

2019

## Factors Leading to Successful Asian American Women Leaders

Vishakha S. Naresh  
*Walden University*

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



Part of the [Psychology Commons](#)

---

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

2019

# Factors Leading to Successful Asian American Women Leaders

Vishakha S. Naresh  
*Walden University*

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

 Part of the [Psychology Commons](#)

---

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

# Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Vishakha S. Naresh

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

## Review Committee

Dr. Amy Hakim, Committee Chairperson, Psychology Faculty  
Dr. Robert Haines, Committee Member, Psychology Faculty  
Dr. Victoria Latifses, University Reviewer, Psychology Faculty

The Office of the Provost

Walden University  
2019

Abstract

Factors Leading to Successful Asian American Women Leaders

by

Vishakha S. Naresh

MA, Walden University, 2009

BS, Cal Poly Pomona University, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

November 2019

## Abstract

Although women have been progressing in the U.S labor force into supervisory and management positions, the number of Asian American women in leadership roles continues to be limited. There is support in the literature for research on factors associated with the leadership development of Asian American women. The purpose of this phenomenological qualitative study was to explore the racial and gender experiences and perspectives of 7 Asian American women in U.S. health care organizations and how they developed into leaders. Feminist and sociocultural theories were applied to gain insight. Interviews were carried out to comprehend the manner in which gender and racial characteristics informed the leadership styles of the 7 Asian American female participants selected using a purposive sampling method. Thematic analysis yielded 5 key themes (destined to accomplish, support from unexpected, disadvantages incurred from race and gender, according to the rules, and kind deeds). The findings offer an enhanced explanation of the lived experience of these Asian American women and how racial and gender characteristics influenced different parts of their intentionality and shaped their relations within organizations. In particular, the participants described encountering traditional gender biases, stereotypes and cultural assumptions that hindered their sense of belonging and perhaps influenced and impelled their success. In addition to contributing to the literature, the study may offer useful insight to Asian American women seeking leadership positions. Furthering Asian American women's prospects in organizational leadership positions may promote more diversity in the U.S workforce and address inequalities.

Factors Leading to Successful Asian American Women Leaders

by

Vishakha S. Naresh

MA, Walden University, 2009

BS, Cal Poly Pomona University, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

November 2019

## Dedication

My sincerest gratitude to my amazing family for their support and devotion. Above all, to my parents for their years of patience, love, and guidance. They were there for me and encouraged me to pursue my dreams. Their commitment instilled a passion for education and the belief that faith can move mountains. To accomplish things, we must challenge the impossible. My heartfelt thank you.

## Table of Contents

List of Tables .....	vi
List of Figures .....	vii
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background .....	2
Problem Statement .....	3
Research Questions .....	6
Conceptual Framework.....	7
Feminist Theory .....	8
Sociocultural Theory.....	9
Nature of the Study .....	11
Definitions.....	11
Assumptions.....	12
Limitations .....	12
Delimitations.....	13
Significance.....	13
Chapter Summary .....	14
Chapter 2: Literature Review.....	15
Introduction.....	15
Representation of Women.....	15
Effective Leadership .....	22



Leadership Development .....	26
Leadership and Gender Factor .....	28
Leadership Abilities .....	31
Leadership Styles .....	34
Conceptual Framework.....	37
Gaps in the Literature.....	51
Chapter Summary .....	51
Chapter 3: Research Method.....	53
Introduction.....	53
Research Design and Rationale .....	54
Research Questions.....	56
Methodology.....	57
Sample Selection.....	59
Data Collection .....	61
Data Analysis .....	65
Role of the Researcher .....	66
Issues of Trustworthiness.....	68
Ethical Consideration.....	70
Chapter Summary .....	71
Chapter 4: Results.....	73
Introduction.....	73
Setting.....	74

Recruitment.....	74
Participant Profiles.....	75
Demographic Information.....	76
Informed Consent.....	77
Interview Procedures .....	77
Developing Interview Questions.....	78
Evidence of Trustworthiness.....	80
Member Checking.....	80
Participants' Narratives.....	81
Nina .....	81
Edna Mae .....	85
Rose .....	88
Rachael.....	92
Cindy .....	95
Dorothy .....	98
Vivian .....	101
Comparing Findings and Theoretical Framework .....	104
Data Analysis .....	105
Horizonalization.....	106
Reduction and Elimination .....	107
Thematize the Invariant Constituents .....	107
Analyzing the Themes .....	108

