lived experiences. The researcher used the interview as the chief instrument of the study.

The researcher's role included developing the Interview Protocol, functioning as the chief investigator, developing rapport with the Organizations as well as the participants, conducting the interviews, ensuring validity and respect for the participants, transcribing the data, analyzing the data, and summarizing the results. Chapter 4 illustrates the results of the interviews, as well as the demographics of the participants.

Chapter 4: Results

In this phenomenological study, I examined the experiences, motivation, and barriers of 20 ethnic migrant professional women from Latin American and West African countries, currently working in different companies in Western Canada. I used a qualitative research design with a phenomenological method to examine the career advancement experiences of the participants. The research was conducted via telephone and face-to-face interviews. The research problem was addressed by comparing the experiences of the participants with acculturative and adaptation concepts and theories as indicated in Chapter 2. To maintain the consistency of the research, each participant was asked the same set of 17 questions.

Research Questions

Given the intricacies of culture, race and gender, the central question is as follows:

2. What are the barriers and opportunities in the lived career advancement experiences of ethnic minority women in the host culture?

The subsequent questions from this central question are the following:

2. How do professional minority women describe their self-development choices?
3. What were their strategies to selecting, defining, or adapting to a career path?

Research Setting

The research participants were identified and obtained via snowballing, social contacts, visits, and the professional Internet site LinkedIn.com. After obtaining IRB approval, I made contact with the potential participants. I used purposive sampling to

identify potential professional migrants who were members of the Calgary Catholic Immigrant Society (CCIS) and Calgary Regional Immigrant Employment Council (CRIEC) and made a request for participants on LinkedIn. Of the 20 participants interviewed, two were former members of CCIS and CRIEC, seven were referrals, and 11 were respondents to the published request on LinkedIn.

Demographics

[As noted in Table 1, the participants' premigrating functional titles/roles ranged from CEO ($n = 2$), senior manager ($n = 1$), head of department ($n = 1$), manager ($n = 3$), analyst/associate ($n = 3$), engineer ($n = 3$), senior/specialist/advisor ($n = 3$), accountant/human resources ($n = 2$), consultant ($n = 1$), and geoscientist ($n = 1$). Participants have held their current functional titles from 3 weeks to 12 years. Most participants' professional years of experience prior to migrating ranged from 5 years to 20+. All of the participants had a minimum of bachelor's degrees, nine of them with postgraduate degree, masters of sciences or masters of business administration.

I made initial contact with CRIEC, CCIS, and CIWA, sending a letter of cooperation by email (Appendix C). However, the initial email contacts were unsuccessful, as no response was received from both CIWA and CRIEC. Thus, I proceeded to publish the request on LinkedIn (Appendix D) and contacted the representative in charge of such matters at CCIS by phone and email. I emailed the participant's letter of invitation (Appendix A) to the program coordinator at CCIS.

Table 1

Participant's demographics

Participant	Country of Origin	City of Residence	Year of Migration	Functional Title - Pre Migration	Professional Years of Experience - Pre Migration	Functional Title - Post Migration	Highest Education	Years in Current Functional Title
1	Nigeria	Calgary	2009	SAP Functional Analyst	11	Program Manager	Post Graduate -Masters	<1
2	Mexico	Calgary	2010	IT Security Consultant	14	Controls & Compliance Analyst	BS	<1
3	Nigeria	Calgary	2006	Human Resources Business Partner	17	Contract Management Specialist	BS	<1
4	Nigeria	Calgary	2006	Head of Procurement	10	Senior Contract Specialist	Post Graduate -Masters	2
5	Nigeria	Calgary	2007	Project Engineer	7	IM Business Analyst	Post Graduate -Masters	2
6	Venezuela	Calgary	2007	Corporate Training Manager	32	Manager, Academic Innovation	Post Graduate -Masters	1
7	Nigeria	Calgary	2000	Accountant	4	Accounting Analyst	BS	3
8	Nigeria	Calgary	2006	Senior manager	14	Upstream Americas Regional Capital and Assets Accounting Manager	Post Graduate -Masters	<2
9	Nigeria	Saskatoon	2004	Office Manager	2.5	Registered Nurse	BS	4
10	Brazil	Calgary	2006	CEO	20	Business Manager	BA	2
11	Venezuela	Calgary	2007	Procurement Advisor/Contract Specialist	10	Contract Specialist	Post Graduate -Masters	<1
12	Venezuela	Calgary	2004	Database Administrator	6	Drilling Solution (Software) Consultant	Post Graduate -Masters	<1
13	Venezuela	Calgary	2008	Procurement Specialist	5	Process Specialist	BS	3
14	Nigeria	Calgary	2006	CEO	18	Continuing Care Pharmacist	BS	5
15	Nigeria	Calgary	2003	Computer Engineer	4	GeoSpatial Data Analyst	Post Graduate -Masters	3
16	Brazil	Calgary	2003	Senior Associate	5	IT Audit Manager	Post Graduate -Masters	8
17	Nigeria	Calgary	2005	Data Management Geoscientist	10	Geoscience Workflow Analyst	Post Graduate -Masters	1
18	Nigeria	Calgary	2001	Network Support Analyst	1	SAP Master Data Analyst	BS	6
19	Colombia	Calgary	2002	Engineer	5	Area Production Engineer	BS	4
20	Nigeria	Calgary	2001	Senior Pharmacist	14	Staff Pharmacist	BS	12

Data Collection

[The initial plan was to conduct face-to-face interviews with the 20 participants. However, due to the location, time constraints, and work schedules of the participants, two of the interviews were conducted by telephone. The interviews were conducted between July and August of 2015. The average time was between 45 to 60 minutes. Each interview was recorded in a separate file with the date stamped and the participant number (e.g., Participant #1 06 07 15) except for three, Participants #12, 16, and 19, due to noise interference in the public locations used. For these participants, each session was captured through notes typed into Microsoft Excel Files saved on an Apple laptop using the date stamp and participant number.

Prior to recording the interview session, I described the purpose of the research, the title of dissertation, and reiterated that the name and place of employment would be kept confidential. I asked each participant if she had any questions as the recording began. Each participant was labeled with the corresponding letter number from 0 to 20.

After the interview, the participants were notified when the recording was stopped. The participants were also notified that they would receive a transcript, via email, within 48 to 72 hours after the interview.

During the interviewing process, notes were made only to code participants' identities and during the demographic section of the interview, which aided in creating the transcripts. The transcripts were initially documented verbatim; then updates were made to exclude unnecessary jargon such as creative thoughts between sentences. To enhance the reliability and validity of the transcript, I requested that participants conduct a member check of the transcript as a form of verification of the interview.

The participants were encouraged verbally and via email (Appendix F) to make any corrections to the transcript to ensure its accuracy. After the participant check was completed, I used the edited transcript as the data for the research (Appendix G). Of the 20 participants interviewed, 17 edited the original transcript and three were satisfied that the original transcript accurately captured the content of the interviews.

Participants were also encouraged to submit an electronically signed copy of the participant's invitation consenting to the interview prior to the interview session. Several of the participants did not want their name revealed in any aspect of the research; therefore, the email indicating the date and time of the interview was used as evidence of the consent to interview. The participants' consents, recorded data, and transcripts will be stored and locked for 5 years. After 5 years, I will destroy all material pertaining to the research.

Data Analysis

The interview and document data were subjected to thematic coding for the purposes of this research study. QSR NVivo software was used to code the data collected. This software helped to identify, code, and connect themes together in a systematic fashion. Although the notes were driven predominantly by the data, they were also informed by the author's reading of the literature (Fendt & Sachs, 2008). Coding was iterative where new nodes were added as they emerged from the following interviews. Although this approach to analysis was time consuming, it encouraged in-depth examination of the data, as each transcript was reviewed multiple times. Prior notes were focused around the motivation for migration, the migration experience, and rewards from migration to advise the next generation of migrants and strategies for career selection.

However, after interviews were conducted and as coding progressed, key themes began to emerge regarding participants' experiences of capital accumulation and deployment. For example, social capital (connections and membership of groups) was linked to family, friendship, and professional relationships. Accumulating social capital was also coupled with professional difficulties. Similarly, the deployment of capital was influenced by factors such as gender and ethnicity (cultural) that were also coded.

Evidence of Trustworthiness

Credibility

Access to interviewees was sought through snowballing technique to ensure adequate participation. The snowballing technique used included social contacts, cold

calls, and also an Internet mainly LinkedIn website. I am a Nigerian Canadian living in Calgary, Alberta. Although this allows for privileged research access, researching immigration in Canada is a contentious topic and it took considerable time to find interviewees and establish networks to assist in gaining access.

Transferability

Most of the interviews were digitally recorded. All digitally recorded interviews were transcribed verbatim. Where there was background noise, detailed notes were taken during the interview.

Dependability

All digitally recorded interviews were transcribed verbatim. Participants reviewed and verified the transcribed notes.

Confirmability

The interview questions were provided prior to the interviewing process, which provided time for the participants to think about responses to the questions based upon previous life experiences. The interviews took place via the telephone or at the preferred public place of each participant.

Study Results

[Research Question 1: What are the barriers and opportunities in the career advancement experiences of ethnic minority women in the host culture?

There were four questions in the interview that addressed motivation, barriers, and opportunities. The first question was framed to identify the motivation for migrating, and the remaining three were framed to highlight the challenges of integration and opportunities exploited.

The 20 participants interviewed gave more than one reason of migrating, 17 of them gave family, 11 said for personal growth, and, in addition to these, eight highlighted safety and five mentioned finance. The question about the top five motivators was placed at the end of the interview protocol to provide the participants the opportunity to build upon their responses to the previous interview questions. The participants highlighted multiple factors for barriers; cultural differences was rated as Number 1, followed by educational differences/equivalences /requirements, and third was job selection practices.

For career opportunities, career advancement was highlighted by nine of the participants, and four of them highlighted career change. The others did not highlight any factors around opportunities. Eight of the participants mentioned the required Canadian experience as a surprise rather than a barrier, as they thought that since they were new migrants, this requirement should not have impacted their job seeking process in the host country.

Table 2 shows the summary of the responses to Research Question 1 as top factors/themes for barriers and opportunities as identified by the interviewed participants and the number of times the participants provided each response adjacent to the factor.

Table 2

Research Question 1, Barriers and Opportunities

Career advancement experiences	Times
A.	
Barriers	
<i>Cultural differences</i>	19
<i>Educational differences</i>	15
<i>Job selection</i>	11
<i>Language</i>	11
<i>Race</i>	8
B. Opportunities	
<i>Career advancement</i>	9
<i>Change of career</i>	4
C. Surprising things	
<i>Canadian experience</i>	8

<i>Weather</i>	7
<i>Workplace culture</i>	4

Research Question 2: How do professional minority women describe their self-development choices?

There were five questions that addressed this research question. Participant 1 stated, “People were not expecting you to be as good, asking when/where you were trained and where you come from originally? These can be upsetting, having an opinion of what they think of you when they first see you.” This sentiment was shared by most of the participants. They perceived or believed that because they are an ethnic minority migrant most employers viewed them as not as qualified as individuals born and trained/or in Canada. Therefore, it was a surprise to colleagues and employers every time they proved otherwise through the quality of work they produced, that they were equally competent if not better than Canadian-born and/ trained professionals.

Research Question 3: What were their strategies to selecting, defining, or adapting to a career path?

There were six questions that addressed this research question. Participant 20 stated that she made the choice to stay in the same career path: “I did not change my career path as I have always loved being a Pharmacist and what I do. I feel Pharmacy in Alberta gives an opportunity to practice what you learnt.” This sentiment was echoed by about 13 of the other participants; they decided to stay in their current professions,

recertified with the applicable professional bodies, and networked and developed their skills in order to advance their chosen careers. Seven others changed their careers paths based on either industry changes/economic viability of certain professions while eight of them chose to use the opportunity to start afresh, going back to school or recertifying in their profession based on their chosen paths.

Triangulation

Triangulation was used in this research. I examined knowledge relevant to career advancement, adaptation experiences, and related theories. In all cases, brief observational notes were taken regarding participants' work environments, outside interactions, and facial expressions. When analyzing the interviews, these notes allowed me to resituate the context in which the participants' accounts were recorded.

Interview Question Results and Findings

Moustakas's (1994) modification of van Kaam's (1966) method of analysis was used to analyze the data of the research. The process consisted of horizontalization, clustering, and thematizing the invariant constituents, and establishing a composite textural-structural description of the research based upon the research questions. For the horizontalization process, I listed the questions, followed by each participant's response to the question, to identify a cluster of meanings and themes. A sample of the horizontalization process is provided in the next section.

Horizontalization

Question 1: What motivated you to migrate to Canada and how long have you been in Western Canada?

Participant 1

“I got a job that transferred me over to Canada, 6.5 years.”

Participant 2

“Safety - Younger brother and husband were kidnapped in Mexico and did not want that to happen to my son. So applied for the permanent residence. The Mexican culture, people discriminated against physical appearance and economic strata. Did not have issues, however did not like how people close to me treated others, every one to themselves, perception is that Latin America have a close knit family relationship however that is not so, if you are not part of the family, you are an outsider. If you do not have white skin or a Catholic member, you will not be hired for a job after school. 5 years.”

Participant 3

“Give children better options, we had friends living in Canada who had earlier migrated, and they said Canada was better; we did our own research and came to the same conclusion. Since 2006.”

Participant 4

“New life for my daughter and I. 9 years.”

Participant 5

“My husband moved and said the whole family should move, since 2007.”

Participant 6

“I started in Montreal, did Masters Degree in Montreal and 2nd masters in England UK, with the political climate in Venezuela I applied to both countries for permanent residency and Canada responded first. Since 2007.”

Participant 7

“My brother in-law encouraged us to come here as he has been living here for a long time. Since Feb 2000.”

Participant 8

“Thinking of better life style opportunity London was too close, Australia too far, and US after 911 was not an option. We opted for Canada; we knew it was far as well. In Canada since 2006.”

Participant 9

“My husband came here first and I came to join him, Jan 2004.”

Participant 10

“Primarily for my son's education, more opportunities, the conditions and economic environment in Canada. Looking to have new opportunities, been here since 2006.”

Participant 11

“My husband and I worked with ExxonMobil, and due to challenges with the Government and Exxon Mobil, we had to relocate. We were transferred to Canada though and it was a big change. Worked for Imperial Oil here, which is 70 - 80% owned by ExxonMobil. 2007, 8 years in total.”

Participant 12

“Canadian Embassy contacted professionals to apply for the immigration programme, my husband and I thought about it for years then later we applied. Political, economical and social situation was getting very bad and so we applied and have been here since 2004.”

Participant 13

“Situation in my country was not stable - political, economic and safety issues. Primarily safety. We decided to apply to Canada as Permanent Resident and it took us 2 years to get the whole process completed. 2008.”

Participant 14

“We had options of UK, US and Canada; we felt Canada will be safer environment for our family. Since 2006.”

Participant 15

“My husband, I just followed, 2003.”

Participant 16

“I was bored and wanted to go somewhere and it is was easier to migrate to Canada than other countries, I arrived at Toronto in 2003 and moved to Calgary in 2006.”

Participant 17

“Growth, more opportunities, more options available for the children. 2005.”

Participant 18

“Friends of ours had mentioned the permanent residency programme in Canada and how straight forward it was, as well as we wanted an option and better living standards. Since 2001 on and off.”

Participant 19

“My husband, he wanted a better life for the children and better opportunities, I wanted this as well but he was more motivated than me. 2002.”

Participant 20

“Our kids, we were looking at Universities and we wanted to be close to them, secondly, we thought about the UK, and 1999 when my husband visited Calgary and was amazed how friendly the Canadians were. And decided to apply for the Canadian Migration process. We decided to live in Calgary and where we wanted to live and we have been here since 2001. We chose Calgary because of the oil industry because of my husband and I could work anywhere in the country.”

Cluster of Meaning and Thematizing

The second phase of Moustakas’s analysis includes reducing and eliminating to establish the invariant constituents. Each answer was reviewed to evaluate its relevance and significance to the research. Horizons were identified based upon their significance to the understanding of the research, as well as their ability to abstract and to label the experience (Moustakas, 1994). Statements that did not meet the above criteria were removed during the elimination phase.

The third phase of Moustakas’s (1994) analysis is clustering and thematizing the invariant constituents of the ethnic migrant professional women. A list of themes was developed based upon the answers transcribed during the interview process. Below is a list of the themes: Motivation is intrinsic. The data indicated that most participants identified family, children and husband inclusive as major reason for migrating to

Canada. Participants identified multiple reasons, Family ($n = 17$), Personal Growth ($n = 11$), Safety ($n = 8$) and finance ($n = 5$) as top motivators. The extrinsic factors were family, safety and finance and the intrinsic factor was personal growth.

Ignorance is a barrier. The lack of knowledge or understanding of the cultural beliefs and educational equivalency, according to the participants are among the top barriers, in addition to the challenge of knowledge on the job selection processes and language as it relates to gain employment, job growth and promotions.

The following statements were captured during the interviewing process:

1. “People were not expecting you to be as good, asking when/where did you get trained and where you come from originally? These can be upsetting, having an opinion of what they think you when they first see you” (Participant 1).

2. “People were surprised at the fluency of the English I spoke especially when they hear I am a migrant” (Participant 7).

3. “More than external barriers were internal barriers, there are many opportunities put there, and you have to believe in yourself. Of course there are required changes, you have to make the changes. Seeing obstacles that are not. My children say age has a lot to do with that, that employers will choose an original Canadian and these are messages that become part of your thoughts and can be a barrier. That did not stop me; I still applied” (Participant 6).

4. “A lot of people recognize or appreciate the quality of education you have, 2 years ago, I was speaking to a colleague, and "stated that it appeared that there are good schools in Nigeria and only came to that because he had had the experience of working

with me and another Nigerian. Because of our cultural upbringing we are not vocal and you are seen as not engaging” (Participant 8)

5. “My last year of Nursing school, I was told that success rate was really low for migrant students and I decided in my heart that I will be one of those that will succeed regardless” (Participant 9)

6. “Communication - Language, the appreciation of immigrant professional, people in general think that you lack knowledge” (Participant 13).

7. “Language barrier, the expectation that I did not understand or speak the language which was strange since I was coming from an English -speaking country. The so-called accent, everyone has an accent, coming from a different place, it took me time for them to understand me or I them because of the accents. Workplace culture, the way things are done, was a bit different from what I have been used to, I had to learn that, some expectations, some not said but implied” (Participant 14).

8. “The assumption that as an immigrant that you were running away from a bad situation in your country of origin, being an African woman and feel we are submissive and can not take a lead role” (Participant 18).

1. Organizational Context is Relevant.

Most of the participants’ felt they had to work hard to change the stereotypes they encountered when accessing job opportunities and in the context of the workplace. Participants perceived that employers and prospective employers discriminated against them because of their gender and/or because of their ethnic traits such as language, as well as their foreign education.

The following statements were captured during the interviewing process:

1. “Lack of recognition of my designation and experiences, it was implied and despite that credit and debit are the same anywhere in the world. The ignorance of people, when they hear me speak English and they ask me how and where I learnt how to Speak English and this was very prevalent” (Participant 8).

2. “Severe labor market, prejudice about overseas qualifications especially when you come from South America, and I was told I needed 5 years Canadian experience and no one wanted to give me the opportunity to get that experience, and also my accent, not sure” (Participant 10).

3. “Language Skills, getting Driver's License, registering son at school, getting my first job - I did not know I needed to change my resume every time I applied for a job, having a cover letter and sending “Thank You” note after the interview, this is strange as it is not a common practice in Mexico. The interview structure - behavior questions, highlighting your achievements was strange as in Mexico you are not supposed to highlight” (Participant 2).

4. “My greatest challenge has been in the workplace. Being able to utilize your skillset and be acknowledged, here in the workplace. If you have a skillset, its better to hide it as those who do they grow faster. Because you are seen as a threat when you utilize your skillset” (Participant 5).

5. “One of it was not having a Canadian experience, another one was nuances' of how they work here, example I attended a meeting and people kept discussing their personal stuff and I was perturbed, and one of the ladies said that Canadians love

"fluff" and whenever the meeting will start, it will start. I am still trying to learn that though. Another barrier was being too experienced for the role and people - colleagues and managers saw you as a threat" (Participant 3).

