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# A Study of Women, Their Careers, Mentoring, and the Barriers in Management

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Abstract

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MA, Walden University, 2011

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Dissertation Submitted in Partial Fulfillment

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## Abstract

Women all across the United States who work for public housing authorities greatly desire to have more career advancement opportunities. As the number of women in the workforce and moving into management positions continues to increase yearly, current cross-gender mentorship programs, even if available are often outdated and unresponsive to the demographic change. This study focused on women's careers, mentoring, and the barriers to their career progression. The purpose of this qualitative case study was to explore participant perceptions perception of mentoring and its effects on career advancement for women who work in public housing management to open a deeper dialogue about women and gender bias in management in traditionally male-dominated workplaces. Participants consisted of 10 senior property management managers currently employed in Florida and Georgia public housing authorities. Data collection was accomplished via an open-ended semi-structured interview protocol and recorded to ensure validity and integrity of the interview; NVivo 11 software was used to assist with the coding, categorization, and identification of recurrent patterns. In depth analysis of the coded data further revealed three essential themes of mentoring, professional leadership training programs, and access to those opportunities were critical to career progression but often unavailable or ineffective. The participants revealed that same-gender mentoring relationships were more successful than cross-gender. Participants almost unanimously agreed that mentoring and advance leadership training opportunities are critical to employee career progression for any employee, and particularly to women in male-dominated industries. Increasing the dialogue to develop more comprehensive and available cross-gender mentoring programs could be the catalyst for meeting the challenges of leading in the midst of the changing workforce.

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# Dedication

This is dedicated to my parents, the late Mr. Edward, who recently passed away on 10-21-2018, and Alberta Dennis, who preceded him in death in 1979. Dad, I love you and will always cherish the time I had with you. We lost many years together, but I wouldn't change anything because I am the strong passionate woman that I am today because of your absence. In addition, this is also dedicated to my foster mothers Mrs. Ida Wilson and Mrs. Alison Gray, who stood by me through the years and believed in me no matter what was going on. Your love and compassion saw a purpose in a broken child, and you helped to mend my heart and set me free. The love and devotion have kept me through many of life's storms. I would not have become the great woman and mother I am today if you both had not pushed me to strive to become better. Finally, I dedicate this to the late Dr. Nina Faye Beauchamp, who was an inspiration for me to complete my Ph.D. She was a woman of love, compassion, and dedication to others who were in need. My Aunt Dr. Beauchamp lost her fight with cancer after almost 40 years of chemo. Thank you, aunt Faye, for loving me and giving me the inspiration to be more in life.

# Acknowledgments

I would like to say thank you to God for helping me to stay strong through this long journey with all the hills and valleys to completion. Also, I would like to acknowledge a few people who have been very instrumental in helping me to meet this accomplishment of my doctoral study. To all of my family and friends who encouraged me and pushed me to not give up I thank you for keeping me focused pushing me to stay the course. I would like to thank Dr. Diane Stottlemyer, my dissertation chair, for believing in me and giving me the opportunity to work with her towards completing my dissertation. I was lost and confused, and you gave me a sense of understanding and the desire to keep going with your constant words of encouragement and clarifications. To my additional committee members, Dr. Lisa Barrow, my second member, thank you for accepting to work with me so late in the journey and your advice was very helpful and direct, Dr. Janice Spangenburg, my previous URR, and my current URR, Dr. Barbara Turner, thank you so very much for assisting in my journey to the approval of my dissertation. You are wonderful and your help and guidance is so very appreciated. To my friends and family, I want to say thank you for constantly reminding me that I could do this and pushing me every step of the way. Finally, I want to thank Dr. Sharonica Johnson for being a great dissertation coach for helping me to stay confident in my abilities and to keep going. I couldn't have made it with your tireless efforts to motivate me.

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# Chapter 1: Introduction to the Study

Women in business are the most underused resource in the world (Burke & Davidson, 2011). In all developing countries, women are entering the workplace in increasing numbers (Burke & Davidson, 2011). Organizational leaders looking to become more innovative should include women in their management organizational structure (Shahtalebi & Yarmohammadian, 2012). Not only should women be involved in the organizational structure, they should be mentored to ensure their success.

The relationship between mentoring and organizational success is a positive one, providing benefits to the mentor, the protégé, and the organization (Leck & Orser, 2013). Leck & Orser (2013) noted that an effective mentor challenges a protégé without telling the protégé what to do. Additionally, a good mentor provides both professional and emotional support while building a protégé's confidence and independence. The mentor/mentee partnership includes an element of goal setting; this includes both short term and long-term goals (Leck & Orser, 2013). Mentoring can take on several forms: formal or informal. Furthermore, mentoring relationships can be between supervisor and subordinate, subordinate and superior, or between peers (Leck & Orser, 2013). Mentoring, applied by its graduates for immediate solutions of critical societal challenges, can advance the greater global good. Recent attempts by organizations to expand their mentoring initiatives have also led to the practice of e-mentoring (Panopoulos & Sarri, 2013).

The potential for social implication of my qualitative case study is to expose the deficit of women mentors in the public housing property management and to highlight the positive relationships between mentoring and the organizational advancement of women. Further, my qualitative case study addresses how the lack of workplace mentoring in public housing management presents additional barriers for women in management. In Chapter 1, I introduce my study and explain mentoring research, outline the problem and purpose statement, present background literature, present research questions, and provide a definition of terms in addition to detailing the significance of the study, conceptual framework, assumptions, and limitations of the study.

## Background of the Study

The case for gender equality continues to strengthen as do the expectations of more career advancement opportunities for building equitable organizations for females and males (DeVries, 2015). Considering these expectations, women executives often face intense pressure and gender biases when operating in masculine cultures existing within organizations, and one of the primary impediments to advancement within the workplace is gender bias (Dobrev & Merluzzi, 2015). According to DeVries, (2015), gender bias experiences in unequitable organizations can cause women to have less access to organizational resources designed to help them advance within the organization. This lack of career development within organizations can lead to decreased chances of advancement within firms for women (McDonald & Westphal, 2013). Furthermore, it is thought that mentoring is most effective for women when paired with a woman mentor

(Leck & Orser, 2013). Even though cross-gender mentoring relationships between a male and female exist, these relationships are not as productive as same gender relationships in perpetuating organizational success (Leck & Orser, 2013).

Women often do not receive much-needed emotional support when paired with male mentors (Leck & Orser, 2013). Rather, the nonwomen mentors discussed the technical abilities of their mentees (Leck & Orser, 2013).

Women and first-time minority managers typically do not receive adequate mentoring within typical organizations (McDonald, & Westphal, 2013). In fact, incumbent directors, the overwhelming majority of whom are White males, receive comparatively more mentoring than that of women managers (McDonald & Westphal, 2013). Consequently, women and minority newly appointed directors are disadvantaged because of the little mentoring they receive (McDonald & Westphal, 2013). Corporate boards select their membership from the ranks of executive-level management; therefore, a lack of women in executive management contributes to this disparity (McDonald & Westphal, 2013).

Boards of directorships shape the cultures of organizations and have the potential to influence the industry (Adams & Ferreira, 2008). Employees within these agencies may not feel that the governing body is concerned with their interests (Adams & Ferreira, 2008). The presence of women and minorities has positive effects on the indicators of board effectiveness and functioning with greater board autonomy from operational management (Adams & Ferreira, 2008).

## Problem Statement

Women often face cultural barriers of domesticity and low career advancement (Leck & Orser, 2013). A small number of women mentors within the organization perpetuate the obstacles to obtain career advancement (Leck & Orser, 2013). The specific problem was how women working in public housing management across Georgia and Florida have barriers for career development opportunities due to the lack of mentoring within public housing authorities. Many women managers in public housing authorities never move past becoming a senior property manager, as opposed to their male counterparts. The general business problem was that that more information was needed on mentoring and the career advancement of women who work in public housing in management. The lack of information on the mentoring of women managers in public housing has left a gap in the literature for the potential of mentoring in public housing.

## Purpose of the Study

The purpose of my qualitative case study was to research women working across public housing authorities in Georgia and Florida and how the lack of mentoring within the organizations may place a barrier for women and their career development opportunities. While I had the opportunity to work in the property management field in public housing, many women property managers do not progress past a senior manager. Their male counterparts, however, often move from senior managers to directors and even Chief Executive Officer's. The population for my case study was 10 women who worked for the public housing authorities in these regions as senior property managers.

Women and first-time minority managers typically do not receive adequate mentoring within typical organizations (McDonald & Westphal, 2013). In fact, incumbent directors, the overwhelming majority of whom are White males, receive comparatively more mentoring than that of women managers. Consequently, women and minority newly appointed directors are disadvantaged of the mentoring they receive (McDonald & Westphal, 2013). The implications for positive social change could affect public housing authorities across the United States, giving women managers more opportunities to advance to executive levels within public housing like executive directors of housing management or even the CEO.

## Research Questions

The central research question that guided this qualitative case study was based on my previous work as an assistant property manager in a public housing authority. Senior property managers are given the opportunities to obtain career development to make them eligible for other opportunities within the organization by the organization. Many women assistant managers only advance to the positions of senior property managers and are never given opportunities to obtain career development that will align them with executive level positions.

Research Question: How might the lack of mentoring in public housing authority's management place a barrier for women managers and their career advancement opportunities?

I had to petition the IRB to expand the study from only property managers to women in all capacities of housing authority management. In addition, two of the interview questions were changed to accommodate the changes.

**Interview Questions**

1. What is your management title with the public housing authority?
2. When you began with the public housing organization, what was your title?
3. How many different management titles have you held in public housing management, and what were they?
4. Were there any obstacles you felt that limited your career growth within the organization?
5. Were you offered any career development opportunities that would make you eligible for multiple positions like tax credit, Section 8, public housing, or Rental Assistance Demonstration?
6. Did you have a mentor within the organization who provided you with career guidance and advice?
7. Do you feel that having a mentor within the organization or not having a mentor within the organization is beneficial or not?
8. What recommendations would you give to the public housing authorities in the future that you feel would benefit others with career development and leadership opportunities?

## Conceptual Framework

Allen and Eby's (2007) protégé theory framework was the theory chosen to frame my case study. According to Kram (1983), the mentoring relationship consists of four phases: (a) initiation, (b) cultivation, (c) separation, and (d) redefinition. Effective mentoring only exists when all four of the functions are present in the relationship (Kram, 1983). Allen and Eby (2007) expanded on Kram, (1983) work, adding specific career and psychosocial functions of the mentor like cognitive, affective, and behavioral responses from the protégé and job-related functions such as coaching, sponsoring, providing challenging assignments, exposure, and visibility. Additionally, the protégé framework includes five process paths, including human capital, movement capital, social/political capital and signaling, path-goal clarity, and values clarity (Allen & Eby, 2007). These five process paths directly relate to effective mentoring outcomes (Allen & Eby, 2007). In the current study, I attempted to understand organizational advancement from the perspective of protégé as it pertains to mentorship in public housing management.

## Nature of the Study

The method chosen for my study was a qualitative case study. Bloomberg and Volpe (2012) defined quantitative research as a method to investigate the relationship, cause-effect phenomenon, and conditions. In qualitative research, the main designs are (a) narrative, (b) phenomenological, (c) ethnographic, (d) case study, and (e) grounded theory (Yin, 2013). A case study design was most suitable for my case study because I focused on the actual experiences of women who are senior property managers in public

housing and the barriers they face in management. A single descriptive case study was the most appropriate design for this study because I explored a specific and complex phenomenon within its real-world context (see Yin, 2013). Yin (2013) also explained that case study research stimulates the desire to understand complex social phenomena.

An exploratory case study assists researchers with addressing how or why phenomena occur (Yin, 2013). Case study researchers rely on several sources of evidence such as (a) documents, (b) physical artifacts, (c) archival records, (d) audiovisual materials, (e) interviews, and (f) direct observations to triangulate findings and validate the conclusion (Yin, 2013). The goal of my final case study were to evaluate interviews and surveys about how female managers perceive advancement barriers in the workplace; however, there was no attempt to construct a theory from the findings.

I considered using an ethnography or a phenomenological approach for my research. The phenomenological researcher seeks to explore the meaning of individual lived experience (Marshall & Rossman, 2016). I did not choose the phenomenological design because I did not seek information on lived experiences or use a large sample. An ethnography is appropriate for gaining an understanding of the characteristics of a sociocultural group. I did not choose an ethnography study because I included women of all color and nationalities in my study.

## Definitions

*Career*: Is an explanation of the various jobs an individual has held in their life? (Seems & Sujatha, 2015).

*Career success:* Are the achievements a person has during their life based on personal achievements, or accomplishment's (Seems & Sujatha, 2015).

*Chief executive officer (CEO):* The CEO. oversees the entire operation of a company or organization (Merriam- Webster dictionary 2017).

*Formal mentoring:* Is the process where a mentor is assigned to an employee (Kram, & Ragins, 2007).

*Informal mentoring:* Is the process when a senior member choses to mentor a subordinate employee without the employer assigning them someone (Kram & Ragins, 2007).

*Mentor:* A senior executive who provides career support formally or informally to a subordinate employee (Kram, 1983).

*Mentoring:* Is the process of a senior employee sponsoring a subordinate employee during their career development journey (Allen & Eby, 2007).

*Personal identification:* Is the self-awareness one has about themselves (Waleed, 2011).

*Strength of identification:* Is the strong knowledge someone has of themselves and others from an extended relationship (Waleed, 2011)).