Textural Description .....	109
Structural Description .....	110
Synthesis of Meanings .....	110
Construed Themes From Narratives .....	111
Destined to Accomplish .....	112
Support From Unexpected .....	117
Disadvantage Incurred From Race and Gender .....	119
According to the Rules.....	128
Kind Deed .....	130
Significance of the Results.....	134
Implications for Practice .....	135
Chapter Summary .....	137
Chapter 5: Discussion, Conclusions, and Recommendations .....	138
Introduction.....	138
Discussion.....	138
Interpretation of Results.....	139
Destined to Accomplish.....	139
Support From Unexpected .....	139
Disadvantage Incurred From Race and Gender .....	140
According to the Rules.....	141
Kind Deed .....	142
Theoretical Framework and Findings .....	142

Limitations of the Study.....	143
Delimitations.....	144
Recommendations.....	144
Future Implications.....	146
Social Change.....	147
Conclusion.....	148
References.....	153
Appendix A: Invitation to Participate Letter.....	175
Appendix B: Interview Questions.....	176
Appendix C: Tables.....	178

## List of Tables

Table 1. Participants Profile and Pseudonyms.....	76
Table C2. Precoding Data for Themes.....	179
Table C3. Surfaced Themes.....	180
Table C4. Nina’s Description .....	181
Table C5. Edna Mae’s Description.....	182
Table C6. Rose’s Description .....	183
Table C7. Rachael’s Description .....	184
Table C8. Cindy’s Description .....	185
Table C9. Dorothy’s Description.....	186
Table C10. Vivian’s Description .....	187

## List of Figures

Figure 1. Themes .....	112
------------------------	-----

## Chapter 1: Introduction to the Study

### **Introduction**

In recent times, global organizations have undergone gender and diversity workforce transformations (Denmark & Klara, 2010; Eddy & Cox; Kirsch & Royster, 2012). Increasingly, leaders have recognized the importance of gender and diversity changes in organizations for profitability (Fisher, 2015; Ghafoor, Qureshi, Khan, & Hijazi, 2011). Although workforce equality and diversity have increased, it remains a topic of concern for organizations (Burke et al., 2006; Cha & Weeden, 2014). For instance, Asian women are more inclined than other women to have academic degrees; however, they are less inclined to occupy higher positions (Catalyst, 2003a; Fisher, 2015; Yogeeswaran & Dasgupta, 2010). To understand the ranging group of this population in the 2010 U.S. Census, the “Asian” category encompassed individuals with origins such as from China, Japan, Taiwan, Cambodia, Pakistan, Indonesia, India, Korea, Malaysia, the Philippine Islands, Vietnam, and Thailand (Humes, Jones, & Ramirez, 2011). There have been few studies on Asian American women in positions of leadership, resulting in a lack of useful knowledge for making required organizational changes to address inequality issues (Bridges, Eckel, Cordova, & White, 2007; Catalyst, 2003).

As Alimo-Metcalfe and Alban-Metcalfe (2005) pointed out, women can implement change within an organization and serve as role models. Furthermore, women can support and inspire more women to identify such qualities within themselves and aim for leadership positions. Asian American women leaders can be productive for organization development and accountable in support of goals that develop actions (Humphreys, 2002; Stahly, 2007; Tuhus-Dubrow, 2009). Potential implications require

quality leadership resulting in fruitful growth that may lead to an organization's success (Ryan, 2009). For positive social change organizations require leaders to actively work to encourage team achievements and hard work (Riaz & Anis-Ul-Haque, 2016; Slack, Orife, & Anderson, 2010). A leader's primary intention should be directed at efficiency in the organization, and the leader should maintain direction toward the progress of this productivity (Ghafoor et al., 2011).

### **Background**

Research studies confirm that hardly any minority women compared to men reach a leadership role which is a global phenomenon (Cha & Weeden, 2014). Few researchers have examined the potential for Asian Americans to assume these roles, however. Ruttiman (2009) yielded insight into why Asian American women comprise an inadequate percentage of the leadership population and why there is a deficiency in terms of mentors in organizations. There is a restriction in literature in the manner in which social constructs (e.g., race and gender) for Asian American women might manifest in the organization. This oversight has left a gap in the available research on how race and gender shape Asian American women's growth as leaders.