2. Stereotypes and Discrimination are both driving forces

When questioned about what rewards of migrating to Canada in spite of the challenges and barriers. Some of the statements reflecting this theme included:

a. "That I have made a positive impact in my current and past employers, the leaders noticed I made positive impact on their teams and I am proud of that as a visible minority. My second manager from my past employers said others did my role and they did not do what I did, and he said I have done a very good job and I am very happy for that feedback" (Participant 2).

b. "Flashback to the same role in Venezuela with no resources however 140 employees reporting to me, I was able to develop good products beyond expectations. In MRU I have excelled as the experiences with just 2 people in my team we have developed 60 products in a year. People who were skeptics are now convinced that the team and I can truly deliver" (Participant 6).

c. "Having some level of education speaks a lot and it removes a lot of bias shows I can do something, ability to balance work and home is something I am proud of" (Participant 7).

d. "Being a source of inspiration to others, and it goes a long way, when I talk to people, I am able to talk to them from an Insider perspective, sharing my

experiences and being able to empathize with new migrants, and then showing Canadian-Born colleagues that migrants are wonderful to work with” (Participant 8).

e. It pays to put in good work, do good work, it does pay off. Do not be discouraged even in the face challenges, I have seen that. I have changed jobs, my new job is quite a progression already. Have experienced another organization prior to this one, I did not give up in trying and I have seen it pay off” (Participant 17).

f. “Being here alone with no extended family, has helped to make us a close-knit family, seeing my children do well in school. We have strong beliefs - being together, work together, being responsible and have fun. The greatest value I want to pass on to my children - being a good person and being excellent in academic. Teaching them they should not stereotype others as everyone has weaknesses, support others to get better. Challenging my children to be better in everything” (Participant 11).

g. “Having the opportunity to experience and live in place where there are different cultures and having to adapt to the new culture. Living in a country where the resources are available - good schools and social amenities. Even with the education you have the opportunity to branch into other career paths” (Participant 19).

h. “I have fulfillment even at my age, and for me, migrating at age 40 and getting to where I am today is huge achievement. With what I have learnt here I can take back home and better help my country of origin. I have expanded my scope of practice. We were trained to do them in Canada and I will not have had the opportunity back home. There is a lot of collaboration with other health professionals, you exchange ideas and it is very rewarding” (Participant 20).

3. Self Awareness is Critical to Career Advancement

The data suggested that minority ethnic professional women need to be self aware, when asked about advice to the next generation of migrant professional women, they used such phrases as “know yourself”, “learn more about your strengths”, know your profession, “determine your path”, be careful who you associate with”, “determine what you want to do” and “be flexible”. Listed below is the example of responses.

- a. “Try to be bold and brave, take risks, it will pay off, you have taken the bold step to migrate, believe that it will happen and you do matter” (Participant 1).
- b. “Be competent, trust yourself, get involved and ask questions, I did not feel confident at the beginning. Be confident, trust yourself, and very important to get involved. I have been volunteering at Alberta Health Services - Friendly Visitor, visits the Seniors, called "Clients" and I have 3 clients. Help you to know the Canadian culture” (Participant 2).
- c. “One big thing, is they should do as much research as you can before you migrate, save a lot of money prior to migrating, have a goal and a plan so you do not take what just come and get stuck, be flexible even though you have a goal and plan, however keep the goal in view. Also know that there are many opportunities like buying franchise” (Participant 3).
- d. “Be open minded, which is huge, be willing to learn and taking risks” (Participant 4)

e. “Do not let anything get you down, don't let anyone put you down, if you are not comfortable step up, do not do what you are not comfortable with it” (Participant 5).

f. “Three things are important - leave prejudice and criticism aside, be open - observe and listen to what is happening around you, third, never feel self-pity everything passes and you will adapt easily” (Participant 6).

g. “First know who you are, should know what they are passionate and good at, and if they are Women of Faith, seek God first before making any decision. They should know when to ask for help and who to ask for help and sometimes we suffer in silence. You never know who is out there that can help you” (Participant 9).

Participants managed the “discrimination” and “contradictions” barriers to their career development experiences, by adopting different adaptation strategies. These are discussed in the next section of this study.

4. Social Capital Key to Integration

The participants referred to their family, community and faith/ fellow church members as contributors to their integrating into a host country. Nineteen of them referenced social capital (connections and members of a group) as part of their support system that helped them in the integration process. Only 9 of the 20 participants mentioned community partners namely Calgary Catholic Immigration Society (CCIS), Calgary Immigration Women Association (CIWA), Young Men's Christian Association (YMCA) and Calgary Regional Immigrant Employment Council (CRIEC).

Composite Textural-Structural Description

The data suggested that minority ethnic professional women are motivated by intrinsic and extrinsic factors. The intrinsic factors indicated as motivators were the desire to succeed, faith, recognition, and personal growth/development. The extrinsic factors indicated as motivators were family, community/people, and money. The experiences of the participants were clustered into themes, including: motivation is intrinsic, ignorance is a barrier, organizational context is relevant, stereotypes and discrimination are both driving force, self-awareness is critical to career advancement and social capital key to integration.

Adaptation Strategies

While previous sections describe the structural barriers that face minority ethnic professional migrants in Western Canada, this section addresses the way the participants manage these barriers in their efforts to develop their careers. Maintenance and change were the two modes of engagement identified by Duberley et al. (2006) and Richardson (2009). Extending these concepts, this section explains four dominant modes that participants adopted in this study. These are maintenance, transformation, entrepreneurship, and opt out. In order to develop their career, all participants drew on these four modes of engagement at different times. They are presented here in the mode that describes their predominant experiences, maintenance and transformation.

Maintenance. Maintenance implies recognizing career barriers and working within them in order to obtain a desired career outcome. Overall, 13 of the participants adopted primarily the maintenance mode. Participant 1 shared how she coped with challenges of getting job opportunities, an accountant with years of experience, “Nigeria

we only had one designation at the time, in Canada, there are many designations. It was suggested by others that I do something else. However, I decided to stay with this profession, as it was what I already knew. So I decided to go for the CGA as it gave me opportunity to work in any industry.” This reflects how Participant 1 navigated this barrier rather than changing it. The Maintenance mode of engagement described here reflects the way participants in Richardson’s (2009) study accepted the employment conditions in their host countries as [being] “pretty much unassailable” (Richardson, 2009, p. 166).

Transformation. Transformation denotes identifying barriers to career advancement and trying to challenge them. 19 of the 20 participants interviewed identified various barriers to their career development and attempted to challenge them. Some of these barriers were linked to: being an ethnic minority in Western Canada and underemployment related to educational differences and job selection. The participants perceived that challenging these barriers would give them more power to develop their careers. Participant 14 highlighted the barriers she faced, “I could not get a job for a long time in my field, computer engineering, I had to go back to take another course Computer GIS, and in the mean time I had to do "survival job" to pay the bills. And when I graduated, I was able to get a job with this new course”. The success for participant 14 emerges in terms of her subjective self-satisfaction of her career outcome. This success is also objective as she invests in furthering her education; she is currently completing her Masters.

Where organizations offered participants positions incommensurate with their qualifications, participants strategically resumed their studies and changed employers. This accumulation of more knowledge/skills in the host country gave them a symbolic power to challenge their institutional and organizational structures while providing an opportunity to develop their careers. This was the case of participant 19 with 5 years of Engineering experience, she refused to do “survival” jobs to get by, “had the opportunity to work with the Latin Community in the Financial services, though it was a low paying job, it helped me to maintain the level of style I had back home” and then she went back to school, “I attended a programme - Bachelor of Applied Technology and Petroleum Engineering (BAPT) at the local polytechnic (SAIT). I completed the 2 year programme in 1 year while learning English and networking, meeting the right people, at church and my kid's school. With all of these, I was able to get a entry position as an engineer with one of the oil and gas companies”.

These findings show the ethnic migrant professional women navigate seams as they advance their careers (Richardson, 2009, p. 168). Accordingly, rather than accepting legal constraints as unassailable (Richardson, 2009, p. 166), participants actively attempted to advance their careers by acquiring acceptable and useful education in Western Canada. Using Mayrhofer, Iellatchitch, Meyer, Steyrer, Schiffinger, and Strunk's (2004) notion of career capital, the example of participant 19 who challenged her underemployment in Western Canada reflects how developing here career capital by going back to school can be a means to more career opportunities.

Summary

Chapter 4 provided an analysis of the data, including demographic profiles of the participants interviewed. The research questions and purpose of the research was reiterated, as well as the findings associated with the results. Moustakas's method of analysis was used to analyze the findings from the of the 19 interview questions. Six themes emerged from the in-depth interviews, which included: motivation is intrinsic, ignorance is a barrier, organizational context is relevant, stereotypes and discrimination are both driving forces, self-awareness is critical to career advancement and social capital key to integration. The two preferred mode of engagement, i.e. adaptation strategies that were preferred by the interviewed participants were maintenance and transformation. The discussion, conclusion, recommendations for further studies, and implications for social change are presented in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this phenomenological study is to develop an understanding of the postmigration career development of women and to explore and interpret the career experiences of highly skilled professional migrant women of ethnic minority with special reference to Western Canada. The research was conducted via purposive sampling through the use of social media and partnership with CCIS. In-depth telephone and face-to-face interviews lasting between 45 to 60 minutes were recorded and transcribed to document the experiences of the 20 female ethnic minority professionals. Moustakas's method of analysis, which included horizontalization, clustering of meaning, and texture description, was used to analyze the findings of the interviews.

The following research questions were explored:

1. What are the barriers and opportunities in the lived career advancement experiences of ethnic minority women in the host culture?

The subsequent questions from this central question are as follows:

2. How do professional minority women describe their self-development choices?
3. What were their strategies to selecting, defining or adapting to a career path?

The results suggested that 20 ethnic minority professional women were motivated by the following intrinsic factors and extrinsic factors: family, community/people, money, faith, the desire to succeed, recognition, and personal growth/development. The perceived barriers noted by the participants included cultural bias, lack of understanding of qualification, academic abilities, lack of knowledge around workplace culture, language, gender, and lack of understanding around job selection.

Interpretation of Findings

In this phenomenological research, I explored the career advancement experiences of 20 minority ethnic professional women from Latin America and West Africa. Seventeen open-ended questions were asked using in-depth interviews as the data collection method. I aimed to understand the lived experiences of migrant professional women of visible minority origin as they developed their careers in a host country to understand their work choices and outcomes and to gain a comparative perspective on how migrant professional women of ethnic minorities chose tactics to integrate in the host culture.

Data collected during the interviews provided the basis for general meanings to the choice of strategies for integration and advancement of careers by each woman interviewed. The drivers behind shared career experiences, in both the home country and host country, as moderated by factors during the premigration and postmigration career experiences (Van den Bergh & Du Plessis, 2012) and as highlighted in Chapter 2 were reviewed. There were common bonds and patterns identified and conceptualized into themes and a composite narrative description of the participants' shared experiences via a procedure called meaning structuring through narratives (Kvale, 1996).

In this study, I attempted to address the impact of ethnicity on the career experiences and the barriers imposed on migrant minority ethnic professional women in western Canada. This study revealed various forms of structural barriers imposed on ethnic minority migrants and the strategies they use to manage barriers to their career development.

This study strongly demonstrates that the migration of ethnic minority professional women is not always an enjoyable experience from a career development perspective; however, it is a fulfilling one after overcoming the initial challenges. Richardson (2009) has addressed this matter in the context of academics undertaking an international career experience. By developing the application of Richardson's mode of engagement and applying it to a different group (i.e., Latin American and West African skilled migrants), this study demonstrated how these migrant women manage barriers to their career development.

The findings suggested that these women encountered stereotypes in their preferred style of speaking, otherwise known as accent when communicating, as well as the perception an ethnic migrant is not as good as highlighted on a resume by the acquired educational qualification.

In Western Canada, participants' skills, education, and training alone were not sufficient to overcome the organizational barriers that restricted their full integration into the labor market. The study showed that the management of immigration in Western Canada has allowed inflows of skilled migrants and yet presented strong barriers to their employment and career advancement. This indicates a need to better research the dynamics that make the integration of migrants from ethnic minorities hindered by barriers to their career development.

The findings suggested that in the application of the modes of engagement (Duberley et al., 2006; Richardson, 2009), there was a 35% to 65% split between transformation (seven participants) and maintenance (13 participants) to integrate and

manage their career development in a host country. The application of this concept to this study showed there was interconnectedness between these preferred modes, maintenance and transformation; this required me to situate the participant within a historical moment in their experiences.

Limitations of the Study

This study had two main limitations. First, the number of participants interviewed was too small for making generalizations. In addition to this, quantitative research would be useful to determine if the findings can be generalized to other groups of migrants. Second, no access to policymaker, a problem that was mitigated by the analysis of relevant immigration policy documents.

Recommendations

The recommendation for further study is needed for minority ethnic men. Although this study was about women from Latin American and West African Countries, further studies should be conducted to identify the differences in factors to explore the motivation and barriers in career advancement experiences between male and female ethnic migrants. Further studies also are needed to answer the following question: What impact does mentorship have on the ethnic minority migrant community?

Implications

Ignorance on the part of the organizations on ethnicity and international qualifications equivalencies to the Canadian system in this study demonstrates the barriers toward career development and better integration into the host community. Going

back to school to get additional qualification has helped to reasonably bridge the gap for most of the participants.

Most of the participants relied more on the social capital they have been able to develop and their families to help them integrate into the host culture. Few accessed the services of nonprofit settlement organizations, mainly because they did not know such organizations exist to help them integrate into the new host country. Those who did only accessed such services initially and thereafter relied on their immediate community—church, families, and friends.

It is worthwhile to note that these participants navigated through the barriers to develop their individual careers. While there are barriers that may try to hinder their career development, most of the individuals play an active role in challenging the inequalities they face. The case of these participants adapting through transformation or maintenance modes shows how they engaged in managing their careers. Career trajectories were not only a matter of personal choice but also a product of their managing the structural constraints and opportunities that they encountered.

Accessing settlement services from non-profit organizations will provide new migrants the opportunity to learn the idiosyncrasies and requirements of working and advancing their careers in the host country. Based on the results of this study, I will provide recommendation to the three of these organizations contacted—CRIEC, CIWA, and CCIS--to encourage more partnership with the community for more awareness of their service and to encourage those who have adapted and integrated in the host country to participate in their mentorship programs as mentors.

In addition, I will encourage these organizations to work with the government to provide their services as part of the immigration package to new migrants prior to relocating to Canada. These can be used by the different embassies located in these developing countries. A reframing could also be helpful in guiding Western Canadian organizations with respect to developing and implementing equal opportunity policies.

Researcher's Experience

In this research, I analyzed the career advancement experiences of 20 ethnic minority professional women and their adaptation strategies post migration.

I captured the essence of the experiences of the participants by eliminating perceived bias. Participants' responses were transcribed based upon recorded interviews.

Prior to conducting the research, I reviewed websites, such as the Catalyst Report, and read books on the culture, beliefs, and experiences of ethnic minority migrants in North America and Europe as noted in the reference list. As a volunteer to CRIEC, CCIS and CIWA, I was privy to current programs developed to meet the needs of the migrant community. Because of this research, I have developed a better understanding of the perceived and actual barriers among ethnic migrants as well as the current struggles faced within the workplace. The number of educated professional migrant women advancing their careers enlightened me, as did the fact that the majority of the participants had graduate degrees, and 10 of the participants either were pursuing or had obtained a Masters Degree.

Conclusions

For ethnic minority women, barriers of discrimination and stereotyping continue to be present within Western Canadian organizations.

Skilled migrants moving from developing to developed countries should be aware of the organizational and macro contextual barriers with which they will probably be faced. Findings show that ethnic discrimination and educational barriers sometimes pervert and prevent the application of the principles of meritocracy.

The good news is that skilled migrants can challenge and break down inequalities. They can engage in maintenance and transformation, or entrepreneurship modes, as the participants in this research, when developing their careers. Therefore, it is imperative for them to continue to be proactive and take charge of their organizational socialization process instead of relying on their new organizations to make their career transition successful (Malik, Cooper-Thomas & Zikic, 2014).

References

- Abrams, D., & Hogg, M. A. (1990). *Social identity theory*. Exeter, England:Harvester, Wheatsheaf.
- Acker, J. (2006). Inequality regimes gender, class, and race in organizations. *Gender & Society, 20*(4), 441-464.
- Affiliation of Multicultural Societies and Service Agencies of British Columbia. (2014). Retrieved from www.amssa.org.
- Agullo, B., & Egawa, M. (2009). International careers of Indian workers in Tokyo examination and future directions. *Career Development International, 14*(2), 148-168. doi: 10.1108/13620430910950755
- Ahsan Ullah, A. M. (2013). Bangladeshi migrant workers in Hong Kong: Adaptation strategies in an ethnically distant destination. *International Migration, 51*(2), 165-180. doi:10.1111/j.1468-2435.2012.00779.x
- Al Ariss, A. (2010). Modes of engagement: Migration, self-initiated expatriation, and career development. *Career Development International, 15*(4), 338-358. <http://dx.doi.org/10.1108/13620431011066231>
- Al Ariss, A., & Ozbilgin, M. (2010). Understanding self-initiated expatriates: Career experiences of Lebanese self-initiated expatriates. *Thunderbird International Business Review, 52*(4), 475-485.
- Al Ariss, A., & Syed, J. (2011). Capital mobilization of skilled migrants: A relational perspective. *British Journal of Management, 22*(2), 286–304.
- Al Ariss, A., Vassilopoulou, J., Özbilgin, M. F., & Game, A. (2013). Understanding

career experiences of skilled minority ethnic workers in France and Germany.

International Journal of Human Resource Management, 24(6), 1236-1256.

doi:10.1080/09585192.2012.709190

Alba, R., & Nee, V. (1997). Rethinking assimilation theory for a new era of immigration.

International migration review, 826-874.

Alboim, N. (2009). *Adjusting the balance: Fixing Canada's economic immigration*

policies. Toronto, Canada: Maytree Foundation. Retrieved from

<http://www.maytree.com/wp-content/uploads/2009/07/adjustingthebalance-final.pdf>.

Allen, J., & van der Velden, R. (2001). Educational mismatches versus skill mismatches:

Effects on wages, job satisfaction, and on-the-job search. *Oxford Economic Papers*, 52, 434–452.

Anderson, E. H., & Spencer, M. H. (2002). Cognitive Representations of AIDS.

Qualitative Health Research, 12(10), 1338-1352. doi:

10.1177/1049732302238747

Bachmann, A. S. (2006). Melting pot or tossed salad? Implications for designing

effective multicultural workgroups. *Management International Review*, 46(6), 721-748.

Badillo-Amador, L., & Vila, L.E. (2013). Education and skill mismatches: Wage and job

satisfaction consequences. *International Journal of Manpower*, 34, 416–428.

Bailey, O. G. (2012). Migrant African women: Tales of agency and belonging. *Ethnic &*

Racial Studies, 35(5), 850-867. doi: 10.1080/01419870.2011.628037.