## Assumptions

In conducting my research, assumptions were made during the process. Each participant received an invitation to participate in a one-on-one interview lasting no more than 30 minutes. Using the interview method, I assumed that each participant would

answer the questions truthfully without fear. A second assumption was that all participants understood the meaning of career mentoring and that all participants have experienced some type of career barrier in management. A third assumption was that all participants would answer the survey questions fully and without prejudice. The last assumption was that all participants experienced career barriers while advancing within their organization. My study participants have experienced these career barriers not due to deficient performance and/or failure to take advantage of employer-sponsored advancement programs. Additionally, I assumed that participants in the study are women who have the necessary training and experience to pursue management positions. I assumed that participants do want to become a part of the executive management team and have been diligently pursuing these goals. These assumptions were necessary to answer the research questions and to explore what barriers women face in career advancement within the organization.

## Scope and Delimitations

The scope of my final case study was on the research of mentoring as it pertained to the careers of women. The general problem was that women face cultural barriers of domesticity and low career advancement opportunities in management due to a lack of mentorship. My qualitative case study's population were women in management across Georgia and Florida. Excluded from this study were men because the case study was only about the experiences of women in management. For the same reason, I assumed that women benefit more when mentored by another woman (Leck & Orser, 2013), but this

has yet to be proven. In this study, I focused on the outcomes of low mentorship or cross-gender mentorship and the lived experiences of the participants in property management.

Based on the interview data produced, I presented how gender could be a direct cause of the barriers women experience in career advancement. The feminist framework for this study was appropriate because, despite an increasing number of women executives rising to higher ranks in business, there are still barriers obtaining mentorship with the same-sex mentors, and this, therefore, forces women into cross-gender mentoring relationships in which barriers arise. The transferability of my case study is possible because even though this study was only about women and the barriers they face in advancement, because of gender, it can broaden into other areas dealing with gender and social status. I am interested in the study of mentorship because the research continues to be an issue for not just women but men. Delimitations of this research study included characteristics and behaviors that narrow or restrict the scope of the study (Yin, 2013). I confined the study to women participants who worked in selected public housing authorities in Georgia and Florida.

## Limitations

Limitations are the potential weaknesses of my final case study that may occur are beyond the control of the researcher (Yin, 2013). My case final study was limited because the participants in the study consisted of women from one housing authority area who have not advanced within the organization. I cannot confirm that employees' actions are consistent with responses to interview questions. Another limitation bound by a case

study research design is that behaviors from one instance of one housing authority may not reflect the behavior of the general population. A second limitation was that conclusions were data driven rather than casually made. Lastly, qualitative case studies limit the sensitivity and integrity of the researcher as the primary instrument of data collection and analysis (Yin, 2013). Dependability of this case study showed in the data collection process, the analysis of the data, and the theory construction from the data. I have witnessed career advancement barriers for many women coworkers, have personally experienced barriers to obtaining mentorship, and have constantly experienced barriers to career advancement. To limit bias, I conducted interviews with women of all ages to see if their experiences were similar in obtaining mentorship and advancement in their respective organization. I used convenience sampling, which limited the generalizability of the results

## Significance of the Study

This final qualitative case study is highly significant to organizational development of management. Through this case study, I proposed to fill a gap in the literature on the perception of mentoring and its effects on career advancement for women who work in public housing management. Professional application of my case study opens a deeper dialogue about women and gender bias in management as well as adding to mentoring theories, which seek to expand the reach to women experiences in the workplace. In the end, my study furthers mentor studies and career advancement as it pertains to public housing management and how the lack of mentoring in public housing

authorities hinder career advancement for women managers. The positive social change of my research allows all states and government to continue developing stronger feminist initiatives in the workplace. Promoting gender equality within organizations fosters a wider development of career opportunities for all individuals, no matter their gender, race, religion, or social status.

**Significance to Practice**

In final study I advanced knowledge of gender-based mentoring. For over 60 years, women have dealt with gender being a barrier to career advancement development. Employers may consider this study's results and implement better mentoring opportunities for women, which can advance their careers.

**Significance to Theory**

In this research, I sought to enhance the understanding of gender-based mentoring as it relates to career advancement for women. The theoretical foundation of this qualitative study was the protégé framework. Mentoring relationships produce certain career and psychosocial functions from the mentor, like cognitive, affective, and behavioral responses from the protégé (Allen & Eby, 2007). Deeper studies about women and mentoring are needed to further help bridge the gap between theory and practice, which constitutes a continuous study of mentoring. The goal of this case study was to share participant perceptions on career advancement barriers and gender-based mentoring relationships in male-dominated organizations.

It is only through the direct exposure of gender barriers that the gap in the literature bridge, affecting women who wish to climb to higher ranks within their respective organizations. The potential implication of social change in mentoring and gender is to bridge the gap between men and women in organizations by bringing to research a more thorough look at equal pay for equal work and equality for women of all races.

**Significance to Social Change**

Many times in organizations, women have problems obtaining cross-gender mentorship because of the certain bias, which can hinder advancement. The case for gender equality continues to strengthen as does the expectations of more career advancement opportunities for building equitable organizations for females and males (DeVries, 2015). Considering these expectations, women executives face intense pressure and gender biases when operating in masculine cultures existing within organizations; one of the primary impediments to advancement within the workplace is gender bias (Dobrev & Merluzzi, 2015). DeVries, (2015) stated that gender bias experiences in unequitable organizations cause women to have less access to organizational resources designed to help them advance within the organization.

Furthermore, it is thought that mentoring is most effective for women when paired with a women mentor (Leck & Orser, 2013). Even though cross-gender mentoring relationships between a male and female exist, these relationships are often not as productive as same gender relationships in perpetuating organizational success (Leck &

Orser, 2013). There has not been much research done over the years on mentoring and public housing management mentoring and the effect on career development. Therefore, my case study can add to the literature and further the knowledge in public housing management and the effects of mentoring and career development for women. In this study, I show new developments in career development opportunities available to organizations that assist with career advancement for women. The potential findings of my qualitative case study can lead to a positive social change in public housing and catalyze the development of equal rights and equal pay between men and women, forever breaking the glass ceiling and bringing more career advancement opportunities for women in management.

## Summary and Transition

In summary, I began with a brief introduction to the study and then provided background to the exploration of the topic and stated the problem addressed as well as the purpose of the study. I then described the research question, followed by a brief description of the theoretical framework, defining the theory used for the study. The nature of my case study and the feminist approach was explained, followed by the definitions of terms. I determined a qualitative method to be effective for my study. Using a case study research design is suitable for describing the experiences of the perceived barriers women face in gender-based mentoring relationships and career advancement opportunities. I then addressed the assumptions, scope, delimitations, limitations, significance of the study, and the chapter conclusion 1. In Chapter 2, I

discussed the literature that provided background material and describe the facts surrounding gender-based mentoring and career advancement of women.

# Chapter 2 Literature Review

The specific problem in my final study were how women working in public housing authority management across Georgia and Florida might lack career advancement opportunities due to low mentoring. The general business problem is that more information was needed on mentoring and career advancement of women who work in public housing authority management. The lack of information on the mentoring of managers in public housing has left a gap in the literature for the potential of mentoring in public housing.

Researchers have shown that mentoring relationships are important for all managers (Kram & Ragins, 2007). Kram and Ragins, (2007) also reported on why mentoring relationships are essential for the success of women in organizations. Mentors help women overcome barriers to advancement due to gender (Kram & Ragins, 2007). The gender of the protégé or mentor may influence the skills, resources, and expectations the mentor brings to the relationship (Kram & Ragins, 2007). Despite an increasing rate of women executives rising to higher ranks, there are still barriers for women to collaborate with mentors of the opposite gender, thereby hindering organizational advancement.

Mentoring research supported the existing body of knowledge completed by earlier researchers of mentoring like (Kram & Ragins, 2007). Previous researchers have shown that women and minorities often lack access to mentoring with the same gender; therefore, this barrier to mentoring forces them into cross-gender relationships

(McDonald & Westphal, 2013). The problem with cross gender-based mentoring is that it has many barriers for women who are not able to obtain career advancement opportunities due to an inability to access the advancement based on gender. Chapter 2 includes the literature search strategy, conceptual framework, literature review, and summary.

## Literature Search Strategy

Research databases used included the ABI/INFORM Complete, Academic Search Complete, and Business Source Complete, EBSCO host Premier, Emerald, Google Scholar, ProQuest Central, and Sage. Key terms used in this research included *career development, inequality, mentee, mentor, women's issues*, and *gender.* The scope of my literature review extended from 2015 through 2019. A few older reviews are included to provide the historical background of mentoring for documentation. Researchers have generated peer-viewed articles on mentoring history, theory, and gender. In addition, researchers have considered women's issues that show many barriers women of multiple backgrounds experience. I found mentoring literature in books, dissertations, and journal articles, previously written by pioneers of mentoring research such as Kram & Ragins, (2007), who were pioneers in mentoring research.

Initially, I searched base lines for the study using Google Scholar and Science Direct as well as Galileo. Keywords for the search of related literature were *mentoring, benefits of mentoring, women in workforce, gender and mentoring, women and mentoring, barriers in women's career, hindrance in women's career, women and career*

*development, formal mentoring, informal mentoring, formal mentoring relationships, mentoring effectiveness, career success action learning, action learning coaching, action learning conversations, gender equality, perceived developmental climate, personal identification, strength of identification, social exchange theory, relational structures, communal sharing, authority ranking, equality matching, organizational deviance, discrimination, ethnic, leadership, organization, power, second generation, work organizational identification, job embeddedness, factors of mentoring, personality,* and *human resource management.*

The results of my search for women and mentoring in the professional world yielded few female judges. Six percent of equity partners at the 200 largest law firms are women, and less than 20% of finance industry directors and executives are women (Dworkin, Maurer, & Schipani, 2012). While women hold 60% of bachelor's degrees and make up nearly half of the workforce, they hold only 14% of senior executive positions at Fortune 500 companies, a percentage nearly unchanged in a decade (Dworkin et al., 2012). Only 15% of senior managers and fewer than 3% of CEOs of Fortune 500 companies are women (Dworkin et al., 2012). My resources were limited to peer-reviewed published journal articles, books, and statistical data of gender and career advancement, as well as the benefits and the effects of mentoring and lack of mentors, mostly within the last 5 years, beginning in 2019 however, others, due to their contributions to my study, may exceed the 5-year parameter.

## Conceptual Framework

The conceptual framework of my case study was the protégé framework. The protégé framework states, that the existence of a mentoring relationship can produce certain career and psychosocial functions by the mentor like cognitive, affective, and behavioral responses from the protégé (Allen & Eby, 2007). Career functions such as coaching, sponsoring, providing challenging assignments, and exposure and visibility help the protégé learn and prepare for advancement (Allen & Eby, 2007). Kram, (1983) stated, that these functions are not mutually exclusive, and interaction could combine career and psychosocial functions. There are five processes in the protégé framework: human capital, movement capital, social/political capital, signaling path-goal clarity, and values clarity, which connect mentoring to other outcomes (Allen & Eby, 2007).

The human capital path deals with the knowledge, skills, and abilities that enhance the protégé's job performance and leads to career benefits (Allen & Eby, 2007). A protégé can gain human capital through challenging assignments, coaching, and role modeling provided by the mentor or employer (Allen & Eby, 2007). The movement capital path deals with exposure and visibility of the protégé to propel them to seek new opportunities outside organizations. Social/political capital and the signaling path help the protégé deal with social and political processes in mentoring, which helps the protégé gain legitimacy and exposure (Allen & Eby, 2007). This path comes from the responses of the protégé and ones who make key decisions and organizational outcomes.

The path-goal clarity route to career benefits is the process of clarifying how a protégé can achieve career goals and build self-efficacy and motivation while achieving those goals (Allen & Eby, 2007). The roles in this path are role modeling, acceptance and conformation, counseling, and friendship. Role modeling helps the protégé understand the mentor's attitudes, values, and behaviors that improve work life (Allen & Eby, 2007). Counseling is another psychosocial function that operates in this path and helps the protégé explore personal concerns that undermine self-worth or interfere with productive behavior (Allen & Eby, 2007). Friendship between the mentor and protégé clears a path to one's goal. Friendship arises from social interactions that spawn a mutual liking and understanding as well as enjoyable informational exchanges about work and nonworking experiences (Kram, 1983).

The values clarity path deals with the process of clarifying the status of the protégé's current work life situation and then appropriateness of chosen career and life decisions and whether they satisfy one's needs and preferences (Allen & Eby, 2007). This path is various psychosocial functions, such as role modeling, acceptance and confirmation, counseling, and friendship, and impacts the protégé at a more personal level than professional (Allen & Eby, 2007). Kram, (1983) felt that through role modeling, acceptance and confirmation, counseling, and friendship, the protégé identifies with the mentor and freely explores the meaning and importance of work-life balance and relationships.

Before delving further into the topic of lack of mentoring for women, a discussion of the theories that serve as the basis for the research is necessary. There are several theories that add on to the foundational theory that supports this research. The three associated theories are the theory of planned behavior, similarity attraction, and social exchange theory.

## Mentoring and gender: perception is not reality

More now than ever women are reporting more challenges in the workplace including pay inequity and lack of career advancement (Diehn & Tomey-Welsh, 2018). Research stated that mentoring is a possible cause of the lack of women receiving mentoring opportunities and if they were mentored they would receive greater pay and better career advancement opportunities (Diehn & Tomey-Welsh, 2018). The dilemma is that empirical research has not found evidence that men are mentored more than women, Gender and mentoring is one of the most studied issues in mentoring literature (Diehn, & Tomey-Welsh, 2018). Theory would suggest that women, because of the barriers they face to finding a mentor, would be less likely to have a mentor and receive less mentoring due to tokenism, stereotypes, socialization practices, norms regarding cross-gender relationships and lack of access to networks (Diehn & Tomey-Welsh, 2018). There are several possible reasons why theory and empirical results do not agree (Diehn & Tomey-Welsh, 2018). The barriers to women might exist or might not, women work harder to obtain mentoring relationships, and women receive different mentoring than men (Diehn & Tomey-Welsh, 2018).