In recent years, Asian American women have begun to think about their uniquely disadvantaged position in the workforce (Brezinski, 2012; Yogeeswaran & Dasgupta, 2010). Asian American women experience a disadvantage due to their gender and racial identity, creating a sense of discrimination (Berdahl & Min, 2012). Some researchers studying minority leadership have discussed the absence of literature on the obstacles for women of color (WOC) in organizations (Northouse, 2010). This lack of research created



a gap in comprehending how Asian American women's racial and gender characteristics affect their progression as leaders.

Some evidence indicates that Asian American women's racial identity may complicate their leadership opportunities in North American organizations. For instance, Berdahl and Min (2012) addressed the role of ineffective leaders and the outcome of negativity in the place of work. The population studied was East Asians in North America. For their quantitative analysis study, the authors used a between-subject design to examine organizational ramifications of infringing cultural stereotypes (Berdahl & Min, 2012). The findings revealed racial typecasts of East Asians in North America as rigid besides being expressive and liable to limit East Asians in secondary organizational roles and adverse social roles in the organization.

Stereotypes continue to foster differences in rank and authority between groups. Those who have gone against narrow stereotypes have dealt with societal sanctions that support conformity with such labels (Heilman & Okimoto, 2007). Women who have broken gender stereotypes may not be accepted and may undergo further discrimination (e.g., being sexual harassed, disliked, and compared to women who conform; see Bartfay & Bartfay, 2017; Heilman & Okimoto, 2007; Rudman, Moss-Racusin, Phelan & Nauts, 2012). Defending such stereotypes creates the gender hierarchy and motivates prejudice against female leaders.

### **Problem Statement**

Organizations can achieve employee development through awareness of leaders' diverse experiences (Berdahl & Min, 2012). Awareness of Asian American women's

lived experiences in positions of leadership is necessary (Liang, Lee, & Ting, 2002; Yogeeswaran & Dasgupta, 2010). The problem is that Asian American women are less represented in senior positions in U.S. organizations, which is also a global trend (Catalyst, 2003; Corcoran, 2008). Asian American women face obstacles to a greater degree than other women when pursuing leadership positions and are disproportionately assigned to lower-level leadership positions (Northouse, 2010). There is a lack of leadership development and awareness of how complications are experienced by Asian American women leaders (Catalyst, 2003; Eddy & Cox, 2008; Parker & Ogilvie, 1996).

Highlighting Asian American women who reach leadership positions, often having overcome hurdles in moving up the hierarchy, is essential to provide leaders with insight they can use to address social inequities in the workplace. Addressing these inequities may also improve organizational performance. The emphasis of the research thus far has been on the experiences of Asian American women as leaders. Yogeeswaran and Dasgupta (2010) pointed out that to completely grasp the problems of Asian American female leaders' experiences in organizations, it is important to recognize the forms of coercion they come across. Catalyst (2003) suggested a solid correlation between gender diversity and organizations' economic performances; as the number of women at the top ranks of organizations grows so do monetary gains. According to Catalyst (2011), women have made significant growth in organizational representation into executive-level positions. However, this career advancement and leadership development does not include Asian American women (Catalyst, 2003, 2005; Corcoran, 2008).

There is a lack of research on how racial characteristics influence leadership in dominant culture organizations. Dominant culture mindsets toward women remain severely influenced by previous- and present-day racial suppression (Cha & Weeden, 2014; Eddy & Cox, 2008). As minority women, Asian American women are subject to explicit and hidden racism and sexism (see Brezinski, 2012). As reported by Berdahl and Min (2012), minority women have an enduring practice of independence in the place of work. A diverse culture in the workforce means broader potential, global impact, and community relationships (Berdahl & Min, 2012; Brezinski, 2012; Collins, 2003). Few researchers have looked at how race and gender work together to explain leadership growth (Combs, 2003; Prasad, 2008). Rudman et al. (2012) implied that there is a growing need for investigators to recognize minority women's experiences from their viewpoint. In spite of this finding, only some inquiries have concentrated on the connection between social constructs (race and gender) and Asian American women leadership. Additionally, not often are race and gender taken into account how both may shape one's idea of leadership. Because of racial and gender characteristics, Asian American women in leadership roles have chosen to reduce parts of their distinctiveness in leading society institutes (Leatherwood & Williams, 2008). Thus, racial and gender characteristics are significant in comprehending the position and aspect of Asian American women leaders' involvement in the workplace (Parker & Ogilvie, 1996; Tuhus-Dubrow, 2009).