- Bailey, O. G. (2012). Migrant African women: tales of agency and belonging. *Ethnic and Racial Studies*, 35(5), 850-867.
- Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Key questions regarding work engagement. *European Journal of Work and Organizational Psychology*, 20(1), 4-28.
- Baltodano, H., Choudry, A., Hanley, J., Jordan, S., Sharrage, E., & Steigman, M. (2007). Becoming a migrant worker: Learning in everyday life. *Canadian Journal for the Study of Adult Education*, 20(2), 99-113.
- Baranik, L.E., Roling, E.A., & Eby, L.T. (2010). Why does mentoring work? The role of perceived organizational support. *Journal of Vocational Behavior*, 76, 366–373.
- Berry, D. P., & Bell, M. P. (2012), Expatriates: Gender, race and class distinctions in international management. *Gender, Work & Organization*, 19, 10–28.
doi: 10.1111/j.1468-0432.2011.00577.x
- Berry, J. W. (1980a). Social and cultural change. In H.C. Triandis & R.W. Brislin (Eds.), *Handbook of cross-cultural psychology: Social psychology*. 5, Boston, MA: Allyn & Bacon, Inc.
- Berry, J. W. (1980b). Acculturation as varieties of adaptation. In A. Padilla (Ed.), *Acculturation: Theory, models and some new findings*. Colorado: Westview Press, Inc.
- Berry, J. W. (1984). Multicultural policy in Canada: A social psychological analysis. *Canadian Journal of Behavioural Science*, 16(4), 353 - 370.
- Berry, J. W. (1989). Psychology of acculturation. In J. Berman (Ed.), *Nebraska*

- Symposium on Motivation*, 37, 201 – 234. Lincoln, NE: University of Nebraska Press.
- Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46, 5–68.
- Berry, J. W. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations*, 32, 328-336.
- Berry, J. W. (2010). Immigration and integration: The Canadian experience. *Intercultural relations in Asia: Migration and work effectiveness*. Hackensack, NJ: World Scientific Publishing Company, 43-66.
- Berry, J. W., & Kalin, R. (1995). Multicultural and ethnic attitudes in Canada: An overview of the 1991 national survey. *Canadian Journal of Behavioural Science*, 27, 301–320.
- Berry, J. W., Kim, U., & Boski, P. (1998). Psychological acculturation of migrants. In Y. Y. Kim & W. B. Gudykunst (Eds.), *Cross-cultural adaptation: Current approaches* (pp. XXX). Thousand Oaks, CA: Sage.
- Berry, John W., and David L. Sam (2013). "Accommodating cultural diversity and achieving equity." *European Psychologist*, 18, pp. 151-157. doi: 10.1027/1016-9040/a000167. © 2013 Hogrefe Publishing.
- Binsiddiq, Y. A., & Alzahmi, R. A. (2013). Work engagement and group dynamics in diverse and multicultural teams: Critical literature review. *Review of Management Innovation & Creativity*, 6(19).
- Bonache, J., & Za´rraga-Oberty, C. (2008). Determinants of the success of international

- assignees as knowledge transferors: a theoretical framework. *International Journal of Human Resource Management*, 19(1), 1-18.
- Boyd, M. (2000), *Matching workers to work: the case of Asian immigrants engineers in Canada*, Working Paper No. 14, University of California, San Diego, CA.
- Brah, A. 1996 *Cartographies of Diaspora: Contesting Identities*, London: Routledge
- Brett, J., Behfar, K., & Kern, M. C. (2006). Managing multicultural teams. *Harvard Business Review*, 84(11), 84.
- Bryan, C. (2012). Gendered returns, ambivalent transnationals: Situating transnationalism in local Asymmetry1. *Anthropologica*, 54(1), 133-142. Retrieved from <http://search.proquest.com/docview/1022053543?accountid=14872>
- Burke, P. J., & Franzoi, S. L. (1988). Studying situations and identities using experiential sampling methodology. *American Sociological Review*, 53(4), 559-568.
- Cabrera, E. F. (2009). Protean organizations. Reshaping work and careers to retain female talent. *Career Development International*, 15(2), 186-201.
- Cadin, L., & Guerin, F. (2003). *La gestion des ressources humaines* (2nd ed). Les topos: Paris, Dunod.
- Calgary Immigrant Women Association. (2011). Retrieved from <http://www.ciwa-online.com>
- Caplan, A. S., & Gilham, J. (2005). Included against the odds: Failure and success among minority ethnic built-environment professionals in Britain. *Construction Management & Economics*, 23(10), 1007-1015. doi:10.1080/01446190500310700
- Cardu, H. (2008). Career nomadism and the building of a professional identify in female

migrants. *Springer Science & Business Media*, 8, 429-439. doi:10.1007/s12134-007-0031-y

- Carr, S. (2010). Global mobility and local economy: Its work psychology, stupid. *Psychology of Global Mobility*, Ed. S Carr, New York: Springer, 125-150.
- Carter, E. W., Owens, L., Trainor, A., Sun, Y., & Swedeen, B. (2009). Self-determination skills and opportunities of adolescents with severe intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 114(3), 179-192.
- Carter, E. W., Trainor, A., Owens, L., Sweden, B. and Sun, Y. (2010). Self-determination prospects of youth with high-incidence disabilities: Divergent perspectives and related factors. *Journal of Emotional and Behavioral Disorders*, 18, 67-81. doi: 10.1177/1063426609332605
- Cerdin, J. L., Diné, M. A. and Brewster, C. (2013). Qualified migrants' success: Exploring the motivation to migrate and to integrate. *Journal of International Business Studies*, 45(2), 151-168.
- Ceric, A., & Crawford, H. J. (2016). Attracting SIEs: Influence of SIE motivation on their location and employer decisions. *Human Resource Management Review*, 26(2), 136. doi:10.1016/j.hrmr.2015.10.001
- Chang, T., Tracey, T., & Moore, T. (2005). The Dimensional Structure of Asian American Acculturation: An Examination of Prototypes. *Self & Identity*, 4(1), 25-43. doi:10.1080/13576500444000155
- Chirkov, V. (2009). Critical psychology of acculturation: What do we study and how do

we study it, when we investigate acculturation?. *International Journal of Intercultural Relations*, 33(2), 94-105.

- Chirkov, V., Ryan, M. R., Kim, Y. and Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A self-determination theory perspective on internalization of cultural orientations and well-being. *Journal of Personality and Social Psychology*, 84(1), Jan 2003, 97-110. doi: 10.1037/0022-3514.84.1.97
- Chrisman, J.J., Hoy, F. and Robinson, R.B. Jr. (1987), "New venture development: the costs and benefits of public sector assistance", *Journal of Business Venturing*, 2(1), 315-28.
- Chui, T. (2011). Migrant Women. Statistics Canada. Retrieved from <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11528-eng.htm#a2>
- Chui, T., Kelly, T. and Hélène M. (2007). Immigration in Canada: A Portrait of the Foreign-born Population, 2006 Census. Statistics Canada Catalogue no.97-557-XIE. Ottawa, Ontario. December 4. (accessed January 13, 2011).
- Citizenship and Immigration Canada. (2012). *Policy and legislation concerning multiculturalism*. Retrieved from <http://www.cic.gc.ca/english/department/laws-policy/multi-policy.asp>
- Clark, K. and Lindley, J. (2006) *Migrant Labour Market Assimilation and Arrival Effects: Evidence from the Labour Force Survey*. Working Paper. Department of Economics, University of Sheffield ISSN 1749-8368, Retrieved October 27 2014 from <http://eprints.whiterose.ac.uk/9911/1/SERP2005004.pdf>
- Clarke A and Skuterud M (2012) Why do immigrant workers in Australia perform better

than in Canada? Is it the immigrants or their labour markets? UBC Department of Economics.

- Colbry, S., McLaughlin, E., Womack, V., & Gallagher, J. (2015). Understanding the dynamic role of leadership and followership in conflict regions: Cooperative action, courage and shared sacrifice. *Journal of Leadership, Accountability and Ethics*, 12(4), 145-160.
- Cole, N. and McNulty, Y. (2011). Why do female expatriates "fit-in" better than males? *Cross Cultural Management*, 18(2), 144-164.
doi:<http://dx.doi.org/10.1108/13527601111125996>
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd edition). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Dahlkild-Öhman, G. & Eriksson, M. (2013). Inequality Regimes and Men's Positions in Social Work. *Gender, Work & Organization*, 20(1), 85-99. doi:10.1111/j.1468-0432.2011.00572.x
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., and Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26(3-4), 325-346. doi.10.1080/00461520.1991.9653137
- Dench, J. (2000). A hundred years of immigration to Canada 1900 – 1999. Canadian Council of Refugees. May 2000. Retrieved from <http://ccrweb.ca/en/hundred-years-immigration-canada-part-2>.

- Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review*, 21, 619-654.
- Denton, F. T. and Spencer, B. G. (2003) "Population Change and Economic Growth: The Long-Term Outlook," *QSEP Research Report*, 383. Retrieved from <http://socserv.mcmaster.ca/qsep/p/qsep383.pdf>
- Dickmann, M. and Doherty, N. (2010). Exploring organizational and individual career goals, interactions, and outcomes of developmental international assignments. *Thunderbird International Business Review*, 52, 301-311. doi: 10.1002/tie.20353
- DiStefano, J. J., & Maznevski, M. L. (2000). Creating value with diverse teams in global management. *Organizational Dynamics*, 29(1), 45-63.
- Doherty, N., Richardson, J. and Thorn, K. (2013) "Self-initiated expatriation and self-initiated expatriates: Clarification of the research stream". *Career Development International*, 18(1), pp.97 – 112. doi: 10.1108/13620431311305971
- Doherty, N., Richardson, J. and Thorn, K. (2013) "Self-initiated expatriation and self-initiated expatriates: Clarification of the research stream". *Career Development International*, 18(1), pp.97 – 112. doi: 10.1108/13620431311305971
- Dole, S. (2000). The implications of the risk and resilience literature for gifted students with learning disabilities. *Roeper Review*, 23(2), 91-96.
- Dona, G., & Berry, J. W. (1994). Acculturation attitudes and acculturative stress of Central American refugees. *International Journal of Psychology*, 29, 57–70.

- Duberley, J., Cohen, L. and Mallon, M. (2006). Constructing Scientific Careers: Change, Continuity and Context Organization Studies. doi: 10.1177/0170840606064105.
- Duberley, J., Cohen, L. and Mallon, M. (2006). Constructing Scientific Careers: Change, Continuity and Context Organization Studies. doi: 10.1177/0170840606064105.
- Duncan, H. (2005). Multiculturalism: Still a viable concept for integration? *Diversity*, 4, 12–14.
- Earley, P. C. and Gibson, C. B. (2002). *Multinational Work Teams: A New Perspective*. Mahwah, NJ: Lawrence.
- Erlbaum Associates. Etherington, K. (2004). Heuristic research as a vehicle for personal and professional development. *Counseling and Psychotherapy Research*, 4(2), 48-61.
- Ethnic group. (2015). In *Encyclopædia Britannica*. Retrieved from <http://www.britannica.com/topic/ethnic-group>
- Fang ML and Goldner EM (2011) Transitioning into the Canadian workplace: challenges of immigrants and its effect on mental health. *Canadian Journal of Humanities and Social Sciences* 2(1): 93–102.
- Farndale, E., Pai, A., Sparrow, P., & Scullion, H. (2014). Balancing individual and organizational goals in global talent management: A mutual-benefits perspective. *Journal of World Business*, 49(2), 204–214.
- Feeny, N. C., Rytwinski, N. K., & Zoellner, L. A. (2014). The crucial role of social support. In L. Zoellner & N. Feeny (Eds.), *Facilitating resilience and recovery following trauma* (pp. 291-313). New York: Guilford Publications.

- Feldman, D.C., Leana, C.R., & Bolino, M.C. (2002). Underemployment and relative deprivation among re-employed executives. *Journal of Occupational and Organizational Psychology*, 75, 453–471.
- Fernando, S. (2010). *Mental health, race and culture* (3rd ed.). Basingstoke: Palgrave Macmillan.
- Fernando, S. (2012). Race and culture issues in mental health and some thoughts on ethnic identity. *Counseling Psychology Quarterly*, 25(2), 113-123.
doi:10.1080/09515070.2012.674299
- Flaskerud, J. & Uman, G. (1996) Acculturation and its effect on self-esteem among migrant Latina women. *Behavioral Medicine*, 22, 123-133.
- Fleras, A. (2009). *The politics of multiculturalism: Multicultural governance in comparative perspective*. New York, NY: Palgrave.
- Fleras, A., and J. L. Elliott. (2002). *Engaging Diversity: Multiculturalism in Canada*. 2nd ed. Toronto, ON: Nelson Thomson Learning.
- Foldy, E. G. (2004). Learning from diversity: A theoretical exploration. *Public Administration Review*, 64(5), 529-538.
- Foldy, E. G., Rivard, P., & Buckley, T. R. (2009). Power, safety, and learning in racially diverse groups. *Academy of Management Learning & Education*, 8(1), 25-41.
- Fossland, T. (2013). Negotiating future careers: A relational perspective on skilled migrants' labour market participation. *The Journal of Management Development*, 32(2), 193-203. doi:http://dx.doi.org/10.1108/02621711311305692
- Foster-Fishman, P. G., Nowell, B. & Yang, H. (2007). Putting the system back into

system change: A framework for understanding and changing organizational and community systems. *American Journal of Community Psychology* 39: 197–215.

Frenette, M., & Morissette, R. (2005). Will They Ever Converge? Earnings of Immigrant and Canadian-born Workers over the Last Two Decades¹. *International Migration Review*, 39(1), 228-257.

Fuller, S., and Vosko, L. F. (2008). Temporary employment and social inequality in Canada: Exploring intersections of gender, race and immigration status. *Social Indicators Research*, 88(1), 31-50. doi:<http://dx.doi.org/10.1007/s11205-007-9201-8>

Galarneau, D. and René M. (2008). "Migrants education and required job skills." *Perspectives on Labour and Income*. Vol. 9, no. 12. Statistics Canada Catalogue no.75-001-X. p. 5–18.

Garcea, J. (2003). The construction and constitutionalisation of Canada's citizenship regime: Reconciliation of diversity and equity. *Canadian Diversity*, 2, 59–64.

Geist, C. and Mcmanus, P. A. (2012). Different reasons, different results: Implications of migration by gender and family status. *Demography*, 49(1), 197-217. doi:<http://dx.doi.org/10.1007/s13524-011-0074-8>

Gibson, C. B. and McDaniel, D. M. (2010). Moving beyond conventional wisdom: Advancements in cross-cultural theories of leadership, conflict, and teams. *Perspectives on Psychological Science*, 5(4), 450–462. doi:10.1177/17456916110375560

Giddens, A. (2001), *Sociology*, Polity Press, Cambridge.

- Gilpin-Jackson, Y. and Bushe, G. R. (2007). Leadership development training transfer: A case study of post-training determinants. *Journal of Management Development*, 26(10), 980-1004.
- Giscombe, K. (2008). Career Advancement in Corporate Canada: A Focus of on Visible Minorities- Workplace Fit and Stereotyping. *Catalyst Report*, 2008. Retrieved from <http://www.catalyst.org/knowledge/career-advancement-corporate-canada-focus-visible-minorities-workplace-fit-and>
- Goldman, M. (2012). *Beyond acculturation: Cultural constructions of migrant resilience and belonging in the canadian context*. (Order No. NR97281, University of Toronto (Canada)). *ProQuest Dissertations and Theses*, 258.
- Good, K. R. (2014). Dan rodríguez-garcía. managing immigration and diversity in Canada: A transatlantic dialogue in the new age of migration. *Canadian Ethnic Studies*, 46(1), 217-219. Retrieved from <http://search.proquest.com/docview/1513233047?accountid=14872>
- Grassby, A.J. (1973). *A multicultural society for the future*. Canberra, Australia, Australian Government Publishing Services.
- Groot, W., & van den Brink, H. (2000). Overeducation in the labor market: A meta-analysis. *Economics of Education Review*, 19, 149–158.
- Grubel, H., and Grady, P. (2012). “Fiscal Transfers to Migrants in Canada: Responding to Critics and a Revised Estimate Studies,” in *Immigration & Refugee Policy*, Vancouver: Fraser Institute. Retrieved from <http://www.fraserinstitute.org/uploadedFiles/fraser-ca/Content/research->

news/research/publications/fiscal-transfers-to-migrants-in-canada.pdf

- Guo, S. and DeVoretz D. (2007). The changing face of Chinese migrants in Canada. *Journal of International Migration and Integration*, 7(3), 275-300.
- Guo, Y. (2013). Language Policies and Programs for Adult Migrants in Canada: A Critical Analysis. *Canadian Ethnic Studies*, 45(1/2), 23-41.
- Guzzo, R. A., Noonan, K. A., & Elron, E. (1994). Expatriate managers and the psychological contract. *Journal of Applied Psychology*, 79, 617–626.
- Hajro, A. and Pudelko, M. (2010). An analysis of core-competences of successful multinational team leaders. *International Journal of Cross Cultural Management*, 10(2), 175–194. doi.10.1177/1470595810370910
- Hakak LT, Holzinger I, and Zikic J (2010) Barriers and paths to success: Latin American MBAs' views of employment in Canada. *Journal of Managerial Psychology* 25(2): 159–76.
- Hakak LT, Holzinger I, and Zikic J (2010) Barriers and paths to success: Latin American MBAs' views of employment in Canada. *Journal of Managerial Psychology* 25(2): 159–76.
- Hanssen, I. (2004) "An intercultural nursing perspective on autonomy," *Nursing Ethics* , vol. 11, no. 1, pp. 28-41.
- Harr, C. (2007). Migrant Family Adaptation and Quality of Life: A Qualitative Study in Brazil. *Advancing Quality of Life in a Turbulent World*, 29, 209.
- Harrison, D. A., Shaffer, M. A., & Bhaskar-Shrinivas, P. (2004). *Going places: Roads more and less traveled in research on expatriate experiences* (Vol. 23, pp. 199-

- 247). Emerald Group Publishing Limited.
- Hawthorne, L. (2011). Constitution and contract: Human dignity, the theory of capabilities and existenzgrundlage in South Africa, 2011 SUBB Jurisprudentia 27.
- Healy, G. & Oikelome, F. (2007). A Global Link between National Diversity Policies? The Case of the Migration of Nigerian Physicians to the UK and USA, *International Journal of Human Resource Management*, 18(11), 1917-1933.
- Hicks, D. (2011). Dignity: The essential role it plays in resolving conflict. New Haven, Connecticut: Yale University Press.
- Hill, J. E., Yang, C., Hawkins, A. J., & Ferris, M. (2004). A cross-cultural test of the work-family interface in 48 countries. *Journal of Marriage and Family*, 66(5), 1300-1316.
- Ho, D. Y. F. (1995). Internalized culture, culturocentrism, and transcendence. *The Counseling Psychologist*, 23(1), 4-24.
- Hofstede, G. (1984). Culture's consequences: International differences in work-related values. Newbury Park, CA: Sage.
- Hofstede, G. H. (1994). Business cultures. UNESCO Courier, 47, 12-16.
- Hofstede, G. H. (2001). Culture's consequences: Comparing values, behaviors, institutions and organizations across nations. Sage.
- Immigrant Women's Association of Manitoba. (2014). www.iwamanitoba.org
- Inal, G. and Ozkan, M.K. (2011). Multilayered Analysis of Turkish Cypriot Female Solicitors Career Trajectory in North London, *Equality Diversity and Inclusion: An International Journal*, 30(6), 510-523.

- Inkson, K. and Myers, B.A. (2003), "The big OE: self-directed travel and career development", *Career Development International*, Vol. 8 No. 4, pp. 170-81. doi: 10.1108/13620430310482544
- Iredale, R. (2005), "Gender immigration policies and accreditation: valuing the skills of professional women migrants", *Geoforum*, 36(2), 155-66.
- Janzen, R., Chapman, M. D., & Watson, J. W. (2012). Integrating Immigrants into the Life of Canadian Urban Christian Congregations: Findings from a National Survey. *Review of religious research*, 53(4), 441-470.
- Javidan, M., Dorfman, P. W., Sully, d. L., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from project GLOBE. *The Academy of Management Perspectives*, 20(1), 67-90.
- Johnson, J.P., Lenartowicz, T. & Apud, S. (2006). Cross-cultural competence international business toward a definition and a model. *Journal of International Business Studies*, 37, 525-543.
- Johnson, W.R., Morrow, P.C., & Johnson, G.J. (2002). An evaluation of a perceived overqualification scale across work settings. *Journal of Psychology*, 136, 425–441.
- Johnston, R., Poulsen, M., & Forrest, J. (2006). Ethnic residential segregation and assimilation in British towns and cities: A comparison of those claiming single and dual ethnic identities. *Migration Letters*, 3(1), 11-30.
- Jokinen, T., Brewster, C. and Suutari, V. (2008). "Career capital during international work experiences: contrasting self-initiated expatriate experiences and assigned

- expatriation". *The International Journal of Human Resource Management*, 19(6), 979-98. doi: 10.1080/09585190802051279
- Jon, A. A., & Hansson, P. H. (2011). At the end of the road on differences between women and men in leadership behavior. *Leadership & Organization Development Journal*, 32(5), 428-441. doi: <http://dx.doi.org/10.1108/01437731111146550>
- Jonsen K, Maznevski ML, and Schneider SC (2011) Diversity and it's not so diverse literature: an international perspective. *International Journal of Cross Cultural Management* 11: 35–62.
- Joshi, A., & Roh, H. (2009). The role of context in work team diversity research: A meta-analytic review. *Academy of Management Journal*, 52(3), 599-627.
- Kaifi, B. A. and Mujtaba, B. G. (2011). Eastern Indian and Afghan Women in Management: A Quantitative Inquiry on their leadership proficiencies and propensities. *International Journal of Business and Management*, 6(3), 3-11.
- Kalleberg, A. L. (2008). "The Mismatched Worker: When People Don't Fit Their Jobs," *The Academy of Management Perspectives*, 22 (1), 24-40.
- Karjalainen, H., & Soparnot, R. (2012). Interpersonal cooperation in multicultural working context. *International Business Research*, 5(6), p73.
- Kelly, J. G. (2006). *On becoming ecological: An expedition into community psychology*. New York: Oxford University Press.
- Kenny, E. J. & Briner, R. B. (2007). Ethnicity and behaviour in organizations: A review of British research. *Journal of Occupational & Organizational Psychology*, 80(3), 437-457.