## The Relational Expectations of Women Managing Women

Gender equity is still an issue in management. Despite the significant gains of women in workplace participation, women are still paid less and are underrepresented in senior management. There has also not been enough to shatter the glass ceiling (Edwards, Hurst, & Leberman, 2018). Strategies such as role modeling, networking, and sponsorship are ways women support each other's careers in a hierarchical relationship (Edwards et al., 2018). Women place more emphasis on personal relationships with a desire for emotional and social support, and the gender role affects the way women and their women managers interact with each other in the workplace (Edwards et al., 2018). Women managers seek to work under women who are more understanding, nurturing, giving, and forgiving than their male counterparts.

Similarly, women have expectations of their relationships with a woman manager or women employees based on their assumptions (Edwards et al., 2018). My focus was to understand the nature or implications of gender stereotypes in the workplace. Understanding and conflict are expectations expected and rarely discussed by women who manage other women. Organizations seeking to support and empower women as they progress are building a stronger relationship with their women managers based on gender, an area that warrants considerably more academic and organizational investigation and discussion (Edwards et al., 2018). Researchers have suggested further academic and organizational discussion, mutually empowering hierarchical workplace gender equality and practice (Edwards et al., 2018).

**Improving Mentoring Outcomes: Examining Factors Outside the Relationship**

Organizations are beginning to implement mentoring programs because of mentoring research that was has found that mentoring is beneficial for mentees in formal mentoring programs (Dixon & Welsh, 2016). Approximately 70% of Fortune 500 companies now have formal mentoring programs (Dixon & Welsh, 2016). Sometimes formal mentoring programs are not beneficial for mentees so research examining positive antecedents of formal and informal mentoring outcomes (Dixon & Welsh, 2016). There has been much research on the organization of mentee, mentor programs, and the relationship outcomes but very little on the factors considering the mentoring relationship.

A limited number of studies have been found where mentoring outcomes differ depending upon the overall context and suggest future research to examine a greater range of organizational factors and explore the perceptions of organization level support and satisfaction with that support (Dixon & Welsh, 2016). Mentees who are satisfied with the support they receive likely receive high-levels of organizational support or have expectations that align with the support provided (Dixon & Welsh, 2016). This study extended the findings and proposed that organizations differ in terms of their mentees satisfaction with support (Dixon & Welsh, 2016).

In a previous study research was examined on mentoring associated with skill development, supervisory mentoring with employee engagement little has been studied on the importance of organizational level to maximize development and engagement

(Dixon & Welsh, 2016). Considering this, antecedents were chosen that theories suggest should be related to development and engagement on the organizational level (Dixon & Welsh, 2016)

## Changing the Lens: Viewing the Mentoring Relationship

The mentoring process for the concept, direction, implementation and improvement parallels the leadership research with a desire to find the trait, the behavior, or the process to isolate and explain the mentoring relationship (Helms, Rose, & Rutti, 2013). To expand the literature and enhance understanding of the mentoring process, this research proposes viewing the mentoring relationship in terms of Fiske's (1991) view social exchange theory (Kram & Ragins, 2007). The mentoring relationship is a set of exchanges between a dyadic pair; as such social exchange provides an excellent foundation for further theory development (Kram & Ragins, 2007). In previous studies, mentoring was said to be an agreed upon relationship between an older more experienced person (the mentor) and a younger less experienced person (protégé) (Kram, 1983). The general meaning has remained the same and research has provided and expanded view as a nurturing person who sponsors, encourages, counsels, a less experienced person. (Kram & Ragins, 2007).

To better understand the proposed mentoring model a basic review of the various functions is presented and identified (Kram, 1983). Mentors are viewed as providing two overarching roles career and psychosocial based on an analysis by (Kram, 1983). The career function can be divided into five sub-functions of sponsorship, exposure-and

visibility, coaching, protection, and offering challenging assignments (Kram, 1983). The career function involves specific behaviors exhibited by the mentor which are beneficial to the protégé's career development and directly increase the likelihood of the protégé's success (Kram & Ragins, 2007). The exhibited mentor behavior allows the protégé to gain corporate exposure and learn the ropes of organizational life (Kram & Ragins, 2007). The most frequently observed career function is sponsorship which provides public support for a junior associate from a senior individual that can occur in formal or informal meetings (Kram & Ragins, 2007). By allowing a protégé to develop a relationship with important people within the organization through assignments and other responsibilities, the exposure and visibility function gives protégés the written and personal contact they need with senior managers (Kram & Ragins, 2007). In the coaching function, the senior manager works completely different they give advice on how to navigate the corporate world instead of direct exposure (Kram & Ragins, 2007). The final function is protection it allows the senior manager to take responsibility when things do not go as planned for the junior associate, effectivity shielding the protégé from negative repercussions. The protection function is when the senior manager shields the protégé from the negative repercussions when things go wrong (Kram & Ragins, 2007). The psychosocial function helps the protégé develop and enhance a sense of competence, identity, effectiveness, and self-worth on a personal level. Also, the psychosocial function can be factored into four sub-functions which include role modeling, acceptance and confirmation, counseling, and friendship (Kram, 1983). For future success, the protégé

looks to emulate the senior colleague's attitudes, values, and behavior for success. When the protégé identifies personally with the mentor, they can more clearly understand the mentor's attitudes, values, and behaviors (Kram & Ragins, 2007). Progress has been made towards better understanding the effects of diversity within a mentoring relationship and researchers have documented differences of perceived support between same gender/same race mentoring dyads and different gender/different race dyads (Kram & Ragins, 2007). The next step is to discover ways to encourage companies to actively and successfully implement mentoring programs within a diverse workforce.

## The power of informal mentoring

The power of informal mentoring relationships is being recognized more by organizations (Bynum, 2015). Also informal mentoring has been recognized as an important component to faculty development, career advancement, in addition to educational and personal development (Bynum, 2015). Mentoring relationships are generally conducted by a more skilled professional and given to a less skilled professional for career guidance in their organization (Bynum, 2015). Research stated that there are numerous positive outcomes to informal mentoring like job satisfaction, career outcomes and increased opportunities (Bynum, 2015). Mentoring has evolved and one-to-one mentoring is the number one structural options in today's high paced international environment (Bynum, 2015). Mentoring has two specific forms formal and informal and some argue that formal mentoring is preferred.

Formal mentoring is assigned by the organization and informal a senior professional is assigned to a subordinate professional (Bynum, 2015). When a mentor cannot give support to a single individual a collaborative mentor relationship forms as a way to expand the knowledge and skills to all leaders within an organization including women (Bynum, 2015). The researchers concluded that informal mentoring would certainly increase the career development no matter the profession and give more women in leadership professions career enhancement (Bynum, 2015).

## Women in Leadership and the Glass Ceiling

Researchers have found a relationship between women in leadership positions and the glass ceiling effect among women. In a study of barriers for women and leadership by (Chisholm-Burns, Hagemann, Josephson, & Spivey, 2017) concluded that progress has been made for women in the workforce however, various professions have a gap in women serving in leadership positions such as healthcare and specifically pharmacy. In a statement by Geraldine Ferraro a U.S. congress-woman who ran for the U.S. vice president on a major party stated that “some leaders are born women” (Chisholm-Burns et al., 2017, page). One example of a leader is Hillary Clinton the former U.S. Senator and Secretary of State who lost her presidential bid for president against a man who had never held a public office (Chisholm-Burns et al., 2017). Chisholm-Burns et al., (2017) found that women leaders bring beneficial outcomes to an organization but continue to face barriers in obtaining such leadership positions. Stereo-types and biases regarding a women’s culture and most notably a lack of mentors to assist women becoming leaders.

Sexism in the workplace might still an issue and gender bias might be a challenge for women. There are intransigent obstacles for women in workforce sectors such as healthcare, academia among others. The glass ceiling still contributes to the underrepresentation of women in leadership roles despite social movements, evolving laws and practices (Chisholm-Burns et al., 2017). Women constitute more than 50% of the U.S. population and represent half of the labor force. Women earn 60% of all bachelor's, master's and 50% of doctoral degrees, and managerial and professional-level jobs (Chisholm-Burns et al., 2017). Despite women's advanced degrees they are still underrepresented in leadership roles such as chief executive officer, board member, president, and dean. Corporate America is highly known to be scrutinized for gender disparities an in an August issue of the Wall Street Journal noted female C.E.O.s, are still a rarity and face extra pressures (Chisholm-Burns et al., 2017). Most Americans believe that women as qualified and capable of holding leadership positions in business and politics according to a survey by the Pew Research Center in 2015 (Chisholm-Burns et al., 2017). Most participants agreed that women are equally intelligent, innovative, honest, ambitious, and decisive as men which are important leadership traits.

Many of the participants believed women and men are equally intelligent, innovative, honest, ambitious, and decisive which are important leadership traits. This survey inquired as to why women were not achieving leadership positions. Societal and Cultural limitations were the predominant themes that emerged and women in United are held to a high standard than men and society is just not ready to hire women leaders

(Chisholm-Burns et al., 2017). The Pew Research Center has devoted a considerable amount of time to identifying barriers women face in pursuing executive and some senior level positions. Those most common barriers shared by women are were conscious and unconscious biases, lack of mentality to pursue leadership, lack of mentors, role models, and sponsors, lack of policies that support work-life balance, work-life integration challenges, lean out phenomenon, and a lack of internal and external networks, recognitions, opportunities, or resources (Chisholm-Burns et al., 2017). In the workforce women often face different expectations than men and have increased scrutiny and are evaluated more severely in management roles (Chisholm-Burns et al., 2017).

The lack of internal and external influences for women causes them to have less opportunities to develop formal and informal networks within and outside their organizations and women have less recognitions and opportunities as a result. To overcome these barriers, strategies including interventions to reduce gender bias, leadership development programs, access to mentors and sponsors, and changes to family-related policies should be addressed on the individual, institution employer, professional leadership organization, and societal levels (Chisholm-Burns et al., 2017). If the pharmacy community engages in soul-searching and reflection, sincerely deploys the strategies suggested here on a widespread basis, and makes concerted proactive efforts, achievement of proportionate and equitable representation and compensation of women in pharmacy leadership roles can be an entirely realistic goal. The women in pharmacy leadership steering committee ASHP called to action strategies to promote leadership

development and implement those strategies on multiple levels. Since the latter portion of the 20th century women have made great strides increasing their representation in the workforce, but a considerable gap remains in their achievement of leadership positions across various fields (Chisholm-Burns et al., 2017). These barriers are cultural and stereotypes, work-life balance, and lack of mentoring.

## Nothing Changes, Really: Why Women Who Break Through the Glass Ceiling End Up Reinforcing It

A certain number of positions are reserved for women due to affirmative action policies such as quotas and it addresses gender discrimination and promote inclusion of women in underrepresented areas (Derks, Ellemers, Faniko, & Lorenzi-Cioldi, 2017). These policies are met with opposition from men and women because of the quotas. Previous research has shown that women who are less educated versus women who are highly educated are less likely to support affirmative action policies which benefits women (Derks, et al., 2017). Women who work in male dominated organization deny that gender discrimination exist and oppose actions that would of more opportunities for women (Derks, et al., 2017)**.** Women working at higher levels in male-dominated organizations have been found to deny that gender discrimination exists (Derks, et al., 2017). They often oppose actions that would improve opportunities for junior women **a**nd 30 % of leadership positions are reserved for women in organization in spite of the thought that women compete with each other (Derks, et al., 2017). Women are sometimes

reluctant to support the quotas and affirmative action policies such as gender that aims at reducing gender imbalance in the workplace (Derks, et al., 2017).

Converging evidence has shown that women who have had prior career experiences and successful women play a very important role and it is unclear why successful women feel different than other women about quotas.

## Quality and Satisfaction with Mentoring

Satisfaction with mentoring and mentorship quality is a key indicatorr of effective and successful mentoring (Payne, & Xiaohong, 2014). Job performance, motivation, attitudinal behavior, career related, health-related outcomes are indicated in Eby et al's process-oriented model of mentoring. Mentoring is no longer limited to a single dyadic relationship but broadened (Kram, 1983). Historically, mentoring describes as a dichotomous variable and employees have or had a mentor (Payne, & Xiaohong, 2014). Having a mentor is better than not having a mentor (Payne, & Xiaohong, 2014). Protégés that were mentored versus those that do not have a higher sense of job satisfaction, commitment, and low turnover (Payne, & Xiaohong, 2014). Kram, (1983) seminal work on mentoring explained that not all mentoring relationships are constructive but propose that mentorships vary in terms of quality which is the basis for more effective and successful mentorships (Payne, & Xiaohong, 2014).

## Definition of Mentoring

Mentoring relationships are the kind of relationships that have given us the courage to do the things we think we are not capable of, relationships that have guided

our professional development or even changed the course of our lives (Allen & Eby, 2007). Mentoring can be a life-altering relationship that promotes mutual professional growth, learning, and development; and the kind of relationship that can transform individuals, groups, organizations, and communities (Allen & Eby, 2007). There are 15 different definitions of mentoring in the educational, psychological, and management literature (Allen & Eby, 2007). There has been confusion in the literature on mentoring with the distinction between formal and informal mentoring (Allen & Eby, 2007).

First, career and psychosocial functions have different roots and outcomes. In her early work, Kram, (1983) observed that career functions depend on the mentor's position and influence in the organization, while psychosocial functions rely on the quality of emotional bonds and psychological attachments in the relationship. Subsequent research has indeed found that career and psychosocial functions constitute two relatively independent dimensions of mentoring behaviors, although some studies have found that role modeling may represent a third dimension of mentoring (Kram & Ragins, 2007).