- Kietzman, K. G., Benjamin, A. E. and Matthias, R. E. (2013). Whose choice? Self-determination and the motivations of paid family and friend caregivers. *Journal of Comparative Family Studies*, 44(4), 519-540,427,431,435.
- Klep, A., Wisse, B., & Van der Flier, H. (2011). Interactive affective sharing versus non-interactive affective sharing in work groups: Comparative effects of group affect on work group performance and dynamics. *European Journal of Social Psychology*, 41(3), 312-323.
- Kovacev, L., & Shute, R. (2004). Acculturation and social support in relation to psychosocial adjustment of adolescent refugees resettled in Australia. *International Journal of Behavioral Development*, 28(3), 259-267.
- Kvale, S. (1996). Interview: An introduction to qualitative research interviewing. London: Sage Publications.
- Kwon, P. (1995). Application of social cognition principles to treatment recommendations for ethnic clients; the case of Asian Americans. *Clinical Psychology Review*, 15, 613 -629.
- Kymlicka, W. (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Oxford: Oxford University Press).
- Kymlicka, W. (1998). *Finding Our Way: Rethinking Ethnocultural Relations in Canada* (Oxford: Oxford University Press 1998).
- Laer, K.V. and Janssens, M. (2011). Ethnic minority professionals' experiences with subtle discrimination in the workplace, *Human Relations*, 64(9), 1203-1227.
- Lee, S. H., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., and Little, T. D. (2008). Self-

- determination and access to the general education curriculum. *The Journal of Special Education*, 42(2), 91-107.
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of counseling psychology*, 47(1), 36.
- Leong, C. (2014). Social markers of acculturation: A new research framework on intercultural adaptation. *International Journal of Intercultural Relations : IJIR*, 38, 120.
- Lerner, M., Menahem, G. and Hisrich, R. D. (2005). Does government matter? the impact of occupational retraining, gender and ethnicity on migrants' incorporation. *Journal of Small Business and Enterprise Development*, 12(2), 192-210.
- Ley, D. and Kobayashi, A. (2005), "Back to Hong Kong return or transnational sojourn?" *Global Networks*, 5(2); 111-127.
- Li, P. S. (2004). Social capital and economic outcomes for immigrants and ethnic minorities (the opportunity and challenge of diversity: A role for social capital?). *Journal of International Migration and Integration*, 5(2), 171-190.
doi:<http://dx.doi.org/10.1007/s12134-004-1008-8>
- Li, X. (2010). "A Comprehensive Look at the Employment Experience of Recent Migrants." *Canadian Immigration: Economic Evidence for a Dynamic Policy Environment*. T. McDonald, E. Ruddick, A. Sweetman and C. Worswick (eds.). Montréal and Kingston. Queen's Policy Studies Series, McGill-Queen's University Press. Zietsma, Danielle. 2007.

- Lobene, R., & Meade, A. W. (2013). The effects of career calling and perceived overqualification on work outcomes for primary and secondary school teachers. *Journal of Career Development, 40*, 508–530.
- Luyten, P. & Blatt, S. J. (2013). Interpersonal relatedness and self-definition in normal and disrupted personality development: Retrospect and prospect. *American Psychologist, 68*(3), 172-183.
- Mahraun, S. (2002), "Highly skilled globetrotters: mapping the international migration of human capital", *R & D Management, 30*(1), pp. 23-31.
- Mancini, D. J. (2010). Building organizational trust in virtual teams. *Journal of Behavioral Studies in Business, 3*, 1–5. Retrieved from Business Source Complete database.
- Manpower. 2006. Talent shortage survey: Global results. Milwaukee: Manpower.
- Martin, K. D., and Hill, R. (2012). Life Satisfaction, Self-Determination, and Consumption Adequacy at the Bottom of the Pyramid. *Journal Of Consumer Research, 38*(6), 1155-1168.
- Masuda, A. D., Poelmans, S. A., Allen, T. D., Spector, P. E., Lapierre, L. M., Cooper, C. L., ... & Moreno-Velazquez, I. (2012). Flexible Work Arrangements Availability and their Relationship with Work-to-Family Conflict, Job Satisfaction, and Turnover Intentions: A Comparison of Three Country Clusters. *Applied psychology, 61*(1), 1-29.
- Maxwell, J. A. (2013). *Applied Social Research Methods Series: Vol. 41. Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage

Publications.

- Maynard, D.C., & Feldman, D.C. (Eds.). (2011). *Underemployment: Psychological, economic, and social challenges*. New York: Springer.
- Maynard, D.C., & Parfyonova, N.M. (2013). Perceived overqualification and withdrawal behaviours: Examining the roles of job attitudes and work values. *Journal of*
- Maynard, D.C., Joseph, T.A., & Maynard, A.M. (2006). Underemployment, job attitudes, and turnover intentions. *Journal of Organizational Behavior*, 27, 509–536.
- Mayrhofer, W., Iellatchitch, A., Meyer, M., Steyrer, J., Schiffinger, M. and Strunk, G. (2004), “Going beyond the individual: some potential contributions from a career field and habitus perspective for global career research and practice”, *Journal of Management Development*, Vol. 23 No. 9, pp. 870-84.
- McEvoy, P., & Richards, D. (2006). A critical realist rationale for using a combination of quantitative and qualitative methods. *Journal of Research in Nursing*, 11(1), 66–78.
- McKee-Ryan, F.M., & Harvey, J. (2011). “I have a job, but...:” A review of underemployment. *Journal of Management*, 37, 962–996.
- Miles, M. B., and Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Minority. (2015). In *Encyclopædia Britannica*. Retrieved October 24, 2015 from <http://www.britannica.com/topic/minority>
- Morgan Consoli, M. L. & Llamas, J. D. (2013). The relationship between Mexican American cultural values and resilience among Mexican American college

students: A mixed methods study. *Journal of Counseling Psychology*. Advance online publication.

Moustakas, C.E. (1990). *Heuristic research: Design Methodology and applications*. Newbury Park: Sage Publications.

Moustakas, C.E. (1990). *Heuristic research: Design Methodology and applications*. Newbury Park: Sage Publications.

Multicultural Canada. (n.d.). Canadian Culture And Ethnic Diversity Retrieved October 8, 2014 from <http://www.multiculturalcanada.ca/Encyclopedia/A-Z/c2>

Multiculturalism: Examining the Politics of Recognition, Princeton, NJ: Princeton University Press, pp. 12_34

Myers, B., & Pringle, J. K. (2005). Self-initiated foreign experience as accelerated development: Influences of gender. *Journal of World Business*, 40(4), 421-431.

Niedenthal, P. M., Setterlund, M. B. & Wherry, M. B. (1992). Possible self-complexity and affective reactions to goal-relevant evaluation. *Journal of Personality & Social Psychology*, 63(1), 5-16.

O'Shea, S., & Stone, C. (2011). Transformations and self-discovery: mature-age women's reflections on returning to university study. *Studies In Continuing Education*, 33(3), 273-288. doi:10.1080/0158037X.2011.565046

O'Reilly III, C.A., Chatman J. and Caldwell, D. F. (1991) "People And Organizational Culture: A Profile Comparison Approach to Assessing Person- Organization Fit," *Academy of Management Journal*, 34(3), 487-516.

Occupational and Organizational Psychology, 86, 435-455.

- Pacific Immigrant Resources Society. (2014). <http://pirs.bc.ca/>
- Palthe, J. (2014). Cross-level cultural congruence: Implications for managing diversity in multinational corporations. *Journal of Diversity Management (Online)*, 9(1), 51-n/a.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Perrone-McGovern, K. M., Wright, S. L., Howell, D. S., & Barnum, E. L. (2014). Contextual Influences on Work and Family Roles: Gender, Culture, and Socioeconomic Factors. *The Career Development Quarterly*, 62(1), 21-28.
- Petsod, D. (2006). *Immigrant integration toolkit*. Sebastopol: Grantmakers Concerned with Immigrants and Refugees [producer and distributor].
- Picot, G., Hou, F. and Coulombe, S. (2007). "Chronic low income and low income dynamics among recent migrants. Ottawa, ON: Statistics Canada (Catalogue No. 11F0019MIE, No. 294).
- Pieterse, A. N., Van Knippenberg, D. & Van Dierendonck, D. (2013) *Academy of Management Journal*. 56(3): 782.
- Pless, N. M. & Maak, T. (2004) Building an inclusive diversity culture: Principles, processes and practice, *Journal of Business Ethics*, 54(2), 129-147.
- Potgieter, F.J. & Van der Walt, J.L., 2008, *Education Theory: Study Guide for EDCC 511*, Faculty of Education Sciences, Potchefstroom.
- Preston, V. Kobayashi, A. and Man, G. (2006). Transnationalism, gender and civic participation, Canadian Case studies of Hong Kong migrants, *Environment and*

Planning A, 38(9); 1633-51.

Pringle, J.K. and Mallon, M. (2003). Challenges for the boundaryless career odyssey,

International Journal of Human Resource Management, 14(5), 839-853.

Qin, D. (2012). Reintegrating Self: Theorizing Women's Self-Transformations in Cross-

Cultural Contexts. *Journal of Internal Women's Studies*, 13(3), 171-183.

Retrieved from

<http://search.proquest.com/docview/1035299758?accountid=14872>

Rafaeli-Mor, E., & Steinberg, J. (2002). Self-complexity and well-being: A review and

research synthesis. *Personality and Social Psychology Review*, 6(1), 31-58.

doi:http://dx.doi.org/10.1207/S15327957PSPR0601_2

Raguz, I. V., Podrug, N., & Kovacic, A. (2014). The challenges of self-initiated

expatriates. Paper presented at the 617-627.

Raguz, I. V., Podrug, N., & Kovačić, A. (2014). The Challenges of Self-Initiated

Expatriates. In *2nd International OFEL Conference on Governance, Management and Entrepreneurship*.

Reilly, A. H., & Karounos, T. J. (2009). Exploring the link between Emotional

Intelligence and cross-cultural leadership effectiveness. *Journal of International Business and Cultural Studies*, 1, 1-13.

Reitz, J. G. (2007) 'Immigrant employment success in Canada, part II: understanding the

decline', *Journal of International Migration and Integration*, 8(1), 37- 62.

Reitz, J. G. (2011) "Taxi Driver Syndrome: Behind-the-scenes immigration changes are

creating new problems on top of old ones." *Literary Review of Canada*, March

2011, Retrieved from <http://reviewcanada.ca/essays/2011/02/01/taxi-driver-syndrome/>

Reitz, J. G. (2012). The distinctiveness of Canadian immigration experience. *Patterns Of Prejudice*, 46(5), 518-538. doi:10.1080/0031322X.2012.718168

Reitz, J. G. & Banerjee, R. (2007). 'Racial inequality, social cohesion, and policy issues in Canada' in Keith Banting, Thomas Courchene and Leslie Seidle (eds), *Belonging? Diversity, Recognition and Shared Citizenship in Canada: The Art of the State*, 3, Montreal: *Institute for Research on Public Policy*, 489-545.

Remennick, L. (2003), "What does integration mean? Social insertion of Russian immigrants in Israel", *Journal of International Migration and Integration*, 3(4), 23-49.

Riana van, D. B., & Plessis, Y. D. (2012). Highly skilled migrant women: A career development framework. *The Journal of Management Development*, 31(2), 142-158. doi:<http://dx.doi.org/10.1108/02621711211199485>

Riana van, D. B., and Plessis, Y. D. (2012). Highly skilled migrant women: A career development framework. *The Journal of Management Development*, 31(2), 142-158. doi:<http://dx.doi.org/10.1108/02621711211199485>

Richardson, J. (2009). Geographic flexibility in academia: a cautionary note. *British Journal of Management*. 20(S1), 160-70. doi: 10.1111/j.1467-8551.2008.00641.x

Richardson, J. & Mallon, M. (2005), "Career interrupted? The case of the self-directed expatriate", *Journal of World Business*, Vol. 40 No. 4, pp. 409-20.

Richardson, J., & Zikic, J. (2007). The darker side of an international academic career.

Career Development International, 12(2), 164–186.

- Robson, M., Schlegelmilch, B., & Bojkowszky, B. (2012). Resource Deployment Stability and Performance in International Research-and-Development Alliances: A Self-Determination Theory Explanation. *Journal of International Marketing*, 20(1), 1-18. doi:10.1509/jim.11.0072
- Rudmin, F.W. (2003). Critical history of the acculturation psychology of assimilation, separation, integration, and marginalization. *Review of General Psychology*, 7, 3–37.
- Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. doi:10.1037/0003-066X.55.1.68
- Ryan, R. M., & Deci, E. L. (2006). Self-Regulations and the Problem of Human Autonomy: Does Psychology Need Choice, Self-Determination, and Will? *Journal of Personality and Social Psychology*, 74(6), 1557-1586. doi: 10.1111/j.1467-6494.2006.00420.x
- Ryan, R. M., LaGuardia, J. G., & Rawsthorne, L. J. (2005). Self-complexity and the authenticity of self-aspects: Effects on well being and resilience to stressful events. *North American Journal of Psychology*, 7(3), 431-448.
- Sam, D.L. and Berry, J.W. (1995). Acculturative stress among young migrants in Norway. *Scandinavian Journal of Psychology*, 36, 10-21.
- Satterwhite, A. K., & Luchner, A. F. (2016). Exploring the relationship among perceived resilience, dependency, and self-criticism: The role of culture and social support.

North American Journal of Psychology, 18(1), 71-84.

- Sayegh, L., & Lasry, J. C. (1993). Immigrants' adaptation in Canada: Assimilation, acculturation, and orthogonal cultural identification. *Canadian Psychology/Psychologie Canadienne*, 34(1), 98.
- Schmitt, N. & Chan, D. (1998). *Personnel Selection: A Theoretical Approach*, Thousand Oaks, CA: SAGE.
- Schrover, M., Van der Leun, J. & Quispel, C. (2007). *Journal of Ethnic & Migration Studies*. 33(4), 529-540, 12. DOI: 10.1080/13691830701265404
- Scottham, K. M. & Dias, R. H. (2010). Acculturative strategies and the psychological adaptation of Brazilian migrants to Japan. *Identity: An International Journal of Theory and Research*, 10(4), 284-303.
- Shaffer, M. A., Kraimer, M. L., Chen, Y., & Bolino, M. C. (2012). Choices, challenges, and career consequences of global work experiences: A review and future agenda. *Journal of Management*, 38(4), 1282-1327.
doi:<http://dx.doi.org/10.1177/0149206312441834>
- Shogren, K. A. (2011). Culture and self-determination: A synthesis of the literature and directions for future research and practice. *Career Development for Exceptional Individuals*, 34, 115-127. doi: 10.1177/0885728811398271
- Shogren, K. A. (2013). A social-ecological analysis of the self-determination literature. *Intellectual and Developmental Disabilities*, 51(6), 496-511. Retrieved from <http://search.proquest.com/docview/1503663389?accountid=14872>
- Silva, C., Dyer, M. and Whitham, L. (2007). *Career Advancement in Corporate Canada:*

- A Focus on Visible Minorities ~ Critical Relationships. *Catalyst, Report*, 2007.
Retrieved from <http://www.catalyst.org/knowledge/career-advancement-corporate-canada-focus-visible-minoritiessurvey-findings>
- Simon, R. J., & Brettell, C. B. (1986). International migration: the female experience.
Retrieved October 27, 2014 from <http://www.popline.org/node/344834>
- Sokolowski, R. (2000). *Introduction to phenomenology*. Cambridge, UK: Cambridge University Press.
- Solomon, A., & Haaga, David A. F. (2003). Reconsideration of self-complexity as a buffer against depression. *Cognitive Therapy and Research* 27(5), 579-591.
- Stahl, G. K., Maznevski, M. L., Voigt, A., & Jonsen, K. (2010). Unraveling the effects of cultural diversity in teams: A meta-analysis of research on multicultural work groups. *Journal of international business studies*, 41(4), 690-709.
- Starks, H. and Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative health research*, 17(10), 1372-1380. doi: 10.1177/1049732307307031
- Statistics Canada. (2007). 2006 Census: Immigration, Citizenship, Language, Mobility and Migration, Retrieved December 4, 2007 from <http://www.statcan.ca/Daily/English/071204/d071204a.htm>
- Stebbleton MJ and Eggerth DE (2012) Returning to our roots immigrant population at work. *Journal of Career Development* 39(1): 3–12.
- Strieter, J., & Weaver, J. (2005). A longitudinal study of the depiction of women in a United States business publication. *Journal of American Academy of Business*,

7(2), 229-235.

Stroh, L. K., Black, J. S., Mendenhall, M. E., and Gregersen, H. B. (2004). *International assignments: An integration of strategy, research, and practice*. CRC Press.

Syed, J. (2008), "Employment prospects for skilled migrants: a relational perspective".

Human Resource Management Review, 18(1), pp. 28-45.

doi:10.1016/j.hrmr.2007.12.001

Szyjka, S. (2012). Understanding research paradigms: Trends in science education

research. *Problems of Education in the 21st Century*, 43110-43118. Retrieved

from <http://www.jbse.webinfo.lt/>

Takeuchi, R. (2010). A critical review of expatriate adjustment research through a

multiple stakeholder view: Progress, Emerging Trends, and Prospects, *Journal of Management*, 36, 1040 – 1064.

Taylor, C. (1994). 'The politics of recognition', in Amy Gutmann (ed.),

Tharenou, P. (2009), "Self-initiated international careers: gender differences and career

outcomes", in Baugh, S.G. and Sullivan, S.E. (Eds), *Maintaining Focus, Energy,*

and Options over the Career, Information Age Publishing, Charlotte, NC, pp. 197-

226.

Tharenou, P. (2010). Women's self initiated expatriation as career option and its ethical

issues. *Journal of Business Ethics*, 95(1), 73-88. doi:10.1007/s10551-009-0348-x

Tharenou, P. and Caulfield, N. (2010). Will I stay or will I go? Explaining repatriation by

self-initiated expatriates. *Academy of Management Journal*, 53(5), 1009-1028.

doi: 10.5465/AMJ.2010.54533183

- Tharmaseelan, N., Inkson, K. and Carr, S.C. (2010), "Migration and career success: testing a time-sequenced model", *Career Development International*, 15(3), pp. 219-38.
- The Canadian Migrant Labour Market in 2006: First Results from Canada's Labour Force Survey. Statistics Canada Catalogue no.71-606-XWE. Ottawa, Ontario. The Migrant Labour Force Analysis Series, no. 1
- Thompson, C. (2007). *Coping behaviors and the psychological and social adaptation of female migrants from English-speaking Caribbean countries*. (Order No. 3249679, Walden University). *ProQuest Dissertations and Theses*, , 101-101.
- Thompson, K.W., Shea, T.H., Sikora, D., Perrewé, P.L., & Ferris, G.R. (2013). Rethinking underemployment and overqualification in organizations: The not so ugly truth. *Business Horizons*, 56, 113–121.
- Thorsteinson, T.J. (2003). Job attitudes of part-time vs. full-time workers: A meta-analytic review. *Journal of Occupational and Organizational Psychology*, 76, 151–177.
- Tolley, E. (2004). National identity and the 'Canadian way': Values, connections and culture. *Canadian Diversity/Diversite Canadienne* 3: 11–15
- Tress, M. (1998), "Welfare state type, labor markets and refugees: a comparison of Jews from the FSU in the USA and Germany", *Ethnic and Racial Studies*, 21(1), 116-137.
- Trickett, E. (2009). Multiple-level community-based culturally situated interventions and community impact: An ecological perspective. *American Journal of Community*

Psychology 34(4): 257–266.

- Trotter, R. (2012). Qualitative research sample design and sample size: Resolving and unresolved issues and inferential imperatives. *Preventive Medicine: An International Journal Devoted to Practice and Theory*, 55, 398-400.
doi:10.1016/j.ypped.2012.07.003
- Van Den Bergh, R., & Du Plessis, Y. (2012). Highly skilled migrant women: a career development framework. *Journal of Management Development*, 31(2), 142-158.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany: State University of New York Press.
- Van Vianen, A.E.M., de Pater, I.E., Kristof-Brown, A.L. and Johnson, E.C. (2004), “Fitting in: surface and deep-level cultural differences and expatriate adjustment”, *Academy of Management Journal*, 47(5), 697-709.
- Vich, M. (2015). The emerging role of mindfulness research in the workplace and its challenges. *Central European Business Review*, 4(3), 35-47.
- Volpe, E.H. and Murphy, W.M. (2011), "Married professional women's career exit: integrating identity and social networks", *Gender in Management: An International Journal*, 26(1), pp. 57-83.
- Wang, P. and Zhu, W. (2011). Mediating role of creative identity in the influence of transformational leadership on creativity: Is there a multilevel effect? *Journal of Leadership and Organizational Studies*, 18(1), 25–39.
doi:10.1177/1548051810368549
- Waters, J. L. (2011). Time and transnationalism: a longitudinal study of immigration,

- endurance and settlement in Canada. *Journal of Ethnic and Migration Studies*, 37(7), 1119-1135.
- Weick, K. (1995). *Sensemaking in organizations*. Thousand Oaks: Sage.
- Weine, S., Muzurovic, N., Kulauzovic, Y., Besic, S., Lezic, A., Mujagic, A., Muzurovic, J., Spahovic, D., Feetham, S., Ware, N., Knafl, K., Pavkovic, I. (2004). "Family consequences of refugee trauma," *Family Process*, 43(2), 147-160.
- Wilkins, R. (2007). The consequences of underemployment for the underemployed. *Journal of Industrial Relations*, 49, 247–275.
- Wolhuter, C. C., Potgieter, F. J., & Van der Walt, J., L. (2012). The capability of national education systems to address ethnic diversity. *Koers*, 77(2), 1-10.
- Xiao, Z. K. & Tsui, A.S. (2007). Where brokers may not work: the culture contingency of social capital, *Administrative Science Quarterly*, 51, 1-31.
- Yakushko O (2010) Stress and coping strategies in the lives of recent immigrants: a grounded theory model. *International Journal for the Advancement of the Counseling* 32(4): 256–73.
- Young, R. A., Valach, L., & Collin, A. (2002). A contextualist explanation of career. *Career choice and development*, 4, 206-252.
- Zeng, Z. (2004). The economic assimilation of Asian immigrants: A longitudinal study. *Department of Sociology, University of Wisconsin-Madison*. Retrieved on December 2, 2014 from <http://www.ssc.wisc.edu/~zzeng/pdf/sestat.pdf>
- Zoogah, D. B. and Abbey, A. (2010). Cross-cultural experience, strategic motivation and employer hiring preference: An exploratory study in an emerging economy.

International Journal of Cross Cultural Management, 10(3), 321–343. doi:

10.1177/1470595810384584

Appendix A: Participant Invitation

I am writing to invite you to take part in a research study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

The purpose of this study is to explore and interpret the pre-migration and post-migration career development and success of highly skilled professional migrant women with special reference to Western Canada.

If you agree to be in this study, you will be asked to:

- For 60 to 90 minutes interview session where questions sent to you prior to the meeting will be asked
- The session will held at a coffee shop, a room at the Public Library, that is conveniently located or preferred by the participant
- The session will be recorded by the researcher and all information transcribed and sent 2 days after the session to the participant's email
- Participants will respond to email to verify and validate the accuracy of the information collected
- The results of the analysis will be shared with no reference to individual's identity with local partners

Your participation in the study is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses to any reports of these data.

If you have questions later, you may contact the researcher via phone, XXX and or email, XXX@waldenu.edu.

If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 001-612-312-1210 Walden University's approval number for this study is 06-26-15-0292176 and it expires on June 25, 2016

If you are interested in participating, respond to this email with your preferred contact details, d availability and a completed consent form attached.

Thank you very much for your time and cooperation.

Sincerely

Evelyn Brisibe

Appendix B: Participant Invitation

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview:

Place

Interviewer: Evelyn Brisibe

Interviewee:

Demographics

Your Country of Origin?

When Did You Migrate to Canada?

What City are You Located?

1. What were your migration experiences – challenges and opportunities?
2. How long did you take to integrate with your family and what were the resources you used to help you?
3. What were the surprising things you found that you wished you knew before migrating to Canada?
4. What was your functional title before you migrated and how many years were you in that role?
5. What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

As a professional ethnic minority woman,

6. What were the opportunities that helped advance your career?
7. As a professional ethnic minority woman, what were the barriers to your career advancement experiences?
8. What were some choices you made to develop your career and why?
9. What are some of the stereotypes you encounter?
10. What are your top five motivators?
11. What is current functional title and how long have you been in this role?
12. Which of the Professional Bodies are you affiliated with? And in what capacity?
13. Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?
14. Who or what is your support system and how has your support system influenced your ability to become a leader?
15. What words of wisdom would you pass on to the next generation of migrant ethnic minority women?
16. What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?
17. Are there any other comments you would like to add?

Appendix C: Email to Non Profit Organizations (CRIEC, CIWA and CCIS)

Hello Organization Rep

As part of my PhD programme, I will be conducting a research study entitled “A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada” within the CCIS.

As part of this study, I am requesting your support in sending on my behalf emails requesting participation from current and past clients, engaged clients (current and past) that wish to participate and thereafter at an agreed venue, date and time, present findings and recommendations at a workshop hosted by CCIS. Individuals’ participation will be voluntary and at their own discretion. I have attached a consent form and a sample email for your reference,

Your organization’s responsibilities include: sending the email request to participate and to organize a workshop to present the findings to selected audience. You reserve the right to withdraw from the study at any time if your circumstances change. I have attached a sample email and the consent form that can be sent to your clients that fit this criteria - Women, single or married between who were between ages 32 to 50 at the time of their migration; while the years of residence in Canada is between 5 and 20 years, from 1995 to date.

Please confirm that you are authorizing/approving my research in this setting and that this plan complies with your organization's policies.

The data collected will remain entirely confidential and may not be provided to anyone outside of my supervising faculty/staff without permission from the Walden University IRB.

Thank you very much for your time and cooperation.

Sincerely

Evelyn Brisibe

Walden University

Appendix D: LinkedIn Invitation

Request for Participants

This researcher is looking for professional women who migrated to Canada from countries in Western Africa and Latin America. Women professionals currently working in companies, providing a particular skill or expertise and who may not necessarily have people reporting to them in their functional role. Women, single or married who were between ages 32 to 50 at the time of their migration; while the years of residence in Canada is between 5 and 20 years, from 1995 to date.

The purpose of this study is to explore and interpret the pre-migration and post-migration career development and advancement of highly skilled professional migrant women with special reference to Western Canada.

For more information, contact Evelyn Brisibe by email, XXX@waldenu.edu

Appendix E: Reply to Potential Participants

Hello Participant

As mentioned to you by your friend/colleague, #####, I am looking for professional women who migrated to Canada from countries in Western Africa and Latin America. Women professionals currently working in companies, providing a particular skill or expertise and who may not necessarily have people reporting to them in their functional role. Women, single or married who were between ages 32 to 50 at the time of their migration; while the years of residence in Canada is between 5 and 20 years, from 1995 to date.

The purpose of this study is to explore and interpret the pre-migration and post-migration career development and advancement of highly skilled professional migrant women with special reference to Western Canada.

If interested, please review and complete the attached Consent Form; send the scanned signed copy to me by email

Yours Sincerely

Evelyn Brisibe

Walden University

Appendix F: Request for Participant's Verification

Hello Participant

Thank you for taking time to participate in my research study. I have attached the transcribed audio of the interview session held today, (Date), for your review, verification, validation and feedback.

If you have any questions, please do not hesitate to contact me,

I look forward to hearing from you

Yours Sincerely

Evelyn Brisibe

WaldenU

Appendix H: Interview Transcripts

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 6 2015

Place: Telephone Interview

Interviewer: Evelyn Brisibe

Participant	#1
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2009
What City is You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	I got a job that transferred me over to Canada, 6.5 years

What were your migration experiences – challenges and opportunities?

Calgary is less developed than the US, I migrated through the US - Philadelphia. Calgary is not as social active as I was used to, things were more expensive than the US, even though with higher Salary, the economics scale, not like a big city, cost of living is higher. Cleaner than anywhere I have ever lived, more safer and comfortable

How long did you take to integrate with your family and what were the resources you used to help you?

No family here, I am Single, I started renting for a bit, August of the same year of arrival, I bought my own place, I integrated 6 months; People at church were good resources, for example, I had someone from the church go with me when I was going to purchase a car, it helped me a lot, as I was able to make good choice and not feel I was being cheated.

What were the surprising things you found that you wished you knew before migrating to Canada?	Calgary was not a city like I had thought, socially, people are reserved, I am an extrovert, would have preferred Toronto, visited Toronto severally. And the pace is more my style. After 6 1/2 years, I can now can say I prefer Calgary
What was your functional title before you migrated and how many years were you in that role?	SAP Functional Analyst, 3 years
What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?	IT/PM Professional, I had 11 years prior to migrating, apart from the 2 years I took off to complete a Masters
What were the opportunities that helped advance your career?	Network of people within my Profession, such as the local Chapter of the Project Management Institute (PMI.org)

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

People tend to have stereotypes such as not expecting you to be as good as you say, so you have work hard to prove that you have the skills; secondly, building your network takes time, however when you do, everything falls into place

What were some choices you made to develop your career and why?

Being active in professional bodies, for example PMI being a smaller chapter in Calgary helped, volunteering at different organizations, in Calgary, a lot of companies tend to volunteer, so participating allows for networking. Why? To have a more social life as Calgary is much a country than city, covers both social and network opportunities'

What are some of the stereotypes you encounter?

People were not expecting you to be as good, asking when/where did you get trained and where you come from originally? These can be upsetting, having an opinion of what they think you when they first see you.

What are your top five motivators?

To make a success out of migrating experience, make it work well; Family, Faith to do better, the joy of working, enjoy what I do, being a PM/IT Professional and Money - Living a Good life, a contributing member of the society, paying taxes. I do appreciate the access to social amenities and it's an honour to be in a system that provides that and will love to be able to do as well.

What is current functional title and how long have you been in this role?

Program Manager, 3 weeks,

At PMI, I am a membership associate, working with volunteers; at ISACA - Information Systems Audit and Control Association, I am a member, I attend events, at SAP, a body dedicated to a Software called SAP produced by a German multinational software corporation that makes enterprise software to manage business operations and customer relation, I am a member and I attend events and regional meetings, sometimes I volunteer.

Which of the Professional Bodies are you affiliated with? And in what capacity?

First group of bosses did influence me, also I saw the profession as a good fit and a fulfilling career. I learnt more about the career by watching the industry as it has evolved and the people around me, I have just finished First half of my career and I can presume that the next half of would look like.

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?

Who or what is your support system and how has your support system influenced your ability to become a leader?

Group of friends around with different career paths who are also immigrant, we share/discuss and do encourage one another, family from afar, as no family lives close by.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Try to be bold and brave, take risks, it will pay off, you have taken the bold step to migrate, believe that it will happen and you do matter

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Look around and see people growing side by side with you, a support system to one another, making success of it as best as we can

Are there any other comments you would like to add?

No.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic
Female Migrant Professionals in Western Canada

Date of Interview: July 13 2015

Place: Face to Face Interview, held in a meeting room of Participant's office

Interviewer: Evelyn Brisibe

Participant	#2
Your Country of Origin?	Mexico
When Did You Migrate to Canada	2010
What City are You Located?	Calgary

What motivated you to migrate to Canada and how long have you been in Western Canada?

Safety - Younger brother and husband were kidnapped in Mexico and did not want that to happen to my son. So applied for the permanent residency, The Mexican culture, people discriminated against physical appearance and economic strata. Did not have issues, however did not like people close to be treated others, every one to themselves, perception is that Latin America have a close nit family relationship however that is not so, if you are not part of the family , you are an outsider. If you do not have white skin or a catholic member, you will not be hired for a job after school. 5 years

What were your migration experiences – challenges and opportunities?

Challenges - Language Skills, getting driver's license, registering son at school, getting my first job - I did not know I needed to change my resume every time I applied for a job, having a cover letter and sending thank you note after the interview, this is strange as it is not a common practice in Mexico. The interview structure - behaviour questions, highlighting your achievements was strange as in Mexico you are not supposed to highlight. Opportunities - I was very lucky, I got my first job at TransCanada, this is because of my participation in the mentoring programme with Calgary Region Immigrant Employment Council - CRIEC - a mentor showed me things to do and improve, networking opportunities, a few months later my mentor offered me a job without the rigor of an interview. Told me liked my performance and getting to know me more shared I will be a good fit in his team.

Very quickly, probably because we were looking forward to this change, wanted to leave Mexico, it was easy for the three of us, you husband and son, husband attend a course at Calgary Catholic Immigrant Society - CCIS, a very good course and he was able to get a job right after the training in the Oil and Gas sector. I took a 2-week course at a CCIS, however my experience was not good, it was waste of time. The instructor was originally from China and was always referencing the difference, age different feedback to make resume better however never checked the individual resumes for feedback. It was more focused on her experience and the difference between China and Canada, did not like the course.

How long did you take to integrate with your family and what were the resources you used to help you?

What were the surprising things you found that you wished you knew before migrating to Canada?	Appropriate clothing for the weather. Not knowing what car to buy - automatic or standard, we were told to buy standard car as it would be better to drive in winter, however regret that decision.
What was your functional title before you migrated and how many years were you in that role?	IT Security Consultant, 10 years. However before coming to Canada was a stay home mum for 10 years
What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?	Information Technology , 14 years of professional experience prior to migrating to Canada
What were the opportunities that helped advance your career?	CRIEC - the mentoring programme and the mentor I had

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

Language skills, but I am still working on it, not having a good supervisor in my current position, hoping to have another supervisor. Challenging but it will be rewarding later on. In Mexico, I always reported to executive leadership, my first job in Canada, I have reported to a manager and contacts to Directors. Competency and Leadership style of Manager not compatible with me and its a challenge.

What were some choices you made to develop your career and why?

Working on my language skills and working on Business Process Management certificate. Not being a native speaker, I have been able to communicate with people to get proper feedback, as not every native speaker is an effective speaker nor are they able to build good working relationship. The better I speak, the better I am able to explain my ideas and to relate to people

What are some of the stereotypes you encounter? Except my friends' comments about punctuality and the Mexican culture, nothing so far.

What are your top five motivators? Getting ready for the next steps in your career - knowledge areas, learning interpersonal relationships, meaningful and challenging job, keeping myself busy, I love to learn about company and the Utility industry, I have taken RIEKI courses, baking, learning about different cultures, I Mexico, we are Mexicans with few German, French and Chinese, interesting to learn about different cultures in Canada, very interesting to me

What is current functional title and how long have you been in this role? Controls & Compliance Analyst, 6 months

Which of the Professional Bodies are you affiliated with? And in what capacity? None

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?

Did not want to continue to work in IT, wanted to try something different and I have the skills for this role, and I will be a good fit, the company is in the energy sector and the corporate structure and thought would be a great place to work. Looking for a company in an energy sector with a good reputation and working environment, checked on Google to find comments on social media- good and bad, found good comments about the organization I work for

Who or what is your support system and how has your support system influenced your ability to become a leader?

Right now, none

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Be competent, trust yourself, get involved and ask questions, I did not feel confident at the beginning. Be confident, trust yourself, and very important to get involved. I have been volunteering at Alberta Health Services - Friendly Visitor, visits the Seniors, called "Clients" and I have 3 clients. Help you to know the Canadian culture

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

That I have made a positive impact in my current and past employers, the leaders noticed I made positive impact on their teams and I am proud of that as a visible minority. My 2nd manager from in past employer, said others did my role and they did not do what I did, and he said I have done a very good job and I am very happy for that feedback. As an accomplishment, being able to help one of my clients at AHS, she was depressed, did not trust she, and me, which was normal and for a few months she was no longer depressed trusted me. I helped organize her stuff and get rid of stuff as she was moving to a Seniors' facility. I was glad I was able to help her.

Are there any other comments you would like to add?

I was looking forward to coming to Canada and I have enjoyed my time here even with challenges of courses, but I have been enjoying it very much and I will do it again.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 18 2015

Place: Face to Face Interview, held in a Coffee Shop - Starbucks

Interviewer: Evelyn Brisibe

Participant #3

Your Country of Origin? Nigeria

When Did You Migrate to Canada 2006

What City are You Located? Calgary

What motivated you to migrate to Canada and how long have you been in Western Canada?

Give children better options, we had friends leaving in Canada who had migrated prior, and they said Canada was better, we did our own research and came to the same conclusion. Since 2006

What were your migration experiences – challenges and opportunities?

Challenges were that I had no help as back home in Nigeria I had access to a driver a maid to help, secondly, community support I was used to, third was the challenge of looking for a job. Opportunities, the flip side of the challenges, my children were able to bond better as there was no intermediary and we were able to bind better, also learning a different culture, new ways of doing things and seeing things. Job side was an opportunity to work in a different country and see how others do things and the fourth, it was the opportunity to start afresh.

How long did you take to integrate with your family and what were the resources you used to help you?

I am sure we are still integrating into the society, the school system helped a lot, they were able to start school same month, for me I had the resources a friend who had been here and she introduced me to other ladies and we kind of help each other out. Another resource was the church and fellowshiping with 6 other ladies.

What were the surprising things you found that you wished you knew before migrating to Canada?

One of the surprising was the salary, they did not pay as much as were I was coming from. Another thing was the request for Canadian experience before being employed, the weather was strange to us, another thing was the surprising is the credit card thing, used to pay cash and when you wanted to pay cash, the system made it difficult for you to pay cash.

What was your functional title before you migrated and how many years were you in that role?

Human Resources Business Partner, I was in that role for 4 years before we migrated.

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

I had 2 - HR and Supply Chain, about 17 years of experience prior to relocating

What were the opportunities that helped advance your career?

Because I had worked in multinational company back home in Nigeria, and then able to work same company here helped, being willing to accept change, knowing it was not going to be the same as where I was coming from, being open and flexible

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

One of it was not having a Canadian experience, another one was nuances' of how they work here, example I attended a meeting and people kept discussing their personal stuff and I was perturbed, and one of the ladies said that Canadians love "fluff" and whenever the meeting will start, it will start. I am still trying to learn that though. Another barrier was being too experienced for the role and people - colleagues and managers saw you was a threat.

What were some choices you made to develop your career and why?

One was to go back to Supply chain , I had left that path to coming to Canada, I took the path as that was what was available, I already had a certificate in that line, I went back to school.

What are some of the stereotypes you encounter?

People of color, the first thing is that there is perception that you do not have the experience and skills required for the role or the workplace, outside of the workplace, they are surprised that you own a house and not renting, and I encountered this perception a few times. IN that same line, when they ask where your children go to school and you say private, they are quite surprised as they do not expect you will have such finances to do that.

What are your top five motivators?

Self Satisfaction is one, Family - I will narrow it to my husband and children, most ensuring that they balance, some I many not be able to influence, however do as much as I can, financial stability, my faith, Being healthy, all around not just physical, being whole

What is current functional title and how long have you been in this role? Contract Management Specialist and have been in the role for about 3 months

Which of the Professional Bodies are you affiliated with? And in what capacity? Chartered Institute of Procurement and Supply (CIPS) - as a member and SCMP- Supply Chain Management Professional and a member

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? I do not think I decided, I took what was available and also because I already had experience. I connected with someone who I worked with prior to migrating and he actually helped me to get in - incidentally, Shell Canada was not part of the Shell group, and during the integration my experience with the group helped when my resume was presented by him to the recruiting team

Who or what is your support system and how has your support system influenced your ability to become a leader? My main support system has been my family, my greatest cheer leaders, I have a group of 5 of other women, we fellowship and we share and that has helped, and of course my church.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

One big thing, is they should do as much research as you can before you migrate, save a lot of money prior to migrating, have a goal and a plan so you do not take what just come and get stuck, be flexible even though you have a goal and plan, however keep the goal in view. Also know that there are many opportunities like buying franchise. I found that I was stuck because I wanted to get a job and that was not the only way.

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

I had to think this one, off the top of my head I do not think of any reward except for my family, however if I think about it, the reward is the satisfaction is that I did it, prior to coming I did not want to come, I was a bit apprehensive, 2 people encouraged me, my manager then told me if you do not like it you can always come back as your job will be available, 2nd was a manager I supported as HR, he said to me go and see it as an adventure. My manager said that if I do not go there will always be something I would regret, I always remembered that. Not that I have come, I can say I did it and I am able to counsel others with my experiences

Are there any other comments you would like to add?

People should not feel that they cannot retrace their steps, do not feel you are stuck, there are always other opportunities, it might not be easy but it is possible.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 19 2015

Place: Face to Face Interview, held in a Coffee Shop – Tim Horton's

Interviewer: Evelyn Brisibe

Participant	#4
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2006
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	New life for my daughter and I, 9 years
What were your migration experiences – challenges and opportunities?	Initially it was tough and gradually things got better. Getting the type of job I wanted, and the right one. I was able to go to school, retrain and then with that it became easier to get the job I wanted

How long did you take to integrate with your family and what were the resources you used to help you? 3 months to integrate, friends, grant from the government and my supervisor at my first workplace, she was very supportive

What were the surprising things you found that you wished you knew before migrating to Canada? That you had to start from zero level,

What was your functional title before you migrated and how many years were you in that role? Head of Procurement, 10 years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada? Supply Chain Management, 10 years

What were the opportunities that helped advance your career? Previous experiences prior to migration, oil and gas experience

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?	Sometimes you are working with a man in similar role and he gets paid better than you, as a woman and single mother juggle childcare and work.
What were some choices you made to develop your career and why?	Going back to school and taking 2 certification courses and because I wanted to advance my career and be a specialist in my field.
What are some of the stereotypes you encounter?	None
What are your top five motivators?	Life's challenges, responsibilities, goals, support from family, Ability to impact society.
What is current functional title and how long have you been in this role?	Senior Contract Specialist and 2 years
Which of the Professional Bodies are you affiliated with? And in what capacity?	PMI Certified Professional Member , SCMA - Supply Chain Management Association - Certified Professional Member, IACCM - Member

<p>Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?</p>	<p>Because I love it, I started in IT and with a background in IT, it was easy for me to apply my IT skills in Supply Chain Management, I saw it as an advantage with my IT background</p>
<p>Who or what is your support system and how has your support system influenced your ability to become a leader?</p>	<p>My community (friends and church), my directors at work</p>
<p>What words of wisdom would you pass on to the next generation of migrant ethnic minority women?</p>	<p>Be open minded, which is huge, be willing to learn and taking risks</p>
<p>What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?</p>	<p>Support from senior management, financial remuneration,</p>
<p>Are there any other comments you would like to add?</p>	<p>It has been a rewarding experience relocating to Canada</p>

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 20 2015

Place: Face to Face Interview, held in a Coffee Shop – Starbucks

Interviewer: Evelyn Brisibe

ID	5
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2007
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	My husband moved and said the whole family should move , since 2007

What were your migration experiences – challenges and opportunities?