While the definition of mentoring expounded over the years, it has maintained its core feature that makes it unique from other relationships, which is why mentoring is a developmental relationship that embed within the career context (Kram & Ragins, 2007). Although other work and close personal relationship may also encourage learning, growth, and development, mentoring remains unique for its primary focus is on career development and growth (Kram & Ragins, 2007).

## Lack of Mentoring Among Women

Another barrier to females in male-dominated professions and leadership is the lack of a person they can go to for advice in a male-dominated environment (Leck & Orser, 2013). With the trend of workplaces actuality surrounded with more men than women are, it is difficult for a female to fit in or even speak their opinions. Mentors are often very helpful in demanding situations. If they cannot find someone they can relate to or talk to about their difficulties with, pursuing their goals becomes discouraging. Women have the choice to become mothers at some point in their life and their choices considered very heavily when deciding what career to pursue (Leck & Orser, 2013). The desire to have children can be confounded when the typical workday requires a woman to spend 8 hours away from their families. The glass-ceiling metaphor, though often used, is oversimplified. Studies suggest there are other lateral barriers that limit women's job potential almost from the very beginning of their careers (Leck & Orser, 2013). The pipeline no longer seems to be the primary problem rather the issue appears to be top leadership's failure to ensure that women get the profit-and-loss experience that would qualify them for the most senior positions.

## Discrimination of Second-Generation Professionals in Leadership Positions

Researchers have found a relationship between ethnic background and discrimination among second generation leadership professionals. In a study of Turkish-Dutch among Moroccan-Dutch, (Crul, Ghorashi, & Waldring, (2015) found that at three organizational levels subtle discriminatory practices may take place at one of these levels

in the supervisor level, same position level, and subordinate level. In a 2015 newspaper article the Dutch prime minister made a statement that there was discrimination in the Netherlands, but he was helpless on a structural level to do anything about it (Crul et al., 2015). Migrants, second and third generation descendants faced opposition and discrimination no matter where they lived, but the prime minister felt the solution to their discrimination was up to them to change.

Tolerance in the Netherlands has been known for a long time for their social life and was assumed not to have racism in the Dutch society, but there have been indicators that discrimination does exist in the labor markets (Crul et al., 2015). Regardless of educational level the ethnic majority are unemployed, and the Dutch are reluctant to address the problem. The Dutch labor market assumes there should be self-reliance for people and they should fend for themselves when facing ethnic based discrimination (Crul et al., 2015). To contribute to the body of the literature on discrimination Crul et al., (2015) wanted to show that the discrimination can still affect people who the Prime Minister feels should fight their way in, but the discrimination is felt by people in subordinate positions, and leadership positions.

In the workplace dealing with the subtle discrimination of the Turkish-Dutch and the Moroccan-Dutch second generation professionals in leadership is a concept of power (Crul et al., 2015). Crul et al., (2015) argued that discrimination continues for the second-generation leaders and the need to understand how the Pathways to Success Project works can change things.

## Paving the Way and Passing the Torch

In a study of a relationship between gender and career advancement between men and women 25 mentors' (8 men and 17 women) from 8 countries, (Kodate, K., Kodate, N., Kodate, T., 2014) found through interviews listed in the literature review of gender stereo-types. Gender stereotypes were given first or second hand as the participants described their motivation for supporting female researchers and most shared individual experiences they had during many years of their professional and personal life (Kodate et al., 2014). Gender stereotypes were the main issue for the female mentors in pursuing their goal entering the field and only one male mentor had an obstacle due to gender (Kodate et al., 2014). Out of the 17 female mentors' one stated that she had not experience gender bias but went on to say she experienced discriminatory attitudes from her male colleagues (Kodate et al., 2014). In addition, one male mentor felt his female boss had gender bias against him for years. In engineering despite the results, male mentors were very aware of their female colleagues struggles in the field and one male shared a family situation that determined his sisters career as a science teacher (Kodate et al., 2014).

Male mentors discussed work-life balance and their support of their working wives and their careers (Kodate et al., 2014). Although, many female mentors shared their drive for becoming mentors based on their difficult experiences. Discrimination has affected female mentors in the workplace and eight out of the 17 women mentors reported having discriminatory experiences (Kodate et al., 2014). Nine of the women

mentors reported that it took them longer than their male colleagues to be recognized in their organization (Kodate et al., 2014). Some male mentors expressed that women in their organizations had to be better than men to advance into executive positions because of gender and were afraid to stand behind a woman. In my personal experience in my organization the barriers were not gender but favoritism bias which affected my career development. This study proved that situations for female engineers have improved but for women in Italy, Spain, and Japan a cultural bias still exist and hinders (Kodate et al., 2014).

## The Case for Women Mentoring Women

Women are still underrepresented at the top levels of higher education administration, but the numbers of women achieving advanced degrees is outpacing men. The lack of diversity at the higher levels of leadership in higher education impedes success (Block & Tietjen-Smith, 2016). The lack of same gender purposeful mentoring might be the cause of the shortage. Researchers state that there will be more women in leadership positions in kinesiology and higher education for substantial gender-based mentoring to take place in the 21st century. mentoring to take place in the 21st century (Block & Tietjen-Smith, 2016). Men are still important mentors for women, but women also need to have other women to help forge the way in their careers research has shown that women desire mentorship (Block & Tietjen-Smith, 2016). Several benefits of positive mentoring relationships have been identified: (a) improved opportunity and success in career advancement; (b) increased institutional loyalty; (c) higher salaries; (d)

improved time management and productivity; (e) increased procurement of grants; (f) improved satisfaction with profession and work–life balance; (g) higher administrative aspirations; and (h) improved networking skills (Bynum, 2015). Institutional support may be in the form of a formal mentoring program; resources on the benefits of mentoring; guidance for both mentors and mentees; rewards for those who are exceptional mentors; grant submissions related to mentoring initiatives; and formal evaluation of mentoring programs (Bynum, 2015). Both formal and informal mentoring may be highly beneficial (Bynum, 2015). While some universities provide effective formal mentoring programs, informal mentoring may be even more important. “Informal mentoring relationships form by chance, without any rearranged schedule or agenda” (Bynum, 2015, p. 70). Informal mentoring was the most disclosed mentoring relationship for most women and beneficial for mentor and mentee. Some think that if women have mentoring at the same place in their career might enhance their rise through the administrative ranks (Bynum, 2015). Although women hold the highest number of faculty positions at every type of postsecondary institution, they hold only 31% of the full professor rank positions. Further, female faculty members in higher education are paid on average approximately 18% less than males per academic year (Bynum, 2015). Pathways to upper level administration positions reflect that female presidents were more likely to have earned doctorates than their male peers, hold academic rank, and have held positions through the university chain of command; whereas, males were more likely to have never been a faculty member, have worked outside a university, or served as an executive in a division

outside of academic affairs (Bynum, 2015). Women executives are less likely to be married and have children at the same rate as men. Women are also more likely to have changed their career pathway for family reasons than their male peers. Women faculty members continue to cite work–family balance as a major issue in navigating their career paths. Women's choices (e.g., to raise children, to specialize in lower paying disciplines) are sometimes blamed for their lack of career advancement. Bynum, (2015) also looked at university governing boards and found that for 2 decades approximately 70% of board members were men. Female university presidents consist of only 26% of the total (Bynum, 2015). It seems that there might be systemic barriers in place preventing women as a population from advancing. For example, interactions between men and women on personnel committees might affect tenure and promotion decisions, and the lack of women's voices on governing boards could affect the outcome of executive administrator searches. Historically, worldwide underrepresentation of women and minorities in faculty and administrative roles in higher education has contributed to a shortage of mentors. Consequently, mentoring has been identified as a major solution to this shortage (Bynum., 2015). Even as women have made strides in gaining education and experience to be leaders, a major shortage still exists in the highest levels of administration (Bynum, 2015). Some women at lower-level institutions are set up for failure by taking on the role of department chair too early in their careers, and they do not receive adequate mentoring to develop a sound career path. They take on these roles too early for a variety of reasons, and we will investigate those reasons later, but one thing is clear: younger women of

lower rank are more willing than their male counterparts to step up to the plate and lead the department while men are more focused on their own career paths (Bynum, 2015). Advancing women into leadership roles benefits the entire university and society as a whole, not just women (Bynum., 2015); however, advancement needs to be conducted systematically with a keen eye on career trajectory planning, mentorship programming, and support along the way. Increasing the different types of role models may increase the perception that there are others "like me" in leadership roles; thus, increasing the numbers of women who aspire to administrative appointments. The most effective leadership strategies occur when there exists a diverse set of skills and a variety of perspectives represented (Bynum, 2015). The argument has been made that many women do not aspire to leadership positions. This may be true for some, but a more likely reason is that "there are women who desire to be senior leaders and have the skills to do so, but face multiple challenges on their journey to the top" (Bynum., 2015, page). According to one mentorship coordinator at a British higher education institution, women tend to be more critical of their skills when looking to advance: Boards of directors set the tone and the agenda for a university. Members of the board are in a good position to propel women to leadership positions. However, as stated earlier on average only 30% of board members are female. Being the token woman (or two) on a board of directors or committee is not enough. The higher a woman goes on the administrative ladder, the less access she has to role models and mentors to which she can identify (Edwards et al., 2018). Due to the shortage of female administrative role models, or the perception that

being a woman limits advancement, women may attempt to emulate the behaviors of their male peers. Mentors play many different roles. In a study of female university administrators, the most influential mentors were seen as sponsors first, then counselors, coaches, and teachers (Seems & Sujatha, 2015). Most of these women had many mentors, both male and female, but more males were available earlier in their careers. In fact, multiple mentors may be essential to advancement as "it is unlikely that one mentor can meet all of the needs of a protégé (Seems, & Sujatha, 2015). A variety of mentors allows the individual to learn from a variety of perspectives. Earlier, we stated that we would make the case for informal mentoring. "Informal relationships are those that develop naturally or spontaneously without outside assistance" and that "informal mentoring relationships can be very valuable to females aspiring to positions of greater responsibility in an organization" (Seems & Sujatha, 2015). Career Growth and Formal Mentoring

The research on mentoring relationships is like the research on leadership relationships and the leadership research seeks to find the trait, the behavior, or the process to isolate and explain the mentoring relationship (Helms, et al., 2013). To expand the literature and enhance understanding of the mentoring process, this research proposes viewing the mentoring relationship in terms of Fiske' view of social exchange theory (Kram & Ragins, 2007). The mentoring relationship is a set of exchanges between a dyadic pair; as such social exchange provides an excellent foundation for further theory development (Kram & Ragins, 2007). In previous studies, mentoring was said to be an

agreed upon relationship between an older more experienced person (the mentor) and a younger less experienced person (protégé) (Kram, 1983). The general meaning has remained the same and research has provided and expanded view as a nurturing person who sponsors, encourages, counsels, a less experienced person (Kram & Ragins, 2007).

Mentors are viewed as providing two overarching roles, career and psychosocial, based on an analysis by (Kram, 1983). Also, career functions can be divided into five sub-functions of sponsorship, exposure-and visibility, coaching, protection, and offering challenging assignments (Kram, 1983). The career functions involve specific behaviors exhibited by the mentor which are beneficial to the protégé's career development and directly increase the likelihood of the protégé's success (Kram & Ragins, 2007). The exhibited mentor behavior allows the protégé to gain corporate exposure and learn the ropes of organizational life (Kram & Ragins, 2007). Furthermore, researchers have found a relationship between career growth and formal mentoring among organizational citizenship behavior. In a study of 72 supervisors and 182 of their subordinates among branches of banking in Nigeria, (Okurame, 2012) found career growth prospect (CGP) accounted significant variance in organizational citizen behavior predicting three dimensions: sportsmanship, conscientiousness and civic virtue (Okurame, 2012).

Formal mentoring support (FMS) did not predict organizational citizen behavior, but influenced three organizational citizen behaviors dimensions: sportsmanship, courtesy, and altruism. The concept of organizational citizenship behavior (OCB) has persisted in empirical focus because researchers and practitioners appreciate its practical

implications for organizational success (Ahearne, et al.). Employees who have a favorable perception of their organizational growth are better able to handle the inconvenience of work without complaining when in the sportsmanship dimension (Okurame, 2012).

The most frequently observed career function is sponsorship, which provides public support for a junior associate from a senior individual that can occur in formal or informal meetings (Kram & Ragins, 2007). By allowing a protégé to develop a relationship with important people within the organization through assignments and other responsibilities, the exposure and visibility function gives protégé's the written and personal contact they need with senior managers (Kram & Ragins, 2007). In the coaching function, the senior manager works completely different they give advice on how to navigate the corporate world instead of direct exposure (Kram & Ragins, 2007). The final function is protection it allows the senior manager to take responsibility when things do not go as planned for the junior associate, effectivity shielding the protégé from negative repercussions. The protection function is when the senior manager shields the protégé from the negative repercussions when things go wrong (Kram & Ragins, 2007). The psychosocial function helps the protégé develop and enhance a sense of competence, identity, effectiveness, and self-worth on a personal level. Also, the psychosocial function can be factored into four sub-functions which include role modeling, acceptance and confirmation, counseling, and friendship (Kram, 1983). For future success, the protégé looks to emulate the senior colleague's attitudes, values, and behavior for success. When

the protégé identifies personally with the mentor, they can more clearly understand the mentor's attitudes, values, and behaviors (Kram & Ragins, 2007). The literature suggest that two indicators of career growth are structural advancement moving up an organization's hierarchy through promotion, and content advancement increasing career development experiences (Brutus, McCauley, Ohlott, & Ruderman, 2000). Researchers found that the non-significant relationship between formal mentoring and organizational citizenship behavior (OCB) implies that it does not increase or decrease (Okurame, 2012). The importance of these findings to organizations is to seek organizational citizenship behavior among its workforce. First, the results show that the more favorable the perceptions among employees and the higher their overall level of OCB makes individuals perform OCB directed towards their organization (Okurame, 2012). The results of this study offer some useful suggestions for future research.