Its been challenging, outside the workplace, there is nothing wrong with the culture. My greatest challenge has been in the workplace. Being able to utilize your skillset and be acknowledgment, here in the workplace, if you have a skillset, its better to hide it as those who do they grow faster. Because you are seen as a threat when you utilize your skillset. Also in the workplace, I have opportunities where people who recognize my skillset and they challenge. When I came to Canada, I was told I will not be able to get a good job, however when I got here my very first job was a design engineer, even though it lasted a month, do not come with the mindset that you will start from ground zero

How long did you take to integrate with your family and what were the resources you used to help you?	I do not think it took that long, we came in bought a house, I started working the week I came, I found out that in terms of family, my children had a good start, they have good daycare, and I was able to get settled fast. There are other things I am finding out now that may have helped when I migrated.
What were the surprising things you found that you wished you knew before migrating to Canada?	The workplace culture, I thought Canada was like America, as I had lived in America, and they encourage you to apply skillsets. I am reading a book about foreigners working in Canada and it seems it is a culture thing to be threatened by skill sets of someone else.
What was your functional title before you migrated and how many years were you in that role?	I was a Project Engineer, 5 years, I did take a break before to do my Masters moved to South Korea and I was a Process Engineer

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Engineer, 7 Years

What were the opportunities that helped advance your career?

I think my educational background, my work experiences, currently moved to another profession however still deal with Engineering Systems and my prior engineering experiences helped.

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

Coming in as an Engineer and getting to the engineering field, the body that regulates the profession gave me a list of exams and I was not ready to go back to school, it was difficult there as they discredited my engineering experiences prior migrating and I was not ready to start from scratch. However it is better now and I can go back and just fill some forms.

What were some choices you made to develop your career and why?

When I came in, the IT industry was booming, there was the down turn in O&G and they were looking for engineers and I found out that the my background in engineering enabled me to move into the iT sphere. Some of other things I did, I took some certification exams to make me become an expert n my field and I took some international professional exams because they recognize your previous experiences.

What are some of the stereotypes you encounter?

You have to have worked in Canadian company and have Canadian experience, and my question is how do you get that if you have never worked for a Canadian company

What are your top five motivators?

God - I have someone watching over me and encouraging me even when things seem tough, my family, the fact I know others coming will need my testimony to help them pave the way, my value in life is what helps me to what is right despite the situation, I think it is hard to give up and quit even in the midst of the challenges, I am learning the hard way and learning to survive even in a different culture, the willingness to succeed despite the odds

What is current functional title and how long have you been in this role?

IM Business Analyst, I have been in this role for 2 years

Which of the Professional Bodies are you affiliated with? And in what capacity?

In my current, I am associated - PMP with PMI and ARMA - Records Management - Professional Member , AIM - Professional Member

<p>Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?</p>	<p>After I lost my job within a month, the role I felt I could do without issues was a project coordinator, working with PM company, overseeing large projects helping them put a system in place to manage the project. So when I saw a related a job, that could you sue these skills and experiences, I applied</p>
<p>Who or what is your support system and how has your support system influenced your ability to become a leader?</p>	<p>Church community, they reinforce my values that I had when I cam to Canada</p>
<p>What words of wisdom would you pass on to the next generation of migrant ethnic minority women?</p>	<p>Do not let anything get you down, don't let anyone put you down, if you are not comfortable step up, do not do what you are not comfortable with it</p>
<p>What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?</p>	<p>Helping others</p>

**Are there any other comments
you would like to add?**

Build a network to increase your sphere of influence, its hard to be a lone, those who reach out to support groups succeed.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 21 2015

Place: Face to Face Interview, held in Participant's Office

Interviewer: Evelyn Brisibe

Participant	#6
Your Country of Origin?	Venezuela
When Did You Migrate to Canada	2007
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	I started in Montreal, did Masters Degree in Montreal and 2nd masters in England UK, with the political climate in Venezuela I applied to both countries for permanent residency and Canada responded first. Since 2007

What were your migration experiences – challenges and opportunities?

Skills and Competency required for the requirement for resident permit, I worked in large O& GA company prior to migrating so you thought that it would be easier here, the first year I applied to 50 companies, mainly in O&G industry no response and I started to doubt myself, Canadian experience and all things I thought was lacking. I did not know I had to go immigrant agency, wanted to know why the test you took for English proficiency through the immigration process was not enough and you had to know another. My score was very high, so could not take the English courses and yet did not get a job. Because I was focused on O&G and thought maybe apply to education which is close to my education, since my Master was from a Canadian experience, path was easier yet difficult, I was a corporate training manager, it look like I was going back, I did not mind, that did not work either and no mentorship on how

to do things. So I thought about "survival" jobs, as I was not going to adapt, seeking Canadian experience - worked in stores and restaurant. 3 years later, a former boss that migrated told me the different resources available to get me integrated, and I attended, and it was then I realized that I have been doing it wrong, Then I had many options, no purpose or goal on how to better break in professionally. I was told that people do not like minority ethnic women as we have an accent. The one day through my daughter I had 2 opportunity and finally go MRU. What is common sense is not common sense here, I learnt that common sense is natural and what I learnt through these experiences paid of.

Whatever you do, do it well, you never have a 2nd chance to make a first impression, the initial jobs I did gave me some good experiences, I see it as an "ego soaking approach", an opportunity to learn from

scratch, you do not stop learning

How long did you take to integrate with your family and what were the resources you used to help you?

I was introduced in agencies that helped, my daughter was fortunate and was able to get a job, my son lives in Ontario doing his Masters. They had their support systems at work and school, I on the other hand I had to start from scratch, through their experiences I also learned.

What were the surprising things you found that you wished you knew before migrating to Canada?	NOCs - Competency and English Proficiency Assessments, these are not centralized and not accessible by employers, I thought I was for that purpose to be able to integrate easily. I was surprised I had to take another placement tests to either take another course or get a job immediately. I thought I will never be able to come, as I got response from Canada 5 years after I had applied. I never knew you had to have certification before coming and that you need to belong to one, I thought my educational background would be an advantage, I applied to Alberta HR, I passed the exams now getting background information to be a practitioner. I never knew about this information or where I could go to look for it.
What was your functional title before you migrated and how many years were you in that	Corporate Training Manager - Venezuelan Industry - PVDSA, 3 years in the role and 12 years with the organization

role?

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Academia for 32 years

What were the opportunities that helped advance your career?

HRIA - Training, I am a counsellor and I registered with the Canadian Counselling and Psychotherapy Association

More than external barriers were internal barriers, there are many opportunities put there, and you have to believe in yourself. Of course there are required changes, you have to make the changes. Seeing obstacles that are not. My children say age has a lot to do with that, those employers will choose an Original Canadian and these are messages that become part of your thoughts and can be a barrier. That did not stop me, I still applied.

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

I chose to belong HRIA. I was trying to focus on HR and education is my nature, so my thought was to going to HR and then go to training. The 2 opportunities - MRU and Cenovus , the certification in HR gave me a another perspective of things to do. For example I never wanted anything to do with certain parts of HR such as Labour relations, however thought that s I studied that should I not be able to break into training and development, that I will have another choice.

What were some choices you made to develop your career and why?

What are some of the stereotypes you encounter?

I do not know if they were there and if it was me, working in a store, I was the only older person, and I was told I was slow. However the team lead, later understood that I like to do things once correctly. Before I left they wanted to promoted me as I did not fit into the mould. People came to me as they think because of my age, and background, ask me questions or seek help. the team lead perception changed over time as she realized that I like to do things once and correctly.

What are your top five motivators?

Family - children, A flash back, go back in time to see challenges overcome compared to current situation and feel empowered, confident and joy. Exercise, - lot of walking and feel strong and any type of exercise because I feel employers and is a way of draining the negatives, Finding a purpose in everything I do, A question is a motivator as it helps me to quest to find out more, challenges me and its good for me

What is current functional title and how long have you been in this role?	Manager, Academic Innovation, 1 year
Which of the Professional Bodies are you affiliated with? And in what capacity?	HRIA- Practitioner and Canadian Counselling and Psychotherapy Association - Professional Member
Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?	The certification in HR gave me another perspective of things to do. For example I never wanted anything to do with certain parts of HR such as Labour relations, however thought that s I studied that should I not be able to break into training and development, that I will have another choice. Education is the platform of all my studies, as it is a natural choice for me
Who or what is your support system and how has your support system influenced your ability to become a leader?	My family, and some Canadian friends in different industry and profession, they have believed in me all the time, whatever the choice I make, they support me and be with me all the time

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Three things are important - leave prejudice and criticism aside, be open - observe and listen to what is happening around you, third, never feel self pity everything pass and you will adapt easily

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Flashback to the same role in Venezuela with no resources however 140 employees reporting to me, I was able to develop good products beyond expectations. In MRU I have excelled as the experiences with just 2 people in my team we have developed 60 products in a year. People who were skeptics are how convinced that I and my team can truly deliver.

**Are there any other comments
you would like to add?**

Multicultural women support group at the Calgary Immigration Services, made up of women from US and Australia, I was surprised they were there as I expected "foreigners" like me. I shared with them at the only session I attended such as "Faking till you make it". Adaptation has no nationality, everyone experiences it in varied, that is why being flexible helps. Hold off criticisms until you have heard all sides, everyone has something to teach me.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 1, 2015

Place: Face to Face Interview, held in Coffee Shop - Starbucks

Interviewer: Evelyn Brisibe

Participant	#7
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2000
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	My brother in-law encouraged to come here as he has been living here for a long time. Since Feb 2000
What were your migration experiences – challenges and opportunities?	I did not have many challenges as we had a place to stay, with my brother in-law, the greatest challenge was getting a job, there were Govt. programmes, YMCA had a programme, for migrants to learn how to integrate a. Its good place to live , the way of like

How long did you take to integrate with your family and what were the resources you used to help you?

It took us less than a year, YMCA had a programme for migrants to learn how to integrate and family

What were the surprising things you found that you wished you knew before migrating to Canada?

The weather, I didn't realized how cold it would be.

What was your functional title before you migrated and how many years were you in that role?

Accountant, 2 years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Accounting was my profession, 4 years working experience

What were the opportunities that helped advance your career?

YMCA had a programme for migrants to learn how to integrate and had level of education before coming to Canada

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

I found it not too difficult getting jobs, personally did not find it too hard getting a job. My level of education was not understood, and when it was assessed I needed to defend it and they rectified the results of the assessments

What were some choices you made to develop your career and why?

In Nigeria we only had one accounting designation at the time, in Canada, there are many designations. It was suggested by others that I did something else. However I decided to stay with this profession as it was what I already knew. So I decided to go for the CGA as it gave me opportunity to work in any industry

What are some of the stereotypes you encounter?

People were surprised at the fluency of the English I spoke especially when they hear I am a migrant.

What are your top five motivators?

My faith, my family, The fact that I believe in doing my best which comes from my faith, The fact that I am woman, that motivates me to want to do my best, My ethnicity, I feel like I

represent God, Family, women wherever I go

What is current functional title

and how long have you been in Accounting Analyst - 3 years

this role?

Which of the Professional

Bodies are you affiliated with? CPA /CGA - Professional Member

And in what capacity?

Why did you decide on this

Career Choice/path and what

were the strategies for selecting

and defining your current

career path?

Nigeria we only had one designation at the time,

in Canada, there are many designations. It was

suggested by others that I did something else.

However I decided to stay with this profession

as it was what I already knew. So I decided to

go for the CGA as it gave me opportunity to

work in any industry

Who or what is your support system and how has your support system influenced your ability to become a leader?

My family, church family and professional body are my support system. My husband works hard and encourages me to do my best, for my designation, he was my greatest cheer leader, my children to be a good example, church family to encourage to support others, with y professional body providing seminars that presents opportunities to learn to be a leader, all motivated me to be a leader.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Never give up and strive to be best you can be

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Having some level of education speaks a lot and it removes a lot f bias shows I can do something, ability to balance work and home is something I am proud of .

Are there any other comments you would like to add?

I just hope I have been able to contribute something useful to the research study.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 25, 2015

Place: Face to Face Interview, held in Coffee Shop – Tim Hortons

Interviewer: Evelyn Brisibe

Participant	#8
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2006
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	Thinking of better life style opportunity London was to close, Australia too far, and US after 911 was not an option. We opted for Canada, who knew it was far as well. In Canada since 2006

What were your migration experiences – challenges and opportunities?

I first challenge was when we arrived, lack of support system, and age of children entering school was at older than what we had had back home, lack of child care and the lack of recognition of ones professional experience on the job front. The opportunity to living and working international and children's exposure to an alternate culture, a more secure environment, especially safety, better quality of life.

How long did you take to integrate with your family and what were the resources you used to help you?

The truth is that we are still on the journey, in the first 2 years, I thought we had settled, however each time we moved to a new neighbourhood, a child changed school or I changed job. The community - the church family has helped, the colleagues at work and the internet

What were the surprising things you found that you wished you knew before migrating to Canada?

Lack of a support, it hits you as a reality especially when you come to a new place, and the distance between places, even when you meet someone, they are probably 30 minutes away.

The number of hours in school, 2 hours for pre-school , which was 9-11 very awkward hours, the cost the of going to preschool and child care was a real surprise.

What was your functional title before you migrated and how many years were you in that role?

Regional Branch Mg, Assurance Manager for Price Water House Coopers Nigeria and my tile was going to change to senior manager, for Regional Manager role I was 6 years and as Assurance manager I was about 8 - 9 years in that role

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Chartered Accountant, Professional Designation for 10 years, 14 years in total.

What were the opportunities that helped advance your career?

I count this a blessing, Price Water House Cooper rather than loose me, were ready to give me an opportunity when I arrived which helped soften the landing experiences here in Canada with my family

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

Lack of recognition of my designation and experiences, it was implied and despite that credit and debit are the same anywhere in the world. The ignorance of people, when they hear me speak English and they ask me how and where I learnt how to Speak English and this was very prevalent.

What were some choices you made to develop your career and why?

The first choice was to attain a Canadian Chattered designation, at the time it was highest, - CGA, CA, CMA of the 3 was the CA, and since I was in a CA approved company, I chose that as well. However I had to start from the very first module, I did not get any exceptions.

A lot of people recognize or appreciate the quality of education you have, 2 years ago, I was speaking to a colleague, and "stated that it appeared that there are good schools in Nigeria and only came to that because he had had the experience of working with me and another Nigeria. Because of our cultural upbringing we are not vocal and you are seen as not engaging

What are some of the stereotypes you encounter?

Drawn from the Bible as it tells me I am a light, I need to shine and make God proud - My Faith, my family, friends, I have a handful of friends who are very real ("not keeping up with the Joneses)and challenge me, Me - being a better version of me.

What are your top five motivators?

What is current functional title and how long have you been in this role? Currently Upstream Americas Regional Capital and Assets Accounting Manager, 19 months, 2 years in Sept

Which of the Professional Bodies are you affiliated with? And in what capacity?

Institute of Chattered Accountant Alberta,
Canadian Institute of Chartered and CPA (the governing body for all the 3 designations) , I am a member and a mentor for foreign trained professional and for career advancements

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?

I did not change my career path and have remained on it , I have done it for so long and I have had the opportunity to learn new things through different roles and opportunities

Who or what is your support system and how has your support system influenced your ability to become a leader?

My faith, My family and friends and colleagues and bosses at work, I have always been a leader, and they have supported me to remain a leader through opportunities given pep talks and telling talks, - encouraging me that I can do it . I have a cross section of mentors who have been part of that support system and have encouraged me.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Because I believe in God, I will say Pray, Faith in God, do your research, do not get swayed by what you hear or see others do. Be very careful the company you keep. Do not be afraid to cut people off, being a migrant, especially coming from Collectivist culture like those found in African or Latin American countries, never lose sight of your dreams work towards it, sometimes you feel stuck, there are times you may need to step back in order to move forward as it sets you up to moving forward better

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Being a source of inspiration to others, and it goes a long way, "when I talk to people, I am able to talk to them from an insider perspective", sharing my experiences and being able to empathize, and the how wonderful we the minorities are.

**Are there any other comments
you would like to add?**

I get miffed that a country that is opening their doors to highlight qualified migrants and when they come they are given crap. Trying to fix the "migrants", as it's a system challenge, it needs to change. Hopefully this study and similar ones will help the conversation to come with sustainable solutions not for just migrant women abut migrants generally.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 31, 2015

Place: Telephone Interview

Interviewer: Evelyn Brisibe

Participant	#9
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2004
What City are You Located?	Saskatoon
What motivated you to migrate to Canada and how long have you been in Western Canada?	My husband came here first and I came to join him, Jan 2004
What were your migration experiences – challenges and opportunities?	The biggest one was that I do not speak English, they keep asking me to repeat myself, my accent was something I had to work on, and the weather, The opportunities were minimal, getting a job was not easy, I work with Nigerian community - making hair for little children and mending clothes

How long did you take to integrate with your family and what were the resources you used to help you?

The Nigerian community was very small, there were a lot of communal effort to help us to settle down and it took me about 2 years to settle down to know what I was doing and that was when I went back to school.

What were the surprising things you found that you wished you knew before migrating to Canada?

Well I wish I knew how the labour market worked, like getting Canadian experience - schooling and getting a job and I wish I knew how cold it was going to be

What was your functional title before you migrated and how many years were you in that role?

I was an office manager before I migrated, I was in that role for 2 and half years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Business Administrator, my years of experience was 2.5 years

What were the opportunities that helped advance your career?	Going back to school and totally changed my profession, it gave me a degree in another profession and opportunity that I got when I relocated here.
As a professional ethnic minority woman, what were the barriers to your career advancement experiences?	The number one barrier was the language, not just English, getting to understand the culture and knowing how to relate to people the Canadian way I had to make a choice to start afresh to go back to school, I did that because I wanted to do something different and because of my personality and calling to help and support my community. To make an impact
What were some choices you made to develop your career and why?	
What are some of the stereotypes you encounter?	My last year of Nursing school, I was told that success rate was really low for migrant students and I decided in y heart that I will be one of those that will succeed regardless

What are your top five motivators?	My faith in God has motivated me to succeed, my immediate family, extended family, my personal drive that I wanted to do something, be in a profession that will help me make an impact, The youth at the church as I am a role model, and having them around made me want to succeed
What is current functional title and how long have you been in this role?	Registered Nurse and in this role for 4 years
Which of the Professional Bodies are you affiliated with? And in what capacity?	Canadian Nursing Association and the SK Registered Nursing Association - Professional Member
Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?	Straight out of high school, everyone wanted me to go to Nursing school however youthful exuberance, I choice Bus Admin and when I relocated, I decided to take the nursing. I took first year in general courses, spoke to others who are in the profession, counselling as well, and I was encouraged to go for it'

Who or what is your support system and how has your support system influenced your ability to become a leader?

My husband, because he is a leadership role, he has helped in mentoring me, I have an auntie that is nurse and has helped me, both of them have really helped me in my profession and being a leader in my home, community.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

First know who you are, should know what they are passionate are and good a, and if they are women of faith, seek God first before making any decision. They should know when to ask for help and who to ask for help and sometimes we suffer in silence. You never who is out there that can help you.

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Apart form part of personal feeling of doing what I am suppose to be doing, in the community, as being seen as a contributing professional woman is a good feeling.

Are there any other comments you would like to add?

Wherever we are our race, ethnicity will always stand out, know what God wants you to do and be the best. Do not jump into conclusion and use your ethnicity as an excuse or lenses to interpret others behaviours, Do what you are expected to do and do it at the right time.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: July 30, 2015

Place: Face to Face Interview, held in Coffee Shop – Tim Hortons

Interviewer: Evelyn Brisibe

Participant	#10
Your Country of Origin?	Brazil
When Did You Migrate to Canada	2006
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	Primarily for my son's education, more opportunities, the conditions and economic outcomes of Canada. Looking to have new opportuneness, been here since 2006
What were your migration experiences – challenges and opportunities?	Employment and housing, was very hard to get a job and to finally find a place to call home, I moved 9 times. I build relationships with Canadians, since I migrated, 99% people I know are Canadians, always learning something new

How long did you take to integrate with your family and what were the resources you used to help you?

My son integrated culturally very fast and he made friends at school, for me it took several years. What helped me, was looking for community to relate with and having a positive attitude

What were the surprising things you found that you wished you knew before migrating to Canada?

I did not know it was hard to find a job here in Canada as a migrant so settling here was hard and a higher cost of living

What was your functional title before you migrated and how many years were you in that role?

10 years CEO in Oil & Gas Services, back in Bolivia

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Bachelor Economics, 20 years experience before coming to Canada

What were the opportunities that helped advance your career?

None, I took entry level entry jobs and with hard work got to where I am today

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

Severe labour market, prejudice about oversee qualifications especially when you come from South America, and I was told I needed 5 years Canadian experience and no one wanted to give me the opportunity to get that experience, and also my accent, not sure

What were some choices you made to develop your career and why?

Aside managing the ups and downs, I decided to stay within the entry level jobs and work hard and self trained to help me integrate to the work culture and to better myself. For example learning accounting system and tools, and how to work with people in Canada

What are some of the stereotypes you encounter?

My accent, being a woman and my age I was discriminated against and was not given what matched my skills, experience and qualifications

What are your top five motivators? Not giving up hope, continue to study, change takes time, continue to work hard and I need to support my family

What is current functional title and how long have you been in this role? Business Manager, 2 years

Which of the Professional Bodies are you affiliated with? And in what capacity? No

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? Decided to stay on my career path, demanding and my 2nd job, gave me an opportunity to extend my self as they got to know my background and they knew what I could offer. Initially my boss was challenging, things are better now, I have been with same company for 5 years

Who or what is your support system and how has your support system influenced your ability to become a leader? My family, friends, knowledge values and core beliefs; as I always want to improve myself and help people to achieve their potentials

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Learn well English Language continuing studying and getting right credentials and experience and build right relationships and learn to make changes depend on how you perceive situations, be strong to face extreme challenges. Work hard, be professional and ethical. When you belong to a minority group you have to be better, do not feel unworthy as an ethnic minority woman

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Life's satisfaction

Are there any other comments you would like to add?

As the population increases, the diversity will be more, not only gender but also ethnic with has to be balanced. As organizations will need the skills of the ethnic professional migrant. As harnessing these skills will make the organizations in the future, the leaders of these organizations need to be sensitized to understand cultural diversity and equal rights.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 10, 2015

Place: Face to Face Interview, held in Coffee Shop – Starbucks

Interviewer: Evelyn Brisibe

Participant	#11
Your Country of Origin?	Venezuela
When Did You Migrate to Canada	2007
What City are You Located?	<i>Calgary</i>
What motivated you to migrate to Canada and how long have you been in Western Canada?	My husband and I worked with ExxonMobil, and due to challenges with the Government and Exxon Mobil, we had to relocate. We were transferred to Canada through work permit, it was a big change. Worked for Imperial Oil here which is 70 - 8-% ExxonMobil owner. 2007, 8 years in total

What were your migration experiences – challenges and opportunities?

Since ExxonMobil transferred us, it was easier for us to get settled as they worked with us to get a place to stay . It was a big change and however we had a huge support. Gave me the opportunity to meet other people that had gone to Calgary ahead of us and share their experiences. However there were something's that were still a shock, like the weather. We received a good support, relocation and all the paper work.

How long did you take to integrate with your family and what were the resources you used to help you?

2 to 3 months, we got support from local Catholic School Board to help get our children school, relocation company that helped to locate a home, and getting integrating. At the school, teachers and principal helped and provided with good information. Other families that were transferred like us, we were able to connect since we all had young children and we learnt and shared information about life styles and how to get acquainted to the weather.

What were the surprising things you found that you wished you knew before migrating to Canada?	How to get a family doctor, it was a huge challenge. It took about 4 months to find paediatrician, my younger child had asthma, and at the first winter she was so sick. After many doctors, 4 months later when we got a paediatrician, he was able to treat her properly. it took 1 year for my husband and I to find a family doctor.
What was your functional title before you migrated and how many years were you in that role?	Procurement Advisor/Contract Specialist, 10 years
What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?	Procurement Advisor/Contract Specialist, 10 years
What were the opportunities that helped advance your career?	When I arrive here, because I worked with globally known company. I was able to work for the same company here in Calgary, Imperial

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

I realized that it does not matter if you have several years prior to migrating. I left ExxonMobil/Imperial Oil after a year because my daughter was sick.

After 2 years, when I wanted to get back after my daughter was better, I was credited for 6 months Canadian experience from the 1 year I worked in Imperial here in Canada. I started from the bottom up with my next employer even though I have had several years of experience. My accent was a challenge during phone interviews when looking for a job.

What were some choices you made to develop your career and why?

I have been taken courses such as accent reduction course, because I have an accent. It was an intensive class and frustrating as you are expected to pronunciation of words like a Canadian born. My greatest challenge is that speak fast in Spanish, however when I speak slow my words get and clearer, I have been taking technology related courses such as SAP Super user. I want to better myself

I took these because I wanted to improve myself, I see that my accent as a challenge especially with my current supervisor, as I am discriminated against for my accent. I cannot to go to HR. as I may be stigmatized from future opportunities. I have always had good feedback especially the last 5 years, my current leader, in the past 2 months have given me feedback that does not reflect my competency but because I am not fluent in speaking. I have my Masters and Bachelors from an American University. One person can damage everything you have spent a life time building

What are some of the stereotypes you encounter?

God, my family, mother Theresa, Calcutta, myself, I want to be a good role model, "Malala", the young girl form Pakistan who fearlessly influencing others to make a difference

What are your top five motivators?

What is current functional title and how long have you been in this role? Contract Specialist, 4 months

Which of the Professional

Bodies are you affiliated with? And in what capacity? No

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?

I did an MBA with focus on international business, gave me the opportunity to work cross borders engagements and more I worked the more I got interested in Procurement and Contract Management

Who or what is your support system and how has your support system influenced your ability to become a leader?

My Family - husband and children. My extended family - my parents even though they are far away from me, I can call them and share with them. I pray a lot to God. I do not see myself as a leader, a good leader needs to see others first - my family, community and work. How to help others. My father taught me the value of respect and service to even the lowest ranking person and that is true leadership. Treat others the way you want to be treated.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Be Optimistic, be hardworking, approachable, be open, always see the positive sides in everything, dream and work hard to reach your goal

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Being here alone with no extended family has helped to make us a close-knit family, seeing my children do well in school. We have strong beliefs - being together, work together, being responsible and have fun. The greatest value I want to pass on to my children - being a good person and being excellent in academic. Teaching them they should not stereotype others as everyone has weaknesses, support others to get better. Challenging my children to be better in everything

Are there any other comments you would like to add?

Be positive and be flexible

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 12, 2015

Place: Face to Face Interview, held in a Coffee Shop - Starbucks

Interviewer: Evelyn Brisibe

Participant #12

Your Country of Origin? Venezuela

When Did You Migrate to Canada 2004

What City are You Located? Calgary

What motivated you to migrate to Canada and how long have you been in Western Canada?

Canadian Embassy contacted professionals to apply for the immigration programme, my husband and I thought about it for years then later we applied. Political, economical and social situation was getting very bad and so we applied and have been here since 2004.

What were your migration experiences – challenges and opportunities?

The difference between American and Canadian style of speaking English was a barrier, find where to live, the systems - taxation, transportation and understand parking rules and regulations. Took time for us to understand the system. Habits were challenging, habits that were allowed back home are not here in Canada, family support feeling lonely, sometimes depressed, insecure about staying home alone with my son while my husband worked. Quality of life was better compared to Venezuela. Education is expensive and not easily accessible, back home education was accessible and free.

How long did you take to integrate with your family and what were the resources you used to help you?

Finding friends and getting to know the Canadian system took about 1 year I was in gym, talking into people and building relationships inside the gym, I went to places like CIWA (Calgary Immigrant Women Association), I went there once, to help me an opportunity to get a Canadian experience and this was a huge challenge. I volunteered to be a coach at their Soccer's team, I did a lot of things to help me volunteer and be part of the community. CIWA (Calgary Immigrant Women Association) was not very helpful back then. I joined the community association for Venezuelans and they gave me huge support, showing me where to find assistance. Since education was so expensive, I requested for a student loan. Some Government resources to find answers. I chose to come of my shell to try everything

What were the surprising things you found that you wished you knew before migrating to Canada?

The role of having a Canadian experience, that things are not what they are as sold by the Canadian experience. When I applied to APEGA (Association of Professional Engineers and Geoscientists of Alberta), I was rejected that the University where I was trained was not recognized, that I had to start all over. I wish I knew this before coming.

What was your functional title before you migrated and how many years were you in that role?

Database Administrator, One year in that role

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

IT Professional, 6 years

- What were the opportunities that helped advance your career?** I did not work for 6 years , stayed home with my son, there where no places to place him for day care as they were expensive. I came back to work in 2010. I did a programme - local institute (Tactics for Success) in Calgary for a month, teaching how to do resume and interviewing skills. I was encouraged to work with same company that I had worked with in Schlumberger, and it took me 2 months to get into same company here. I heard the programme has been shut down in Calgary by the Govt.
- As a professional ethnic minority woman, what were the barriers to your career advancement experiences?** Not having an APEGA designation is a barrier, you are only restricted to technologist role not leadership role. Leadership roles seem to be restricted to Canadians who are Caucasian. Regardless of experiences and skills. You do all the work and some one else takes the credit, and that is the way it works.
- What were some choices you made to develop your career and why?** I went out of Engineering path, I was trying to the Business path in order to advance and growth to try to avoid the APPEGA designation requirements.
- What are some of the** My accent and style of speaking English, the way I look they

stereotypes you encounter?	know I am not Canadian.
What are your top five motivators?	Family, hard work, community, faith - personal belief that whatever I am doing I must do it well
What is current functional title and how long have you been in this role?	Drilling Solution (Software) Consultants - 11 months
Which of the Professional Bodies are you affiliated with? And in what capacity?	Society of Petroleum Engineers (SPE) - Member, Canadian Heavy Oil Association (CHOA) - Member, International Institute of Business Analysis (IIBA) - member
Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path?	I am good at what ever I do, however I am building on skills and knowledge that I already have, something that resonates more with me
Who or what is your support system and how has your support system influenced your ability to become a	My brother, being my mentor since he is here in Canada and my husband - Family in general. They mentor and motivate me to want to be better.

leader?

What words of wisdom would you pass on to the next generation of migrant ethnic minority women? They have to be open minded, see opportunities not just want you want, read and know very well what the professional requirements to integrate in Canada and bring a lot of money if you want to survive.

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role? The opportunity my son will have in the future. As I did not have the choices since I was not born here, it is too late for me. My son is my greatest reward that he will have all the opportunities in his life

Are there any other comments you would like to add? NA

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 13, 2015

Place: Face to Face Interview, held in meeting room participant's office

Interviewer: Evelyn Brisibe

Participant #13

Your Country of Origin? Venezuela

When Did You Migrate to Canada 2008

What City are You Located? Calgary

What motivated you to migrate to Canada and how long have you been in Western Canada? Situation in my country was not stable - political, economic and safety issues. Primarily safety. We decided to apply to Canada as Per Resident and it took us 2 years to get the whole process completed.
2008

What were your migration experiences – challenges and opportunities?

The language was the first barrier, my English even though it was good as I took the English Assessment, which rated me as I was rated okay and I was not required to take any additional training in Language. However fear crippled me as I started to doubt myself. I contacted YWCA to join their programme to help me get settled, however had a bad experience with them. I later contacted Calgary Immigrant Women Association (CIWA), and I was given tips and support required to apply for jobs. I was told to be called and recognized as engineer I needed to be a member of Professional Engineers and Geoscientists of Alberta (APEGA). So I started consider a change in career because of these challenges, I had a Supply Chain background and when I applied for related positions I was told I was over qualified I signed up for a diploma in University of Calgary (U of C) and added it to my resume and immediately I was contacted for interviews. However I did not feel comfortable with my speaking abilities so I went to Bow Valley

College and took "English for Academic Purposes".

I gained confidence through the program, I got an award as the best student. And I was told by one of the instructors that I really did not need the training. I started working in Safeway in the bakery section and then moved to another company and then I met someone who worked in Suncor and who put me in contact for interview as a Buyer position. and I got the job right after. It was a rocky start however I learnt a lot from those experiences

1 year with my first job - Public Storage company
and my husband got a job 3 months after we arrived.

**How long did you take to
integrate with your family
and what were the
resources you used to help
you?**

It took me a while with language speaking fears and
cost of day cares. I got some Government funding
and it allowed us to succeed, it was a 6 months
support for Calgary Immigrant day care costs,
Calgary Immigrant Association they provided
advisor to help me with tips on getting job and
CIWA as well.

What were the surprising things you found that you wished you knew before migrating to Canada?

*Language: I thought it was easier to learn English here, there are no intensive programme for intermediate speaking professionals (people that do not qualified for the LINC but not enough to join workforce). It took a lot of paper work to get into Bow Valley and the program only run for 2 sessions each year. When you are not in the Language Instruction for Newcomers to Canada (LINC) program range for English Language Speakers, you are lost and there is no Technical English programs.

*Culture: The culture difference, especially during the application process, the government should provide cultural awareness beforehand (right after application), not when we arrive at the airport. So like taking English courses, Business Etiquette, Resume Development, etc. The resume format and job selection process is so different in Venezuela to what is required in Canada

What was your functional title before you migrated and how many years were you in that role?

Procurement Specialist - 4.5 years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Industrial Engineering, 5 years

What were the opportunities that helped advance your career?

*English Language programme in Bow Valley,

*U of C registration for the Supply Chain Program

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

Communication - Language, the appreciation of an immigrant professional, people perceive that you lack knowledge because your communication skills and you need to prove yourself through your work. I have been proving myself through my work since I arrived in Canada. Cultural alignment was not hard - not difficult to meet and make friends. To advance was a challenge, people with less knowledge and experience are more successful just because they have better communication skills. I am very oriented to networking, as it is very critical in Calgary. I focused on networking the first year I arrived here. That is how I got to company I am in today, it was through a networking event where I met the contact. My husband is different, however he was able to get something. 60% of Venezuelans I have met, says it is through networking they found their jobs

<p>What were some choices you made to develop your career and why?</p>	<p>English Language programme in Bow Valley, and the registration with U of C for the Supply Chain Program, so that I could get employed. I had to ask my self if I was going to be in Supply Chain or Engineering? The Engineering path was too expensive and probably would have to go back to University to take on some courses. I did not have the money, I have a child and my husband and I were both looking for a job. And I realized that since I had Supply Chain experience, taking at least one course to reflect that in my resume would make it easier to find a job. However, in my current role I am slowly going back to my engineering background. It would be something to explore in the future, it will be a difficult choice to make.</p>
<p>What are some of the stereotypes you encounter?</p>	<p>Communication - Language, the appreciation of immigrant professional, people in general think that you lack knowledge.</p>
<p>What are your top five motivators?</p>	<p>Family, success, money, personal development, recognition</p>

What is current functional title and how long have you been in this role? Process Specialist,3 years

Which of the Professional Bodies are you affiliated with? And in what capacity? NA

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? English Language programme in Bow Valley, and the registration with U of C for the Supply Chain Programme, so that I could get employed. Supply Chain was the easier and cheapest path. To be an Engineer here with less than 10 years experience, it is difficult to become certified and it is expensive. It was not an option for me

Who or what is your support system and how has your support system influenced your ability to become a leader? My Self, always challenging myself, my family, as I would like to set a good example for them. I want to be respected, viewed as someone who is successful and a positive influence on others

**What words of wisdom
would you pass on to the
next generation of migrant
ethnic minority women?**

Take all the English courses you can, if you can come with excellent language skills, work on building your communication skills, be open building on how to relate to others. As immigrants we face challenges such as Cultural challenges as everything is different, if you can work on these barriers at least if you prepared for it, it will be easier to get into the labour market faster. Get into web pages on Government of Canada to see videos on life in Canada as it is different. I came from a country that was not safe and I was very guarded at the beginning and it was difficult to trust people in Canada. Maybe if you have the opportunity to come for vacations in order to gain some insights on the culture. Having cultural awareness. The most important thing is communication. For immigrants it takes double the effort to get a job and be successful for they need to struggle as they face all these challenges. be aware that you will make some sacrifice at the beginning, but the rewards are there. My family and I in less than 2 years we gained more

than what we had in Venezuela for 7 years. There are some many tools and opportunities.

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

In Canada you have access to things that were like luxury back in Venezuela such as buying a home and car - quality of life is definitely better. And looking back I see that we made the best decision to migrate to Canada. I am taking care of my family here and back in Venezuela, I must say it has been very rewarding. Health and education is free even though you pay your taxes everything in Venezuela is private so without your money you can not afford health or education. Here I do not need to worry about that. I know that even if I lose my job here, I know my family will still have access to health and education. Here I can be successful, no stress apart from doing a good job and paying my bills

**Are there any other
comments you would like
to add?**

Government needs to work to provide tools to the immigrants beforehand so that they have access to them and no need to struggle after they land. For example advise on how to build a resume and find a job in Canada. They need to market it to prospective applicants, so they have access to this information that provides the key information to resources to help the settlement resources. We had a cousin who did that for us prior to landing and that helped us settled quickly. Not everyone has that support when they land.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 15, 2015

Place: Face to Face Interview, held in meeting room participant's office

Interviewer: Evelyn Brisibe

Participant	#14
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2006
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	We had options of UK, US and Canada, we felt Canada will be safer environment for our family. Since 2006
What were your migration experiences – challenges and opportunities?	The weather - the adjusting to the cold was a big one. My profession, getting my license in Canada. There is a structure in place as long as you pass your licensing exams, it was easier to get a job and with the cold, I had to learn to dress for the weather

How long did you take to integrate with your family and what were the resources you used to help you?

It was easy to settle, we had a house already as my husband came ahead, getting the children into school, had a church, my licensing took a year, so it took us about 18 months to get settled in. We had a friend who helped us, getting a house, a church, there was a bridging programme that I attended for international trained pharmacists - Bredin Institute in Calgary

What were the surprising things you found that you wished you knew before migrating to Canada?

Mosquitoes, I thought I was escaping them in Africa only to find them here, maybe the extreme Cold, I do not think I was prepared for the extreme cold.

What was your functional title before you migrated and how many years were you in that role?

I owned my own Pharmacy, about 10 years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Pharmacist, 18 years

What were the opportunities that helped advance your career?

The bridging programme that I attended for international trained pharmacy - Bredin Institute in Calgary, friends who were already pharmacists here gave me books and resources to help me.

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

Getting a placement for internship, it took a while for people to accept me to be given the opportunity, I had to volunteer before I was given the opportunity to do my internship. Some racial intolerance, not really racism, but people not being patient with internationally trained who were new to the Canadian experience

What were some choices you made to develop your career and why?

I had to offer to volunteer work without being paid, as the Canadian experience was required, I volunteered for 2 weeks and I was being paid there after, with the help of other internationally trained pharmacists, they helped me, trained me on the system and it helped me advance

What are some of the stereotypes you encounter?

Language barrier, the expectation that I did not understand or speak the language which was strange since I was coming from a English speaking country. The so called accent, everyone has an accent, coming from a different place, it took me time for them to understand me or I them because of the accents. Workplace culture, the way things are done, was a bit different from what I have been used, I had to learn that, some expectations, some not said but implied

What are your top five motivators? To be a good example to my children, to keep myself relevant in the profession, financial benefits, requirements of the professional body and personal development

What is current functional title and how long have you been in this role? Continuing Care Pharmacist, 5 years

Which of the Professional Bodies are you affiliated with? And in what capacity? Alberta College of Pharmacist - Member

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? One major thing it was easy for me to stay within my profession and advance my career on this path. For others who did not pass the exams have had to make career changes. Some of my prior experiences also has helped

Who or what is your support system and how has your support system influenced your ability to become a leader?

My relationship with God, Church , my Family - to be a good example to God, my family and church, to be an inspiration to others; , my professional colleagues - we always brainstorm on therapeutic information and solutions to practice challenges, helping to keep abreast of what is happening the profession, as a team leader I need to be able to provide up to date information

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

they should come with an open mind, be ready to learn, the experience in country of origin may not necessarily transfer to here, the practice is different. Be open mind, we are tend to be close minded and not willing to let go of old knowledge to embrace the new and so we create conflicts in our work places.

What are your greatest rewards

as a visible ethnic minority

professional woman in a

leadership role?

The satisfaction of being relevant in the

system,

Are there any other comments

you would like to add?

NA

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 17, 2015

Place: Face to Face Interview, held in Coffee in Starbucks

Interviewer: Evelyn Brisibe

Participant #15

Your Country of Origin? Nigeria

When Did You Migrate to Canada 2003

What City is You Located? Calgary

What motivated you to migrate to Canada and how long have you been in Western Canada? My husband, I just followed, 2003

What were your migration experiences – challenges and opportunities? I could not get a job, back in Nigeria as I was working a computer engineer, I had to go back to take another course Computer GIS, and I did "survival job". And when I graduated, I was able to get a job with this new course that I completed.

How long did you take to integrate with your family and what were the resources you used to help you?

Integrating is relative, it took us a long time to where we were before migrating, and it took a long time. Getting a survival job, our own home, it took 2 years. After this my husband got a job. Support were friends and it was through friend my husband got his first job

What were the surprising things you found that you wished you knew before migrating to Canada?

The weather and the culture, its colder here ad Nigeria is summer most of the year. The Snow was a big shock. The culture, the way we interact with people is different and the work environment is different.

What was your functional title before you migrated and how many years were you in that role?

Computer Engineer for 2 years

What was your profession before migrating to Canada and how many years of professional experiences prior to

Computer Engineering and 4 years

relocating to Canada?