The non-significant findings of this study are crucial and suggest that the relationship of formal mentoring support and the overall OCB leading to other factors in mentoring even going beyond the relation quality (Okurame, 2012). Findings from the study suggest that formal mentoring predicted OCB towards individuals and career growth predicted more OCB toward the organization (Okurame, 2012). Future studies should examine how overall formal mentoring support and perceived career growth prospects relate to the overall OCB and its dimensions for both men and women (Okurame, 2012).

Progress has been made towards better understanding the effects of diversity within a mentoring relationship and researchers have documented differences of perceived support between same gender and the same race mentoring dyads versus different gender/different race dyads (Kram & Ragins, 2007). The next step is to discover ways to encourage companies to actively and successfully implement mentoring programs within a diverse workforce.

## Toward Improving the Effectiveness of Formal Mentoring Programs

Researchers have found a relationship between formal mentoring programs and professional development among protégé's (Menges, 2016). In a study of the similarity attraction paradigm among 68 mentors-protégé dyads, Menges (2016) found that career support is linked to mentor and protégé similarity of the personality trait. Second the psychosocial support for protégé's is linked to the openness of the mentor and protégé willingness to experience and conscientiousness and both of enhance the relationship. Career and psychosocial support by an experienced mentor to a protégé is traditional mentoring and has many benefits (Menges, 2016).

Many organizations partner subordinate employees with executive leaders who can provide career support which can promote career development and advancement opportunities. Formal mentoring programs are thought important in the development of career development, but there is a shortage of research on how mentoring programs achieve the benefits in mentoring (Menges, 2016). Formal and informal mentoring differs from the other in many ways. Formal mentoring relationships are assigned by someone

inside the organization and the informal mentoring relationships are developed between two employees without involvement from the organization (Menges, 2016). Formal mentoring programs are said to be less effective than informal programs because they lack the natural attraction between the mentor and protégé and isn't forced.

recommendation that future research needs to look at the relationship between personality and mentoring support to examine the similar effects (Menges, 2016). The conclusion suggested by Menges (2016) was that more attention needs to be given to the mentoring matching process since mentoring programs are increasing. The willingness and openness of the mentor and protégé to experience increased the career related support and pairs should be matched based on similarity (Menges, 2016).

## Personal Identification in the Phases of Mentoring Relationships

Mentoring is considered essential to career development and identification between the mentee and mentor is essential (Humberd & Rouse, 2015). Mentees receive career and psychological support in a mentoring relationship which could advance their careers in the organization (Humberd & Rouse, 2015). Career development and trajectories are important in a mentoring relationship and identification is one of the most important defining features (Kram, 1983). Previous studies have shown that identification is a key factor in mentoring relationships (Kram, 1983). Researcher have not viewed the process of identification on a large scale in mentoring in the past even though identification and mentoring has been linked (Kram, 1983).

In mentoring, personal identification has strength and captures what one sees in themselves and others based on identification (Humberd & Rouse, 2015). Also, there are times when under-identification can have insignificant impact on the relationships and others factors other identification drives the relationship (Humberd & Rouse, 2015). The researchers needed to deepen their understanding of identification and how it works in the phases of mentoring (Humberd & Rouse, 2015). Theory building in formal and informal mentoring relationships and identification played a critical role in the relationship development (Humberd & Rouse, 2015). Formal relationships have the potential to be high quality, so the identification of each person is critical (Humberd & Rouse, 2015). The theorizing in this article gives future scholars a challenge to look deeper into identification in mentoring relationships (Humberd & Rouse, 2015).

## Mentoring for Leadership Development as a Competitive Method

Internal training and coaching are the usual methods that organizations choose when there is a need for leadership development (Corner, 2014). The training and coaching were once thought to be better to develop high-potentials, but human resource is hindered by these which cuts development initiatives. Because of underdeveloped employees without leadership skills some say the fast are eating the slow (Corner, 2014). Mentoring is one of the most popular strategies for leadership development because it's cheaper and known to be effective and relies on internal sourced mentors (Corner, 2014). Internal mentoring and coaching is the method most organizations choose as a means for

leadership development that provides raise engagement, retention and company loyalty (Corner, 2014).

If an organization did not have a succession plan or developed leaders this could cause them to lose contracts (Corner, 2014). An organization chose to place a 3-year plan to immediately fix leadership development and followed up with an 8 to 10-year plan. The companies plan was to work on skills, competencies for short-term goals, find mentors who are qualified and willing to serve (Corner, 2014). The results showed that 32% of the high potential employees moved into senior leadership roles within 3 years because the mentees had a mentoring program with higher levels of competencies. Reducing external training and utilizing internal knowledge developed between mentors and mentees reduced cost and allowed a stronger culture within the organization (Corner, 2014).

Leadership development and coaching are sometimes limited to higher levels in the organization, but should not be although, mentoring can drive better support development for all levels of the organization (Corner, 2014). Mentoring is valuable for organizations and is a profound knowledge sharing tool for development. For mentees to gain a better understanding of skills, relationships, processes, and culture the choice of mentoring is best suited instead of coaching and training (Corner, 2014). If organizations put off leadership development there becomes a lack of leaders when they are needed, and contracts could be lost as a result (Corner, 2014). If organizations keep long-term

development opportunities with their culture they would continue to grow and be competitive.

## Summary and Conclusions

In Chapter 2, I included the conceptual framework of the protégé framework based on the seminal work of Kram, (1983) and Allen and Eby mentoring four phases: (a) initiation, (b) cultivation, (c) separation, and (d) redefinition. Researchers acknowledge that mentoring has many benefits in career advancement. Whether women have more difficulty, obtaining mentorship is a proven fact and is male or female mentorship more beneficial? If women occupy 45% of the workforce in the United States, it does not necessarily follow that women also occupy 45% of top managerial positions of different organizations in United States. An apparent barrier that hinders women to move from the middle rank positions to top rank positions in any kind of professions.

The theoretical framework clearly provided an underlying rationale as to why women in different professions find difficulty in advancing in their respective careers. Similarity-Attraction Theory suggested that finding a mentor with similar demographic and deep level characteristics highly contributed to an effective mentoring relationship. My case study proposed to fill the gap in the literature on the perception of mentoring and its effects on career advancement for women working in public housing authorities. My qualitative case will further extend the knowledge of women and mentoring in organizations and the effects on career development. Chapter 3 included research design, participants, methodology, and issue in trustworthiness of my study. I had to petition the

IRB to expand the study from only property managers to women in all capacities of housing authority management. In addition, two of the interview questions were changed to accommodate the changes.

# Chapter 3: Research Method

The purpose of my qualitative case study were to research how women in public housing authority's management lacked the career advancement opportunities based on low mentoring. The population for my case study were women who held management positions in Georgia and Florida housing authorities. I had to petition the IRB to expand the study from only property managers to women in all capacities of housing authority management. In addition, two of the interview questions were changed to accommodate the changes.

I sought to understand how mentoring or the lack there of affected women's career advancement opportunities in public housing authorities. My rationale for this study was that many women in public housing management never advance past the senior manager level. In a past studies of mentoring relationships between gender and career advancement nonwomen and women; 25 mentors (eight men and 17 women) from eight countries, (Kodate et al., 2014) found through interviews listed in the literature review of gender stereo-types. Gender stereotypes were given first or second hand as the participants described their motivation for supporting female researchers, and most shared individual experiences they had during many years of their professional and personal life (Kodate et al., 2014). Gender stereotypes were the main issue for the female mentors in pursuing their goal entering the field, and only one male mentor had an obstacle due to gender (Kodate et al., 2014). Opportunities for women managers to obtain career development opportunities are often denied, thus rendering them not eligible for

advancement opportunities over the years. I began Chapter 3 with an introduction of my study, the research design and rationale, the role of the researcher, methodology, instrumentation, and procedure for recruitment, participation, and data collection. Then, after the collection of the data and the data analysis plan, the issues of trustworthiness and ethical procedures will be discussed in the summary.

## Research Design and Rationale

In my case study, I used a qualitative design to research how might the lack of mentoring in public housing authority's management place a barrier for women managers and their career advancement opportunities. A qualitative case study should be used when (a) the focus of study is to answer how and why questions, (b) one cannot manipulate the behavior of participants, (c) one wants to cover contextual conditions because one believes they are relevant to the phenomenon, or (d) the boundaries are not clear between the phenomenon and context (Yin, 2013). The use of a personal lens for my case study enabled me to select women only who were working in public housing authorities in Georgia and Florida. My personal values drove my study and the need to understand, as a woman, the barriers in career advancement and mentoring in management. The potential goal was to have a better understanding of how women advance in public housing management and whether gender and mentoring are factors.

Previous research stimulated the desire to understand a complex social phenomenon (Yin, 2013). The purpose of my case study was to understand the experiences of women working in public housing, mentoring, and the barriers they faced

in career advancement. The public housing authority managers in my case study were women who were from various ethnic backgrounds. In qualitative research, the main designs are (a) narrative, (b) phenomenological, (c) ethnographic, (d) case study, and (e) grounded theory (Yin, 2013). Narrative, grounded theory, phenomenological, or ethnographic designs were not appropriate research designs for this study. The goal of a grounded theory study was to develop theories that described or explained situations and accurately perceived and presented another's world. Phenomenological research was not appropriate due to me not uses a particular race or religion of women, narrative research was not appropriate for my study due to the participants weren't telling the story themselves.

A single descriptive case study was the most appropriate design for this study because I explored a specific and complex phenomenon within its real-world context (see Yin, 2013). Yin (2013) stated that case study research stimulated the desire to understand complex social phenomena. An exploratory case assisted researchers with addressing how or why phenomena occur (Yin, 2013). I conducted a descriptive case study using online and phone interviews and gathered additional documentation for triangulation purposes. Case study researchers relied on several sources of evidence such as (a) documents, (b) physical artifacts, (c) archival records, (d) audiovisual materials, (e) interviews, and (f) direct observations to triangulate findings and validate the conclusion (Yin, 2013).

Grounded theory was not appropriate for my qualitative study because I sought to study one case with a specific situation between one gender. Narrative research were appropriate when the researchers relied on the stories told by individuals (Patton, 2002). Narrative were not appropriate for my study because my information were data taken from the participants. The phenomenological researcher seeks to explore the meaning of individual lived experiences of a class of a particular people (Marshall & Rossman, 2016). The phenomenological design wasn't chosen for my study because I was not seeking information on a culture or specific race. I aimed to understand the women in public housing management and their careers, so ethnicity was not a factor and, therefore, was not appropriate for my study.

## Role of the Researcher

I served as the primary data collection instrument studying women working in public housing managers. I had been employed as an assistant property manager in public housing for almost 3 years in Georgia and Florida. I gained much experience in public housing management and worked under several managers in the past organization. Many of those managers sought to advance their careers within the organization but failed to obtain the opportunities due to the executive management's refusal to accommodate training.

My role as the researcher in this case study was to interview women participants who worked in public housing management to gather information and understand their experiences in mentoring and career advancement. There were no personal or

professional relationships with any of the participants, and I used participants within my previous housing authority whom I did not work directly under. All my duties were the same as the senior manager, but in the event of their absence, the assistant assumes the duties of supervisor, and the extra supervisory duties trained the assistant to have the needed knowledge of one day, assuming a senior property manager position. Each of the 187 housing authorities in Georgia and Florida are operated independently with their own set of policies but mandated under the Housing and Urban Development government agency. I chose women participants who were managers from public housing authorities in Georgia and Florida. My previous title as an assistant property manager gave me the opportunity to work alongside managers in property management admission, Section 8, and finance and human resources closely align the responsibilities of a senior property manager.

The interview protocol served as a guide for the over-the-phone interviews, and the questionnaires were the interview questions for participants who declined an over-the-phone or sit-down interview. I began my interviews with asking the participant to tell me their degree status, race, and age. I believed a good icebreaker can set the tone for the interview and remove any nervousness for both people. I used open-ended questions during my interview, so the participant could respond with detailed dialog. I spoke with the questionnaire participants on the phone and explained to them the research study and why I had chosen this study. I forwarded the interview questions that the phone interview participants used. My second data source for the data review was the Department of

Housing and Urban Development that provided me with information of the locations of all public housing authorities across Georgia and Florida to gain my participant pool from including names, e-mails, and phone numbers.

It is vital to keep an accurate record of all data collection in a detailed form like notes or a transcript. Six participants completed an online questionnaire using the interview questions and returned it directly to me by e-mail, and four participants completed their interview over the phone, and I transcribed it. To increase validity, I confirmed with each participant what I transcribed based on the questionnaire information responses. Each interview was labeled to list each interviewee as P-1 thru P-10 and the method used for the interview. The demographic data about each participant were placed in the NVivo 11 template like age, gender, ethnic group, occupation, educational level, and any other information the participant wanted to share. Lastly, I carefully read through the data collected, making comments about any key patterns or issues.

The datum was placed into the NVivo software to code each interview. I summarized the themes of listening patterns, feedback, and suggested improvements and then interpreted the findings. Personal bias and work commonality could pose problems, so I chose other public housing authorities separate from my organizations to interview women manager participants. I did not allow my personal development as an assistant property manager to influence what I have witnessed from other assistant and senior managers during their tenure in public housing. As a previous assistant property manager

in public housing, I shared concerns about mentoring, workplace equality, and career advancement. In my qualitative case study, I brought a wealth of experience in property management, which were helpful in the study. I did not allow prior knowledge or bias based on previous property management experience during this study in any way. The participants were offered no incentive for their cooperation in my study, and this information was included in my introduction e-mail to each prospective participant.

## Methodology

### Participant Selection Logic

The population for my qualitative case study was women public housing managers from across the states of Georgia and Florida. Public housing authorities are under the guidance of the (HUD) organization, which funds the programs. The goal of HUD is to provide safe and low-income housing to single and multi-person families. Only women who were employed as managers in public housing within Georgia and Florida participated in my case study.