What were the opportunities that helped advance your career? Going back to school, I wanted to specialized, hence I went for the GIS programme at SAIT and one year Internship, and on the job training

As a professional ethnic minority woman, what were the barriers to your career advancement experiences? Since after I attend the school, I did not have the barriers. Prior to that it was more of not having the Canadian Experience was the barrier

What were some choices you made to develop your career and why? Because I was working a general Data coordinator with AHS, I left the job and I went to school full time and after that I was without a job for a year while looking for a job in this new specialized area

What are some of the stereotypes you encounter? Initially it was more like my accent, not believe that we have the same level of experience as what is obtained for international trained professional. They want to know how many years you have been in Canada and if you know the work culture. And attending a programme in a local school did help to change that stereotype

What are your top five motivators? My Family, my colleagues at work, the pay is okay, not have any course as I see the difference prior and now, there is room for improvement - either going deeper in the programme such as professional certification, career and related technology changes, so there is always room for improvement

What is current functional title and how long have you been in this role? Geospatial Data Analyst - Since 2012

Which of the Professional Bodies are you affiliated with? And ESRI - for accreditation programme, not a big body covers this specialized area, however it is an industry recognized accreditation for professionals

in what capacity? who take the exams

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? I love working with data, I wanted to be more specialized, as I knew the job opportunities also would be better. And with my Computer Science degree and data position with AHS both gave me the opportunity and strength to forge in this specialized areas.

Who or what is your support system and how has your support system influenced your ability to become a leader? God and people around me. I always try to surround myself with people that are up there and not people that will pull me down. Relating to how they are committed to family, church, and community and still be able to go back to school. Those I went to school with back in Nigeria has motivated me to want to do better and not remain where I am

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Should not listen to hear say, go to your professional affiliates in Canada, find out from them the requirements such as exams to practice here in Canada. Should not go with second hand information. Going with the popular professions that seem to be selling instead of pursuing what they are already vast or experienced. Do not listen to negative people. Find out the information yourself

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Living comfortably, the environment is more comfortable and for the children, bringing the up in a more comfortable environment than we did.

Are there any other comments you would like to add?

For me, people should read more about what they are coming to do in Canada, get the right information from the right people. For every one's experiences is unique and different

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 18, 2015

Place: Face to Face Interview, held in the Café area in the Participant's office

Interviewer: Evelyn Brisibe

Participant	#16
Your Country of Origin?	Brazil
When Did You Migrate to Canada	2003
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	I was bored and wanted to go somewhere and it is was easier to migrate to Canada than other countries., I arrived at Toronto in 2003 and moved to Calgary in 2006

What were your migration experiences – challenges and opportunities?

I had lived in abroad before I can and I was able to adapt and I already spoke English so I did not have the problem. Its tough making friends with Canadians, most of my social group were migrants like me as they were finding the same problems too. Calgary was a more family oriented place, Toronto would have been a better place to be, as there were more opportunities in Toronto. I decided to have my family here and it was here I fell in love, in Calgary.

How long did you take to integrate with your family and what were the resources you used to help you?

I came on my own and did not have family. Participating in Sports and make friends, at work participating in social events

What were the surprising things you found that you wished you knew before migrating to Canada?

The weather was a surprise, it was bad for my migraines, how the medical system worked, similar to other countries I have lived - Sweden, I would have preferred the US system

What was your functional title before you migrated and how many years were you in that role?

Senior Associate, 3 years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

IT Auditor, 5 years

What were the opportunities that helped advance your career?

Working for the same company prior to migrating helped me and moving to my current Employer. I find that global companies have more opportunities for my migrants to grow, than in the locally owned companies. Learning new tools, getting more specialized in my area, and I am doing Master Certificate

- As a professional ethnic minority woman, what were the barriers to your career advancement experiences?** Language, even though I speak in English, and again the company you work prior to the next one can determine your growth. find that global companies have more opportunities for my migrants to grow, than in the locally owned companies
- What were some choices you made to develop your career and why?** I do a lot of self study, free online classes, I spent time watching videos and webinars on areas of interest, I watch about 40 or more webinars a year. I also have multiple certifications related to my field. I have control of my own time and do not need formal approval and they keep me fresh, as in the IT industry, and male dominated and they perceive women have lower knowledge hence I have to continually prove myself.
- What are some of the stereotypes you encounter?** I never had any stereotype here in Canada as a Brazilian woman and they know a south American woman is emotional and passionate. It was never used to describe me, not that I know. I use it more times for myself as an excuse.
- What are your top five** My spiritual beliefs, family, myself, curiosity, I

motivators? want to learn, money, financial stability

What is current functional title and how long have you been in this role? IT Audit Manager 8 years

Which of the Professional Bodies are you affiliated with? And in what capacity? Institute of Auditors - Member

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? Still the same profession, as it fits with my personality and what I like to do

- Who or what is your support system and how has your support system influenced your ability to become a leader?** My family, I have been luck to have good leaders and do have a life coach. The leaders are open to questions and inquiry I may have, so I have a good communication with them, my family pick me up when I call path. My life coach is bouncing of ideas that I can not share with my boss
- What words of wisdom would you pass on to the next generation of migrant ethnic minority women?** To be grateful, there is a lot of entitlement with this generation, to accept people for who they are, helps with work environment for you will work with different personality within a team. Not having this diversity can be boring
- What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?** I am recognized for what I do, not only by my team but industry wide, it has gotten to where I am from Brazil to Sweden and Canada, having been exposed to other countries. The opportunity came up and I grabbed it.
- Are there any other comments you would like to add?** My greatest my reward, I have been able to grow roots in Canada.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 19, 2015

Place: Face to Face Interview, held in the Coffee Shop – Tim Hortons

Interviewer: Evelyn Brisibe

Participant	#17
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2005
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	Growth, more opportunities, make options available for the children. 2005
What were your migration experiences – challenges and opportunities?	Adapting to the culture and the weather. The work and Canadian culture as well. There were opportunities for career for growth, opportunity to diversity my career or change career. There is no limit to what one could do, depending on one's passion and career goals.

How long did you take to integrate with your family and what were the resources you used to help you?

Possibly upwards of 3 to 5 years, that all entailed my adapting to the work culture, the children's school and being able to adapt as a family integrate. Long time friends, people have I known before coming to Canada and my church community and they were a major help in that regard

What were the surprising things you found that you wished you knew before migrating to Canada?

One was the school system, all the preschool and the Canadian experience you are expected to have before entering the work environment before migrating. That was silly to me as how do you get it? It was somewhat a barrier. There are a few exceptions. I probably will say I was one of the fortunate ones

What was your functional title before you migrated and how many years were you in that role?

Data Management Geoscientist, 2 years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada? Geologist & Data Management Professional, 10 years

What were the opportunities that helped advance your career? My prior professional experiences, my skill set and educational background

As a professional ethnic minority woman, what were the barriers to your career advancement experiences? In some cases, is as if there are some specific roles reserved for Canadians, this is based on my observations. There was no barrier in my development for my technical expertise

What were some choices you made to develop your career and why?	I decided to be accredited in my profession, I signed up with APEGA and I did their exams as I had the qualifying exams. I decided to go to school as I have always wanted to advance a advance degree and coupled with the fact I wanted to be educated in this environment as there are certain things you can pick up such as ethics. As each region of the world has a different education system and I wanted to experience that here
What are some of the stereotypes you encounter?	I did not personally experience such and that could just be an exception
What are your top five motivators?	Job satisfaction, doing something I have passion for, compensation, work life balance, opportunity for growth and the culture of the organization, the kind of people working there and the way the work is structured
What is current functional title and how long have you been in this role?	Geoscience Workflow Analyst, 1 year

Which of the Professional Bodies are you affiliated with? And in what capacity? APEGA - Professional Member; SPE - Member - ; CSPG – Member

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? Its something I love to do and have passion for. I am a data management and an IT background, both the Geologist and Data management background has helped in my current role as it allows me to combine both backgrounds

Who or what is your support system and how has your support system influenced your ability to become a leader? My faith, my husband, my community, both ethnic and church community, and my children all motivate me.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

Have a goal, and equip yourself to be able to function for that goal. Decide what you want to do so you can step into what you want to do. Stay focus and make sure you are equipped to function in that role. Whatever you need to get it , ask questions, do all the investigate ahead, knowledge is power, I will say application of the knowledge is power. Make sure you really apply all the information that you have been able to get. Have a support system, no man is an island.

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

It pays to put in good work, do good work, it does pay off. Do not be discouraged even in the face challenges, I have seen that. I have changed jobs, my new job is quite a progression already. Have experienced another organization prior to this one, I did not give up in trying and I have seen it pay off.

**Are there any other
comments you would like to
add?**

I wish somebody has done a study like this before composing to Canada as I will have been better equipped before coming to Canada. Every bit of information one gets is definitely help. Being aware of the potential challenges one would encounter would have helped one to be prepared. It is possible to grow irrespective of one's background and ethnicity, I have been fortunate that I have, I have been able to grow inspire of this as I have been rewarded for the value I bring to the table.

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 20, 2015

Place: Face to Face Interview, held in the Coffee Shop – Tim Hortons

Interviewer: Evelyn Brisibe

Participant	#18
Your Country of Origin?	Nigeria
When Did You Migrate to Canada	2001
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	Friend of ours had mentioned the permanent residency programme in Canada and how straight forward it was, as well as we wanted an option and better living standards. Since 2001 on and off
What were your migration experiences – challenges and opportunities?	Being alone, and having to start all over again and not being close to family. Not sure the qualifications you were coming with were going to be recognized. The one year mat leave experience was an advantage, I started from scratch and it was a good opportunity

How long did you take to integrate with your family and what were the resources you used to help you? It did not take long, we had come initially on our own and after we arrived, my husband's company moved him to Canada and they supported the relocation

What were the surprising things you found that you wished you knew before migrating to Canada? When we migrated there were not many immigrant from my country of origin at that time. And when met any one , we stopped to exchange pleasantries. I had gotten a degree in Computer science and it became nearly obsolete as technology has changed significantly after I had finished school.

What was your functional title before you migrated and how many years were you in that role? Network Support Analyst, 1 year

What was your profession before migrating to Canada and how many years of professional experiences prior to Information Technology Professional, 1 year

relocating to Canada?

What were the opportunities that helped advance your career?

Initially, I attend 2 programmes - Microsoft Certified Systems Engineer and Certified Novel Analyst

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

Child care was a challenge

What were some choices you made to develop your career and why?

I made choices to bridge the knowledge gap because I did not have much experience coming and felt these programmes will give me an edge. My first job in Canada, was not as IT professional, so I had to do other things before building my career

What are some of the stereotypes you encounter?

The assumption that as an immigrant that you were running away from a bad situation in your country of origin, being an African woman and feel we are submissive and can not take a lead role.

What are your top five motivators?

Good relationships, been given new opportunities, recognition of effort put into work done, setting goals and seeing results, making progress and being stagnant

What is current functional title and how long have you been in this role?

SAP Master Data Analyst, 6 years

Which of the Professional Bodies are you affiliated with? And in what capacity?

None

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? I was given this opportunity, it was a start up group, I was moving from an admin role that I was doing to bridge the gap, and I was given the opportunity to support SAP, a software. I decided to take it, since I had not worked for a while prior to that time, I did not have to educate myself as I was trained on the job.

Who or what is your support system and how has your support system influenced your ability to become a leader? My family, my husband and sister. With my husband we share ideas and my sister has helped me with childcare and which had helped me focus on the job.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women? No opportunity can be wasted, you can learn every opportunity no matter how small. Do not stop trying. If you set a goal for yourself, even if you do not see immediate results keep at it.

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

Having the opportunity to experience and live in place where there are different cultures and having to adapt to the new culture. Living in a country where the resources are available - good schools and social amenities. Even with the education you have he opportunity to branch into other career paths

Are there any other comments you would like to add? NA

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic Female Migrant Professionals in Western Canada

Date of Interview: August 21, 2015

Place: Face to Face Interview, held in a Restaurant, Metropolitan Grill

Interviewer: Evelyn Brisibe

Participant	#19
Your Country of Origin?	Colombia
When Did You Migrate to Canada	2002
What City are You Located?	Calgary
What motivated you to migrate to Canada and how long have you been in Western Canada?	My husband, he wanted a better life for the children and better opportunities, I wanted this as well but he was more motivated than me. 2002

Going through a divorce, one year after we arrived, it was a very difficult divorce. I had to go through settling down on my own with my children in a new country and culture. Opportunities were very limited as my first language was not English. I started studying English both at the local library and at home. We were middle class back in Colombia and I did not want to live below that life style. I refused to take on survival kind of jobs as I moved here for a better life. So I had the opportunity to work with the Latin Community in the Financial services , though it was a low paying job, it helped me to maintain the level of style I had back home

What were your migration experiences – challenges and opportunities?

1 year, public library and ILVARC and volunteer opportunities in my local church. It was clear to me that I was going to learn English, give my children a very good life and be a professional.

How long did you take to integrate with your family and what were the resources you used to help you?

What were the surprising things you found that you wished you knew before migrating to Canada?

The fact that English is not learnt in 6 months as people in my country use to say. It takes years to learn a new language and be proficient. It was surprising how warm Canadians were, very welcoming. I have found more help from the Canadian community than my own Colombian community. This was the biggest surprise

What was your functional title before you migrated and how many years were you in that role?

Engineer, 5 years

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

Agricultural Engineering, 5 years

What were the opportunities that helped advance your career? I attended a programme - Bachelor of Applied Technology and Petroleum Engineering (BAPT) at SAIT. I did it in 1 year. And learning English and networking, meeting the right people - at church and my kid's school.

As a professional ethnic minority woman, what were the barriers to your career advancement experiences? The biggest barrier is that I was not a Petroleum Engineer in Colombia. I studied Petroleum here at SAIT in 2010 so I am new in the industry but I am not very young. At my age being junior is a big barrier.

What were some choices you made to develop your career and why? I was working in Financial services and it was frustrating for me to make a low income knowing I had potential to be an do more. So I went to attend SAIT. I am an achiever, I set goals and I always work to achieve them

What are some of the stereotypes you encounter?

On the first day of school at SAIT, we the students were doing introductions etc... I said I was taking 8 courses because I did not have much time, I am a single mother with 3 kids that were 100% my responsibility. The Academic Chair and the instructors' thought it was impossible to do well in my condition, but I did not give up and was able to finish the 2 year program in 1 and still graduate as the best student.

What are your top five motivators?

My kids- I wanted to give them an example, myself -to prove to myself I could do it, the sense of achievement, status, I was not going to settle for less as the goal I set for myself was to have a better life

What is current functional title and how long have you been in this role?

Area Production Engineer, 4 years

Which of the Professional Bodies are you affiliated with? And in what

APEGA - Professional Member, SPE – Engineer

capacity?

Why did you decide

on this Career

Choice/path and what were the strategies for selecting and defining More opportunities in the Oil industry in Calgary and it was an interesting area. Attending the program and SAIT and then getting a job in that industry

your current career

path?

Who or what is your

support system and

how has your support

system influenced

your ability to

become a leader?

My coworkers, they are always there to answer questions working as a team. Any help I need I know I will find with my colleagues. I have been lucky that way

What words of wisdom would you pass on to the next generation of migrant ethnic minority women? Learn English before coming, this should be the main focus, your success is in a direct relationship to your proficiency in English. Move out of your own community, those from your country of origin, and integrate in the society. Form a network of people in the area you want to develop

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role? My kids have a great education with outstanding opportunities as well as for me In Canada it does not matter how old you are, you always get good opportunities

Are there any other comments you would like to add? NA

Topic: A Phenomenological Study of the Career Advancement Experiences of Ethnic
Female Migrant Professionals in Western Canada

Date of Interview: August 26, 2015

Place: Face to Face Interview, held in a Coffee Shop - Starbucks

Interviewer: Evelyn Brisibe

Participant #20

Your Country of Origin? Nigeria

**When Did You Migrate to
Canada** 2001

**What City are You
Located?** Calgary

What motivated you to migrate to Canada and how long have you been in Western Canada?

Our kids, we were looking at Universities and we wanted to be close to them, secondly, we thought about the UK, and 1999 when my husband visited Calgary and was amazed how friendly the Canadians were. And decided to apply for the Canadian Migration process. We decided to live in Calgary and where we wanted to live and we have been here since 2001. We chose Calgary because of the oil industry because of my husband and I could work anywhere in the country

**What were your
migration experiences –
challenges and
opportunities?**

We came in August 28, and then September 11 incident and the oil industry was affected. My husband could not get a job for a year. We wanted to work in our profession we made up our mind before migrating, it was tough, staying at home when not working and not depending on anything was tough. The opportunities were that I could do exams and practice as a pharmacist, and I was able to take the exams, and it was the same exams with all international professionals apart from the US. It was an opportunity to prove myself. When my husband got a job and he was able to prove himself after a year. I started working as technician to get me introduced to the industry. Immediately we came, our children were able to settle down. Our children have been exposed to international private schools, and they were happy with the public school, the school system is very good and do not need to pay extra for private schools. All their teachers were very supportive for our children. Any child willing, the sky is the limit there was not discriminating in

learning.

How long did you take to integrate with your family and what were the resources you used to help you?

The fact I had to do exams and my husband was looking for a job, I will say integration came when I passed my exams in 2003 and I was able to settle down. I had a group of immigrant professionals that we studied to gather, self help, books, I did not attend any school. The Pharmacists I worked with as a Technician helped me to learn and they believed in me and helped me and accepted me and that really helped.. I was allowed to practice under supervision even in my own profession

What were the surprising things you found that you wished you knew before migrating to Canada?

We have no negative experience, since we have been here, two days after we came we rented a house. We were in a hotel, and a family friend invited to stay in for 6 weeks until we moved into our own house. The Nigerian community was very supportive and they guided us well. Hence we also helped others that have come behind us to help.

What was your functional title before you migrated and how many years were you in that role?

Before we migrated I had worked for 9 years, I was a Manager, most senior Pharmacist in the clinic Area,

What was your profession before migrating to Canada and how many years of professional experiences prior to relocating to Canada?

14 years as a Pharmacist

What were the opportunities that helped advance your career?

The clinical as a pharmacist and the customer service opportunities of my role. I am still advancing and every year I want to get certified in different specialized areas of pharmacy

As a professional ethnic minority woman, what were the barriers to your career advancement experiences?

I have never had barriers and I have not be judged because of my ethnicity. In the medical field, compassionate professionals are appreciated

What were some choices you made to develop your career and why?

I made the choice not to work outside of my profession and I was going to settle down to study. Things change, and now the scope is wider and in-depth. And I getting out licenses and we were tested in these new areas and it was a good way to prove myself, and getting down to study gave me that opportunity. Today there are bridging programmes when I cam back in 2001 there was no such programmes.

What are some of the stereotypes you encounter?

To tell the truth, I have never felt that way, maybe because I did not notice.

What are your top five motivators?

My kids, did not want our children loans, If I did not get to were I was before I migrated, I did not want to live with regret and so I was the motivation to myself to be better, I did not want to be as basic, I wanted to be as good as I was back home, I did not want to fall below that standard, My family motivated to be the best - my husband and children, My friends also motivate me as they are doing well as well,

What is current functional title and how long have you been in this role? Staff Pharmacist, 12 years

Which of the Professional Bodies are you affiliated with? And in what capacity? Alberta College of Pharmacists - Professional Member, Alberta Association of Pharmacists of Alberta RSA - Member

Why did you decide on this Career Choice/path and what were the strategies for selecting and defining your current career path? I did not change my career path as I have always loved being a Pharmacist and what I do. I feel pharmacy in Alberta gives an opportunity to practices what you learnt

Who or what is your support system and how has your support system influenced your ability to become a leader? My family, my friends and co workers, I have a very good relationships, they support me and bring out the best from me. I look forward to going to work.

What words of wisdom would you pass on to the next generation of migrant ethnic minority women?

It is good to walk with people from same ethnic origin as you. Until something prove otherwise, I trust people. Listen and talk to people, do not feel you are better than anyone. Whatever advise you are given, take it to heart, you can always get something good from people. You can get it form the community. It does not have to be in everything of your life, it is the area where you need help, it could be in your professional area. When you come into a new place, look for people and when you ask questions people wall be ready to help. You can learn form their experiences

What are your greatest rewards as a visible ethnic minority professional woman in a leadership role?

I have fulfillment even at my age, and for me, migrating at age 40 and getting to where I am today is huge achievement. With what I have learnt here I can take back home and better help my country of origin. I have expanded my scope of practice. We were trained to do them in Canada and I will not have had the opportunity back home. There is a lot of collaboration with other health professionals, you exchange ideas and it is very rewarding.

**Are there any other
comments you would like
to add?**

I just feel that, as an immigrant, it is important that people are nice to you, everybody should be conscious of others. Other migrants are happy when they see me and feel comfortable with me. They are open as they are comforted that people of similar ethnicity can relate with you. Working with ethnic minority health professionals is always rewarding. You should extend the hand of fellowship to others. All they need from us is the confidence that they can do it, the support and the encouragement.