A sample is a subset of the population selected to represent the larger population (Acharya, Nigam, Prakash, & Saxena, 2013). The purposeful sampling strategy is the most-used method. My samples were chosen based on the convenience of the researcher. The participants were chosen because they met the criteria for my qualitative study. One advantage of purposeful sampling is that it is less expensive and there is no need for a list of all the population elements (Acharya et al., 2013). For the identification and selection of information rich cases, purposeful sampling is used in a related phenomenon of

interest (Patton, 2002). Researchers often use data saturation to determine the sample size. The sample size for my case study were 10 women managers with experience in public housing management working within the states of Georgia and Florida. The rationale for the sample size in my case study depended on achieving data saturation, and case studies do not have a minimal number. Additional data collected came from the HUD websites and participants.

Data saturation had been reached when there was no additional information, no new emerging themes, no new coding, and there was enough information to replicate the study (Fusch & Ness, 2015). In the event the initial 10 participants are not sufficient to achieve data saturation, I would expand my numbers in interviewing participants until data saturation had been met. Verification of participants meeting this study's criterion were partially made via the HUD database for public housing authorities in Georgia and Florida.

The criteria for participating in my case study were to be a woman working in a management capacity within a public housing authority. Anyone who were a nonwomen working in public housing authority management were excluded from this study. Once I pulled the report from the HUD database for public housing authorities within Georgia and Florida, I e-mailed housing authorities directors requesting that my information be forwarded to every who meets the participant requirements.

A list of public housing authorities was located online under a search for public housing authorities in Georgia and Florida. I checked the internet for a list of HUD public

housing agencies in Georgia and Florida for potential participants. The HUD site listed each housing authority code, address, e-mail, and phone number. After I have obtained the names and contact information for each of my 10 chosen participants, I contacted each participant first by e-mail to introduce myself and my case study (Appendix A). Based on the e-mail responses, I recruited the participants who contacted me by e-mail from the director of housing and agreeing to participate in my case study, and if the initial participants from housing authority agencies across the States of Georgia and Florida.

I e-mailed an introduction letter to participants that agreed to participate in this study. The introduction letter included an outline of the focus of the qualitative case study and the degree of participant involvement required. Each participant was given a week to respond to my e-mail with an acceptance or denial. I had to petition the IRB to expand the study from only property managers to women in all capacities of housing authority management. In addition, two of the interview questions were changed to accommodate the changes. After receiving agreement from participants to participate, I sent the informed consent form. The informed consent made sure that each participant knew that they could end their participation in my case study at any time without penalty.

Recruitment selection were from the public housing organizations in Georgia and Florida. If those participants reject the invitation, I collected data from the participants through informal online questionnaires of the interview questions and phone interviews due to time constraints they could not do a face-to-face. Each phone interview session

lasted no more than 60 minutes and questionnaires completed by email were returned within two-weeks

**Instrumentation**

I served as the primary data collection instrument in this case study. The interview protocol (see Appendix B) were used for the semi structured interviews. The interview protocol had open-ended questions and the script was the same for all participants.

**Interview Protocol**

1. Introduce self to participant(s).
2. Present consent form, go over contents, answer questions and concerns of participant(s).
3. Turn on the audio recording device.
4. Follow procedure to introduce participant(s) with pseudonym/coded identification; note the date and time.
5. Begin interview with question #1; follow through to final question.
6. Follow up with additional questions.
7. End interview sequence; discuss member-checking with participant(s).
8. Thank the participant(s) for their part in the study. Reiterate contact numbers for follow up questions and concerns from participants.
9. End protocol.

**Interview Questions**

1. What is your management title with the public housing authority?

2. When you began with the public housing organization what was your title?
3. How many different management titles have you held in public housing management and what were they?
4. Were there any obstacles you felt that limited your career growth within the organization?
5. Were you offered any career development opportunities that would make you eligible for multiple positions like tax credit, section 8, public housing, or RAD?
6. Did you have a mentor within the organization who provided you with career guidance and advice?
7. Do you feel that having a mentor within the organization or not having a mentor within the organization beneficial or not?
8. What recommendations would you give to the public housing authorities in the future that you feel would benefit others with career development and leadership opportunities?

The second data collection instrument I used were a personal computer to search the internet for the HUD site which list all the public housing authorities in Georgia and Florida. For confidentiality, I used a code only for each participant as P-1, P-10, and this gave them anonymity to ease any concerns they had. Anytime during the interview process if any participant wished to withdraw from the study I agreed that they could do so without penalty. The protocol to collect data were informal, e-mail and phone

interviews with women managers in public housing authorities whichever is more convenient for them due to time constraints.

The interview protocol (see Appendix B) served as a guide for the interviews. The interview protocol used open-ended questions; conducted follow-up questions to increase reliability and validity. The basis for the instrument development were a qualitative case study and I am the instrument to collecting the data for the study. The datum was collected by first searching the internet for all Housing and Urban Development public housing authorities. Each individual public housing site provided contact information and I searched each organizations site for information pertaining to their organization and how many public housing managers they employ that are women. My case study sought the experiences of women managers working for public housing authorities in Georgia and Florida. I personally collected the data from each potential public housing organization. Request for participants contact information were e-mailed out to various managers and given a week to forward everything back.

My follow-up procedure included incorporating additional public housing authorities in Georgia and Florida until data saturation had been reached. The participants were contacted after their interviews were transcribed to ensure accuracy and their complete words. Nine participants completed their interview online in their own words and one participant completed a phone interview. I used member checking to give the one participant an opportunity to elaborate on the interview and the accuracy of my

interpretation of their words. Finally, data saturation was reached after six months and nine participants.

**Procedures for Recruitment, Participation, and Data Collection**

Data for my study began with determining how many public housing authorities were in the states of Georgia and Florida. I checked the internet for the Housing and Urban Development which were based out of Atlanta, Georgia. The department of HUD main purpose is to provide affordable housing for low-income individuals and works closely with public housing authorities. The data obtained in the HUD site were location, and contact information for all public housing authorities in Georgia and Florida.

I chose the sites locations that were used in my case study from the HUD online site and I contacted the directors through e-mail and inquired if they had any managers who are women who fit my study requirements. I repeated this step with each housing authority until I obtained at least ten participants and data saturation. Once I located 10 women participants I sent them the informed consent and interview questions and gave them a week to respond to the e-mail as to whether they wish to participate or decline. I conducted e-mail approvals and recruitment for six weeks due to a low response. Once ten participants accepted my e-mail invitation I obtained consent from the individual participants, scheduled interviews with participants to collect data, and performed member checking by allowing participants to review the summary of the transcribed interpretation.

The primary datum source consisted of written transcripts of phone and e- mailed interviews from ten participants but may increase the number to obtain saturation. I created the open-ended interview questions (see Appendix C) to facilitate the interview process. My data collection steps for my case study were to first e-mail each participant an introductory letter that included the focus of my study and to what degree their participation is needed. In addition, letters of informed consent were sent. My second step were to schedule informal one-on-one interviews with all ten participants at a mutual location that they will feel comfortable, over the phone, or by e-mail. In addition, I collected data from each participant by using open-ended questions in my interview protocol and record each session. Lastly, I conducted a transcript review and member check after the interviews by contacting each participant for accuracy.

The follow-up plan of recruitment from the first three public housing authorities were to continue selecting public housing authorities in Georgia and Florida to select participants until I reached data saturation. Each participant was contacted for follow-up interviews due to not being able to reach saturation, so I requested to expand the participant pool by the Institutional Review Board. Participants exited the study after they have approved the e-mail or phone interviews no new data were presented, and saturation were obtained.

## Data Analysis Plan

My qualitative case study process was to plan, prepare, collect, analyze, and share. The planning stage focused on identifying the research questions or other rationale

for doing a case study, deciding what method, understanding its strengths and limitations (Yin, 2013). The design stage focused on defining the unit of analysis and the case that is studied. The preparation stage focused on developing skills as a case study investigator, training for a specific case study, developing a case study protocol, conducting a pilot case, and gaining any relevant approvals (Yin, 2013). Qualitative data were subjective which included an exploration of participant attitudes, beliefs and the understanding of a specific business problems (Amerson, 2011). My research question, "how might the lack of mentoring in public housing authority's management place a barrier for women managers and their career advancement opportunities" were connected to the datum received in the interviews determining whether any of the managers obtained a mentor during their time at the organization.

Each participant explained whether their career advancement opportunities within the organization a direct result of mentoring or other professional advancement opportunities were. I transcribed the participant responses from the phone interviews and questionnaire e-mail data from participants. I analyzed the datum by looking for certain patterns, themes, and meanings to extract from the case studies. Researchers should be familiar with the main concepts and the theoretical and methodological issues relevant to the study (Yin, 2013). The collection stage follows the case study protocol, using multiple sources of evidence, creating a case study database, and maintaining a chain of evidence (Yin, 2013).

The analysis stage relied on theoretical propositions and other strategies and other strategies, considers and employs analytic techniques, explanations, and displays data from interpretation (Yin, 2013). The last stage is the share stage and it focuses on defining the audience, composing textual and visual materials, displaying enough evidence for a reader to reach his/her own conclusions and reviewing and re-writing until done (Yin, 2013). In qualitative research, there was a potential for bias due to the researcher often being the data collector and the data analyst (Birt, Campbell, Cavers, Scott, & Walter, 2016). To control bias, I utilized standardized questions and interactions with each participant using the same interview protocol and interview questions and involve the participant to confirm the results of their statements. Because of my personal knowledge of property management in public housing my feelings during each interview I were not allowed influence any preconceptions about my beliefs. Member checking were the technique I use to increase validity and is known as participant or respondent validation (Birt et al., 2016). I used member checking with each participant after all responses to insure the accuracy of their statements.

My qualitative case study was a single design to maintain the quality of the study (Yin, 2013). I only gave feedback to participants to member check and verify the information written or spoken over the phone. The confirmability strategies I used were member-checking activities and asked participants to verify what was written. Using the data collected from the participant responses, I utilized the qualitative analysis coding process in NVivo and the transformation by creating themes to analyze the datum. I used

NVivo to store, code, retrieve, compare, and link data. Each participant had a code assigned for each interview for privacy like p-1 through p-10. Each hard copy of the participant responses was stored in a locked safe and on the computer that's password protected.

## Issues of Trustworthiness

### Credibility

To ensure credibility, I keyed each participants' direct words and transcribed and coded before sending the information back to participants to verify my interpretation as a member checking method. Patton (2002) suggested the use of multiple approaches to validity: methodological triangulation of data, member checking, rich-thick descriptions, clarification of the bias, presenting the contrary, prolonged time, peer debriefing, and external auditing (Patton, 2002). Methodological triangulation takes place when the researcher incorporates multiple data sources of evidence to create more quality in the case study and improve the validity (Yin, 2013).

I used member checking to ensure credibility. My datum triangulated by the use of multiple sources like the Department of Housing and Urban Development and local public housing authorities in Georgia and Florida websites to collect datum. In qualitative research, a member check, also known as informant feedback or respondent validation, is a technique used by researchers to help improve the accuracy, credibility, and validity of the study results, and transcript review completed by sending an email of the transcription to the study participants. To establish validity, the researcher needed to include multiple

sources of evidence, linking the evidence, and utilizing member checking (Amerson, 2011). This action verified that the researcher had captured what was stated by participants and further eliminated any errors of interpretation based on member checking. Finally, to enhance credibility I submitted to each participant a transcript of their responses to ensure accuracy of what was said during the interview process and ask them to verify.

**Transferability**

Transferability is performed by readers of research and is compared to other situations in which they are familiar. Transferability of a case study is up to the reader to decide, but my study was transferable to all women in business (Marshall & Rossman, 2016). The readers would need to know as much about the previous research in my case study to infer whether the results are the same. I increased the potential for transferability by using 10 participants who were women working in public housing authority management. Also, the interview/questionnaire protocol (see Appendix B) used for the phone interviews were conducted and based on the knowledge of public housing authority management. Triangulation were often used to increase understanding and depth of the phenomenon under investigation (Fusch, & Ness, 2015). My research contributed to the understanding of the experiences of individual, groups, organizational, social, political, and other related phenomena working in public housing authority management (Yin, 2013).

**Dependability**

Triangulation was the convergence of data collection from various sources, to determine the consistency of a finding (Yin, 2013). Triangulation verified and increased the validity of several viewpoints and methods (Fusch, & Ness, 2015). Triangulation of data addressed multiple resources to understand completely the phenomenon. During both, the data collection sessions and one phone interview, I took hand written notes to document any strange reactions from the participant to assist in the verification process. The triangulation of the data increased the understanding of women and their career in public housing management.

The first step in my data analysis process was to organize the data and prepare it for analysis. Secondly, I transcribed all participant phone interviews and questionnaires verbatim from the phone and e-mailed questionnaire responses from each research participant. Next, I reviewed the transcripts to get a complete sense of the data. I checked with each participant to ensure the accuracies of the transcriptions. After member checking was complete, the research moved into the next stage. Also, I highlighted commonalities of each participant's responses which clearly developed a pattern for three themes. The next step within data analysis was describing and completing the themes driven from the participant responses. Using a holistic approach, I utilized a concept map to provide a full image of the research participant's perceptions of mentoring and career advancement within the housing authority. I collected data and created nodes in NVivo 11 software based on the data gathered from participant during questionnaires or

interviews. The last step in the data analysis phase was classification. I coded the datum into smaller units, determine their importance and by the number of times appearing within the word cloud. I identified themes by looking for patterns that repeatedly emerged in the interviews using both the word cloud and the concept map.

**Confirmability**

Confirmability of the research was ensured through five processes: (a) audit trial, (b) internal audit, (c) external audit, and (d) a formal written report (Friesen, S., Oelke, N. D., & White, D. E. (2012). By keeping a research journal, I tested my reflexivity and looked back over the entire study and participant interview and questionnaire process. Reflexivity was a crucial means to continuously work on becoming a better researcher and it gives a focal point for the study (Watt, 2007). I explained at the beginning of each initial participant invitation that I have public housing management experience and that no additional information will be added other than their responses. A few strategies to ensure objectivity included refraining from sharing my opinions regarding career advancement, women in business, or disclosing individual experiences during the participant responses to questions.

By not allowing personal feelings in my study, my objectivity remained in focus and only looked at the participants after all data is collected. Member checking would also be a way to increase confirmability, so I sent documentation of the interviews and questionnaires to participants for feedback to determine the validity of my interpretations of their answers. I kept a journal of all the research data collection and sources. I also

documented any change in information during the research like the purpose or problem based on the results of the participant response or data. I conducted internal and external audits of the coding and check with a qualitative professional to accuracy to increase confirmability.

**Ethical Procedures**

My qualitative case study was written per the guidelines of the Walden IRB and prior approval must be obtained through an application which documents the research procedures and compliance of the universities 40 ethical standards. Once the approval was given from the IRB the data collection phase can began. My study had minimal risk to the participants, as I did not use confidential information such as medical records. There was no stress to participants since no personal information was used in the study. Also, there were no personal relationships since I chose organizations in public housing authorities across Georgia and Florida. Participants had the right to quit the study at any time and they were offered no incentives for their participation in the study. I identified perspective participants by looking at the HUD public housing web sites that list all the public housing authorities. After determining which housing authorities, the study will be evaluating an initial e-mail was sent out to all female managers in each public housing authorities.

If the participants agreed to participate in my study, I forward information including the informed consent form to them by e-mail and the interview questions. The participants were informed that they could with draw from the study at any time without

penalty. The informed consent form is listed in (Appendix A). All data collected during the study was member checked with each participant for approval after each interview.

I ensured each participant of their privacy from using their names, instead I used a code like P-1 for each participant and so on. Also, the interviews were conducted at their place of employment, but some agreed to conduct one phone interview and the others only wanted to answer the questions by e-mail. I kept all data on a password protected external thumb drive. The only people who will be privy to the study information was myself and my chair and committee members. The storage time is five years according to Walden University and, after that time, I will use a professional shredding company to shred all paperwork of the study. To avoid any ethical issues, no personal feelings were shared about my work while in public housing management during the interview. The 10 participants for my qualitative case study were women who worked in public housing management from housing authorities across Georgia and Florida.

## Summary

Chapter 3 covered the research design for my study. Case studies often employ multiple methods of data collection and analysis to demonstrate reliability of the study (Yin, 2013). The data sources that were used in my case study were interviews. My qualitative case study explored mentoring and its impact on professional growth within an organization for women in public housing management. In my study, I was the primary instrument used for the collection of data. I interviewed or read questionnaires

from managers and determined any professional learning plans/documents made available to the researcher.

The credibility of each participant was hard to distinguish because I expected each to give their honest opinions, but some might have displayed some fear to be honest for fear of disclosure. The agreement established between myself and my participants disclosing no names, but each will be coded by numbers which would help with privacy. Transferability of this qualitative case study would work in any area of business as it pertained to women in business management. Ethical procedures in this qualitative case study would never allow me to disclose any names of the participants and I provided each participant with a copy of the final interview script for approval. The initial request asked each participant to complete an interview in the study and the IRB approval to conduct the study. I stored all case study data in a locked file. Chapter 3 transitions into Chapter 4, and here was where I explained the results of the data analysis from my case study results.

# Chapter 4: Results

The purpose of my qualitative case study was to research women working in the public housing authorities across Georgia and Florida and how the lack of mentoring within the organizations may place a barrier for women and their career development opportunities. While I had the opportunity to work in the property management field in public housing, many women managers did not progress in their career. The central research question that guided this qualitative case study was how the lack of mentoring places a barrier for women managers and career development opportunities. I begin Chapter 4 with a description of the study. Next, I describe the research setting and the participants. The demographics are given as well as the population, data collection and analysis techniques, and the study results.

## Research Setting

The participants were selected from women who work in public housing authorities in Georgia and Florida who were assistant managers, property managers, executive directors, finance managers, housing choice managers, Section 8 managers, RAD managers, tax credit managers, admissions managers, and human resource managers. The executive directors were e-mailed directly to provide a list of potential participants. Each participant contacted me by e-mail and stated that their executive director forwarded the information to them. As the researcher, I asked to participants to complete a one-on-one interview and all declined, but agreed to complete the interview questions over the phone or online through e-mail. All participants were e-mailed a

consent form that explained the study was strictly confidential, and the information would be kept in a secure place for five years before disposal as per the university's requirements. The interviews ran from November 2017 to June 2018 because of difficulty finding participants who would agree to participate.

## Demographics

The participants were recruited based on being women working in Georgia and Florida who work for public housing authorities in management. The use of purposeful sampling gave me the opportunity to use a small number of participants who worked directly in public housing management. The 10 participants were women, and their ages ranged from (a) 25 to 35, (b) 35 to 45), or (c) 45 and older. The participants all had degrees ranging from (a) Associates, (b) Bachelors, and (c) Masters. After the approval from Walden's Institutional Review Board (11-14-17-49745), I searched the HUD website for a listing of all public housing authorities in Georgia and Florida. I began to invite public housing authority executives to allow their managers to participate in my study.

I used the e-mails from the HUD site, which belonged to the executive directors, and I forwarded the consent form and interview questions. In my e-mail, I introduced myself and the study, asking for women managers to participate. The directors responded to me directly and informed me of certain staff who met the criteria and who wanted to participate would contact me directly. I obtained 10 participants who were women in various management positions in public housing authorities who fit the requirements for

my study. The titles of these women in their housing authorities are as follows: director of housing management (3), occupancy specialist (2), director of housing choice voucher (1), property manager (2), director of asset management (1), and chief operating officer (1). These women's degree level ranged from an associate's (2), bachelor's (5), and master's (3). Their races range from African-American (7), Caucasian (2), and Hispanic (

## Data Collection

I obtained 10 participants to interview for this case study. I searched the HUD site for public housing authorities within Georgia and Florida. The HUD website contained the e-mail addresses of each housing authority, which belonged to the directors of housing management. I forwarded an introductory e-mail, informing them that I am a Walden Doctoral Candidate and that I wanted to interview women who worked within the housing authority who worked in management capacities. Each director responded back to my e-mail and informed me that they would be forwarding my information to their staff who met the participant requirements. The participants were provided a consent form and were asked to sign and return a copy. All participant declined to have a sit-down interview due to time constraints agreed to complete the interview questions by phone or e-mail. I will refer to the interview as a questionnaire per request of my committee because it was not a face-to-face interview. Although, all participants answered the same questions; however, the participants who agreed to conduct phone interviews gave more detailed information than the participants who only agreed to complete the interview questions by e-mail. All participants were informed that they

could decline to continue with the interview at any time. Also, the participants were reminded that their names and housing authority information would be kept strictly confidential and be stored for five years in a locked secure area then destroyed.

I had to petition the IRB to expand the study from only property managers to women in all capacities of housing authority management. In addition, two of the interview questions were changed to accommodate the changes.

## Data Analysis

Once all interviews and questionnaires were completed, I transcribed them into a Word document and entered the data into analysis NVivo 11 software. The questions were the same for all participants (see Appendix C). Many of the responses were similar but not identical. NVivo 11 coded the data into common words and phrases that helped to develop three themes. NVivo 11 helped me to use those words and phrases and develop codes based on the research question. Each interview/questionnaire was coded into a group of eight different codes based on the interview/questionnaire questions. In NVivo 11, the interview responses were placed into cases for which the demographic information for each participant was entered. A query was run to determine the 10 most used words to determine the most important themes from the interviews.

## Evidence of Trustworthiness

### Credibility

To ensure credibility, I typed word-for-word transcription and coding directly into NVivo because all participants declined to complete a face-to-face interview due to time

constraints and instead agreed to answer the interview questions and e-mail them directly back to me. There was minimal need to member check because each participant except one wrote out their responses to the interview questions and returned them to me by e-mail; the other was a phone interview. Patton (2002) suggested the use of multiple approaches to validity: methodological triangulation of data, member checking, rich-thick descriptions, clarification of the bias, presenting the contrary, prolonged time, peer debriefing, and external auditing. Methodological triangulation takes place when the researcher incorporates multiple data sources of evidence to create more quality in the case study and improve the validity (Yin, 2013). I used member checking to ensure credibility initially, but for the participants who participated by e-mail explained their questionnaire responses in their own words and e-mailed them back to me. Triangulation can enhance the reliability of data enabling data saturation (Fusch, P. & Ness, 2015). I used method triangulation by using multiple sources to collect data for example I began with using data from the HUD website to obtain information about public housing authorities in Georgia and Florida and that website has numerous data sources. Secondly I used questionnaires and interviews to obtain datum from participants who were women working in public housing authorities.

The application of triangulation (multiple sources of data) can enhance the reliability of the study results (Fusch & Ness, 2015) and enable one to saturate the data (Fusch & Ness, 2015). I had to interview five participants again because I did not reach data saturation and needed 10 participants. I petitioned the IRB for changes and updated

the interview questions based on expanding the study. In qualitative research, a member check, also known as informant feedback or respondent validation, is a technique used by researchers to help improve the accuracy, credibility, and validity of the study results, and the transcript review was completed by sending an email of the transcription to the study participants. To establish validity, the researcher needs to include multiple sources of evidence, linking the evidence, and using member checking (Amerson, 2011).

**Transferability**

Transferability is performed by readers of research and is compared to other situations in which they are familiar. Transferability of a case study is up to the reader to decide, but my study will be transferable to all women in business (Marshall & Rossman, 2016). The readers would need to know as much about the previous research in my case study to infer whether the results are the same. I enhanced the potential for transferability by using ten participants who are women working in management within the public housing authority. Also, the interview protocol (see Appendix B) used for the e-mail interview with each participant is developed based on the knowledge of public housing management. Triangulation is often used to increase understanding and depth of the phenomenon under investigation (Rahman, & Yeasmin, 2012). My research has the potential to contribute to the understanding of the experiences of individual, groups, organizational, social, political, and other related phenomena (Yin, 2013).

**Dependability**

Triangulation was the convergence of data collection from various sources, to determine the consistency of a finding (Yin, 2013). Triangulation verifies and increases the validity of several viewpoints and methods (Rahman, & Yeasmin, 2012). Triangulation of data addressed multiple resources to understand completely the phenomenon. I conducted interviews with my participants to glean information about the perceptions of mentoring and workplace advancement. During both, the data collection sessions and interviews, I had to take notes to document any strange reactions from one phone interview and the other nine completed the interview questions via e-mail and sent them directly back to me. The triangulation of the data increased the understanding of women in public housing management.

The first step in my data analysis process was to organize the data and prepare it for analysis. Secondly, I entered all interviews into NVivo 11 based on the e-mailed interviews questions from each research participant. I completed member checking for all participants completing a phone interview or questionnaire. I highlighted commonalities of each participant response and themes were formed. Next step within data analysis I described and completed tables of the results. Using a holistic approach, I utilized NVivo 11 and nodes to provide a full image of the research participant's perceptions of mentoring and career advancement within the housing authority. I developed codes as well as the concepts through the descriptions gathered through the eight interview questions. The last step in the data analysis phase was classification. I coded the data into

smaller units, determine their importance and by the number of times appearing within the word cloud. I identified themes by looking for patterns that repeatedly emerge in the interviews using both the word cloud and the nodes.

**Confirmability**

Confirmability of the research was ensured through five processes: (a) audit trial, (b) internal audit, (c) external audit, and (d) a formal written report. By keeping a research journal, I tested my reflexivity and can look back over the entire study and interview and questionnaire process. Reflexivity is a crucial means to continuously work on becoming a better researcher and it gives a focal point for the study (Watt, 2007). A few strategies to ensure objectivity includes refraining from sharing my opinions regarding career advancement, women in business, or disclosing individual experiences during each participant response.

My objectivity remained in focus and only look at the participants after all data is collected. I member checked the ten participants by speaking directly to the one phone participant after transcribing what was said. I kept a journal of all the research data collected and sources. I documented changes in information during the research like the purpose or problem based on the results of the interview or data.

## Study Results

The interview questions were made from the research question: “How might the lack of mentoring in public housing authority’s management place barriers to career advancement?” Three themes emerged from these and the analysis and interpretation

addressed the central research question that relates to the theoretical foundation. The three themes that emerged were (a) mentoring relationships(b) training opportunities and (c)open career development. The participants were selected from ten women who work in public housing authorities in Georgia and Florida who were assistant managers, property managers, executive directors, finance managers, housing choice managers, section 8 managers, RAD managers, tax credit managers, admissions managers, and human resource managers.

The interview/questionnaires were based from the research question: How might the lack of mentoring in public housing authority's management place a barrier for women managers and their career advancement opportunities?" The statements from each participant for each interview questions were grouped to determine themes based on the research question.

**Emergent Theme 1: Mentoring**

Theme one had a frequency of 10 percent so all the participants agreed that mentoring was important to the career development. Participant 1 an African American Woman. She is a property manager within the public housing authority. When she began her career in public housing she was an assistant property manager. Participant 1 response was that she did not have an official mentor within my organization. However, people in the industry that in my eye I have deemed successful individuals and have risen through the rank of public housing, I do consider these people mentors and try to interact with them as much as possible. Participant 1 also feels that she would be more

knowledgeable in her content area with a mentor and better able to handle the stress factors of senior management responsibilities.

Participant 2 is a Caucasian woman and her current title is the director of public housing and when she began her career in public housing she was an executive assistant to the C.E.O. of the organization. Participant 2 had a mentor and felt that it was very beneficial because they advocate on her behalf. Participant 3 is an African American woman and her title is an occupancy specialist and when she began her career in public housing she was an occupancy specialist. Participant 3 had a formal mentor within her organization which was the executive director and feels that by having a mentor it has afforded her with the opportunity of more training to one day become an executive director. Participant 4 is an African-American woman who has a Bachelor's degree. She stated she had no formal mentoring but sought out help from other senior management individuals to help advance her knowledge in public housing. Her current title is a director of asset management.

Participant 5 is an African-American woman who had a mentor within her organization who was the executive director and benefited great under her guidance. Participant 5 felt having a mentor was very beneficial to her being able to advance within the organization of public housing. Participant 6 is an African American woman and she holds a bachelor's degree. Her title is the property manager and the recertification specialist. Her previous title in public housing was the resident services coordinator. Participant 6 an African-American woman and has a Master's degree. She stated that she

has a mentor within her organization and felt it was very beneficial to her career advancement. Her current title is a director of asset management. Participant 7 is a Caucasian woman and holds an associate's degree. Her title is a housing choice voucher director within public housing. Her previous title was a receptionist and assistant manager. Participant 7 an African American woman and has a bachelor's degree. She stated she has a mentor for two years until they departed the organization. She is currently the manager of the housing choice program and had to teach herself things because no one else in the organization understood the housing choice voucher program. She felt that having a mentor was very beneficial to her career advancement.

Participant 8 is an African American woman and holds a bachelor's degree. Her title is an executive director within public housing. Her previous title when she began in public housing was as a recertification specialist and a housing clerk. Participant 8 an African American woman and she holds a Master's degree. She stated she has a mentor from another housing organization and felt that it was extremely beneficial because it helped her to develop as a strong leader and monitor your performance. Participant 9 is an African-American woman who has a bachelor's degree and she didn't have a formal meeting, but had people in the organization that acted as a mentor and helped her to become more knowledgeable. Participant 9 currently is an occupancy specialist and has not advanced within the organization yet. She holds a bachelor's degree. She stated that she does have a mentor within the organization but is confident that she will advance as a benefit of being mentored. Participant 10 is an African-American woman and had a

mentor who was the executive director in the organization and helped to advance career greatly. She holds a Master's degree and is currently a senior property manager within her organization.

**Emergent Theme 2: Staff Training**

Theme two had a frequency of nine percent, so all but one participant felt that more staff training was needed. A protégé can gain human capital through challenging assignments, coaching, and role modeling provided by the mentor or employer (Allen, & Eby, 2007). The movement capital path dealt with exposure and visibility of the protégé to propel them to seek new opportunities outside organizations. Public housing authorities send their managers to training only once a year, but do not offer cross training in other areas within public housing. Many times the executive staff will bring in someone from a neighboring housing authority who currently has experience in a particular specialty. Nine out of the ten participants agreed that public housing authorities needed to offer more training to their management for better career advancement opportunities. This path comes from the responses of the protégé and ones who make key decisions and organizational outcomes.

Participants 1,2,3,4,5,7,8,9, and 10 all agreed that there was a strong need for more training that would allow them to be more eligible for different open positions in public housing. Many suggested being cross-trained in various areas so that it would bring forth more opportunities for advancement. Participant 6 was the only woman who

did not feel that there was a strong need for more training, but she was hesitant to state why she felt this way.

**Emergent Theme 3: Career Development**

Theme three had a 100 percent frequency so all 10 participants stated they had career development opportunities and it is understood this led to their advancement opportunities over the years. To enhance the career development and performance many organizations are using mentoring programs for the management - level employees. Every year they are required to attend public housing training in their respective areas of expertise.

## Summary

In chapter 4 the data were analyzed from ten women who were interviews from various housing authorities in Georgia and Florida. The titles of these women in their housing authorities are as follows: Director of Housing Management (3), Occupancy Specialist (2), Director of Housing Choice Voucher (1), Property Manager (2), Director of Asset Management (1), Chief Operating Officer (1), These women's degree level ranged from an associate's (2), bachelor's (5), and master's (3). Their races range from African-American (7), Caucasian (2), and Hispanic (1). Four interviews were completed over the phone due to time constraints and six participants requested that the interview questions be sent to them and they would e-mail the questionnaire back to me. I transcribed all interviews, then followed up by member checking with each participant for accuracy. From the data analyzed three themes emerged (a) Mentoring is a benefit to

career advancement, (b) Extended training in public housing is recommended for better opportunities, and (c) Career development for all employees is a recommended option for employees to have more knowledge about the rules and regulations under the Department of Housing and Urban Development which will open up more beneficial advancement for all.

# Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of my qualitative case study was to research women working across public housing authorities across Georgia and Florida, and how the lack of mentoring within the organizations may place a barrier for women and their career development opportunities. While I had the opportunity to work in the property management field in public housing, many women property managers did not progress past a senior manager. Their male counterparts moved from senior managers to directors and even CEO. The population for my case study included 10 women who work for the public housing authorities in Georgia and Florida in a management capacity. Women and first-time minority managers typically do not receive adequate mentoring within typical organizations (McDonald & Westphal, 2013). In fact, incumbent directors, the overwhelming majority of whom are White males, receive comparatively more mentoring than that of women managers. (McDonald & Westphal, 2013).

The implications for positive social change could affect public housing authorities across the United States, giving women managers more opportunities to advance to executive levels within public housing, like executive directors of housing management or even the CEO. The method chosen for my study was qualitative. Bloomberg and Volpe (2012) defined quantitative research as a method to investigate the relationship, cause-effect phenomenon, and conditions. In qualitative research, the main designs are (a) narrative, (b) phenomenological, (c) ethnographic, (d) case study and (e) grounded theory (Yin, 2013). A case study design was most suitable for my case study because I

focused on the actual experiences of women who are senior property managers in public housing and the barriers they face in management. A single descriptive case study was the most appropriate design for this study because I explored a specific and complex phenomenon within its real-world context (see Yin, 2013).

An exploratory case study assists researchers with addressing how or why the phenomena occurred (Yin, 2013). Case study researchers rely on several sources of evidence such as (a) documents, (b) physical artifacts, (c) archival records, (d) audiovisual materials, (e) interviews, and (f) direct observations to triangulate findings and validate the conclusion (Yin, 2013). The goal of my case study were to evaluate questionnaires about how female managers perceived advancement barriers in the workplace.

The phenomenological researcher seeks to explore the meaning of individual lived experience (Marshall & Rossman, 2016). I did not choose a phenomenological design because I did not seek information on lived experiences or using a large sample. I did not choose an ethnography because I included women of any ethnic backgrounds and nationalities in my study.

## Interpretation of Findings

The study results revealed three themes (a) Mentoring, (b) Staff training, and (c) Career development opportunities based data analysis driven from the study of the 10 participants. All the participants agreed that having a mentor, whether formal or informal, was beneficial to their career development; more career development training is needed

for housing authority staff; and because of training, there was significant career advancement.

## Limitations of the Study

Limitations are the potential weaknesses of my case study that may occur that are beyond the control of the researcher (Yin, 2013). My case study is limited because the participants in the study will consist of women from housing authorities in Georgia and Florida area who desire to advance within the organization. There were extreme difficulty finding participants who would agree to be interviewed and it took me six months and an IRB request to expand the participant pool. My research confirmed that employees' actions are consistent with response to interview questions. Another limitation bound by a case study research design were that behaviors from one instance of one housing authority may not reflect the behavior of the general population. A second limitation were that conclusions are data driven, rather than casually made. Lastly, qualitative case studies limit the sensitivity and integrity of the researcher as the primary instrument of data collection and analysis according to (Yin, 2013). Dependability of this case study showed in the data collection process, the analysis of the data and the theory construction from the data. I witnessed career advancement barriers for many women co-workers, has personally experienced barriers to obtaining mentorship, and constantly experienced barriers to career advancement. To limit bias, I conducted interviews with women of all ages to see if their experiences were similar in obtaining mentorship and advancement in

their respective organizations. I used convenience sampling, which limited the generalizability of the results

## Recommendations

The first recommendation would be for future researchers to would be to expand the research to other geographical areas to determine whether information on similarities or differences are regionally driven. My study only covered Georgia and Florida and many participants did not want to participate or even respond with an answer.

The second recommendation would be for future researchers to obtain more participation. I was able to obtain more participation through referrals from other managers who recommended me to their colleagues.

The third recommendation would be for future researchers to interview participants in non-management positions to see what barriers they might be experiencing with mentoring and career development opportunities within public housing authorities. Upward mobility is key to career advancement. Everyone should be able to get the training opportunities that will help to obtain development. This is important for positive social change for women in management with their organization, family, and community.

## Implications

The qualitative study findings had positive social change implications for women to improve training and career development and for women in public housing authority management. Formal and informal mentoring played an important role in the participants'

career advancement and proved to help women rise to the upper management or executive levels within their organizations.

Contributions in professional development for women have help them break through the glass ceiling. One-half of the current labor force in male dominated professions and middle level management are now held by women (Kram & Ragins, 2007). The most frequently observed career development strategy is sponsorship, which provides public support for a junior associate from a senior individual that can occur in formal or informal meetings (Kram & Ragins, 2007). Contributions to family is having the woman advance in her career and become more financially secure and emotionally sound due to career satisfaction. Contribution to the organization is that more women are working harder and bring a more career development driven determination due to satisfaction within their jobs as a result of mentoring and advancement opportunities. Contribution to society is that more women are breaking the glass ceiling and advancing to top executive positions opening the door for more women to have better career advancement opportunities.

Mentors are viewed as providing two overarching roles, career and psychosocial, based on an analysis by (Kram, 1983). Career functions can be divided into five sub-functions of sponsorship, exposure-and visibility, coaching, protection, and offering challenging assignments (Kram, 1983). Career development and trajectories are important in a mentoring relationship and identification is one of the most important defining features (Kram, 1983). Derived from the ten women interviewed working in

public housing authority management, the qualitative study findings indicated that due to formal or informal mentoring from executives within their organization proved to give women better career development opportunities to advance.

Contributions to individuals is that women of all ages, race, and educational background can advance further within their organizations with proper mentoring and training that will increase their career development. The qualitative study findings fill the gap in the literature on mentoring and women in public housing management. Also, the qualitative study findings showed that how mentoring whether formal or informal was very beneficial for women in public housing management. The strongest recommendation of each participant was access to more training opportunities. Each participants career development and advancement were a direct result of the mentoring relationship with an executive member of their organization which afforded the participant with upward mobility throughout the careers.

## Conclusions

The three emergent themes provided a clear understanding that women in public housing management agreed that supplemental training opportunities needed to be accessible to them by directors and the executive staff providing the possibility to move through the ranks and advance their career. Also, one of the themes proved that all participants felt that some form of mentoring was beneficial to their development and growth in public housing management. Public Housing Authority executives and directors need to make more opportunities to obtain training for positions throughout the

organization. The formal and in-formal mentoring gave better opportunities for protégés to advance within their career in housing. The results contribute to the exist body of knowledge promote social change for women working in public housing authority management and mentoring is beneficial to career development and advancement. It was unanimously agreed by all participants that better training opportunities for women in housing authority management would advance participants to higher levels of success based on career development opportunities extended from the executive management.

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## Appendix A: E-mail Invitation Letter

Hello **(Potential Participant)**, my name is LaTayna Jackson, and I am a doctoral candidate in the management program at Walden University. The reason I am writing you is to invite you to participate in a research study. I obtained your name/contact info via the internet HUD and forwarded this e-mail directly to your executive director. You were identified as a potential participant for the study because you are a woman working in public housing management. I am seeking any woman in public housing management as participants in my study regarding how their career and mentoring contributes to better career development opportunities. There is no compensation for participation in this study. If you agree to be in this study, you will be asked to:

- Participate in a semi structured face-to-face, audiotaped, phone interview, or e-mail interview correspondence with the researcher regarding your management position in public housing. The interview will be scheduled in a privileged location of your choice. The duration of the interview will be thirty to sixty minutes.
- Member check the interview data, which is ensuring your opinions about the initial findings and interpretation is accurate.

I anticipate the research may contribute to social change by providing knowledge for all public housing authorities across the state of Georgia and Florida. Executive staff may also use the findings from this study to evaluate the effectiveness of mentoring on

career development for senior property managers. In addition, this study could provide deeper insight regarding women in public housing management.

If you are interested in participating in this valuable research, please sign the form and email me a copy and any questions you may have about the study.

Best Regards,

LaTayna M. Jackson

# Appendix B: Interview Protocol

1. Introduce self to participant(s).
2. Present consent form, go over contents, answer questions and concerns of participant(s).
3. Turn on the audio recording device.
4. Follow procedure to introduce participant(s) with pseudonym/coded identification; note the date and time.
5. Begin interview with question #1; follow through to final question.
6. Follow up with additional questions.
7. End interview sequence; discuss member-checking with participant(s).
8. Thank the participant(s) for their part in the study. Reiterate contact numbers for follow up questions and concerns from participants.
9. End protocol.

# Appendix C: Interview Questions

1. What is your management title with the public housing authority?
2. When you began with the public housing organization what was your title?
3. How many different management titles have you held in public housing management and what were they?
4. Were there any obstacles you felt that limited your career growth within the organization?
5. Were you offered any career development opportunities that would make you eligible for multiple positions like tax credit, section 8, public housing, or RAD?
6. Did you have a mentor within the organization who provided you with career guidance and advice?
7. Do you feel that having a mentor within the organization or not having a mentor within the organization beneficial or not?
8. What recommendations would you give to the public housing authorities in the future that you feel would benefit others with career development and leadership opportunities?