Understanding what leaders experience through the perspective of their multiple social identities is essential; therefore, the present analysis focused on Asian American

women and addressed both racial and gender identity. The effect of being an Asian American woman in leadership roles and how they experienced involvement, sense of belonging, and leadership behaviors were examined. It is essential to identify the intentionality and characteristics of minority women who have arrived at top leadership positions to contribute to literature.

### **Purpose of the Study**

The intent of the study was to identify qualities, experiences, and obstacles that led Asian American women to achieve positions of leadership. This exploration's objective was to realize how Asian American female leaders derived sense out of their experiences and growth as leaders. Many scholarly articles have focused on the impediments and problems WOC deal with on wanting and attaining leadership positions in organizations (Corcoran, 2008; Parker, 2005). It may be inferred from research that for female persons of minority in organizations, race, gender, and a division of society can limit the development of management (Berdahl & Min, 2012; Heilman & Okimoto, 2007). For that reason, this exploration aimed to observe the leadership growth of Asian American female on the basis of their gender and racial characteristics. Further, the knowledge gained will prepare organizations to help future Asian American women model leadership behavior.

### **Research Questions**

The leadership development of Asian American women was examined in this qualitative study. The focus of the research was on Asian American women who attained leadership roles regardless of the barriers they faced in advancing in their profession. The

design structure for this qualitative study consisted of the following research questions

(RQs):

RQ1-Qualitative: What are the experiences of Asian American women in lead roles who encounter race barriers?

RQ2-Qualitative: In what way do gender characteristics influence Asian American women's leadership experiences?

The subquestions (SQs) were

SQ1-How do Asian American women in positions of leadership define success?

SQ2-What positive experiences have occurred as a result of Asian American women being in leadership positions?

### **Conceptual Framework**

Male domination continues to be the norm for leadership in organizations globally, resulting in gender bias toward women and limiting them from reaching leading positions (Cha & Weeden, 2014; Coleman, 2003). This phenomenon is termed the *glass ceiling*, which connotes a hurdle that is unsolvable to women (Brezinski, 2012; Cha & Weeden, 2014). Feminist and sociocultural theories presented the philosophical perspective of a community who has experienced discrimination. These theories question leading structures that debate marginalization (Parker, 2005). Both theories explain the significance of what Asian American women live through regarding their racial and gender characteristics and leadership growth.

## **Feminist Theory**

During the 1980s, there was an insignificant representation of women in prominent administrative positions, which upset feminists and created concerns regarding women inequalities (Almquist, 1987). Due to this inadequacy, a female organizational culture was proposed by Shakeshaft (1989). Feminist views motivated primary changes in the ways people view social groups (Collins, 2003). Today, hidden biases toward male leadership behaviors strongly linger even with a progression of women holding leadership positions (Isaac, Griffin, & Carnes, 2010). Male and female positions in leadership are recognized and explained in several explorations, and repeatedly the men emerge more prevalent.

According to Prasad (2008), feminist theorists examine ideologies and procedures that can be illustrative in relations to marginalized groups. Harding and Norberg (2005) stated that feminist theory reveals concern about women and their social, cultural, and theoretical associations, together with the requirement to comprehend how transformation is achievable. Feminist theories are used to progress and apply ideas to communicate hindrances and understand perceptions (Harding & Norberg, 2005; Prasad, 2008).

Recently, research by White, Rumsey, and Amidon (2016) exposed how organizations are still confronting the subtle myth of the genderless workplace. The research addressed the handling of gender and feminism in organization writing studies. Published dialogue appears to play down the gendered nature of writing workplaces entirely. The study revealed that efforts need to be made to bring gender issues to prominence and to dissolve the implied meaning of gender neutrality (White et al., 2016).

Results demonstrated accountability for change to the broad subject and educational representation in workplace writing classrooms.

Feminist theory has challenged many aspects of leadership development by concentrating on women's inequality and seeking to recognize the form of gender disparity (see Leatherwood & Williams, 2008). Still, feminist theory has recognized new frameworks for literature on women leaders. However, researchers have overlooked the manner in which racial and gender impartiality influence the oppression of women (McBride et al., 2015; Miller, 2012). Consequently, there is need for research on the association of race and gender regarding leadership progression.

### **Sociocultural Theory**

Sociocultural is a theoretical perception that considers gender, race, and a division of a society in evaluating the influential system inside bureaucratic and other systems where authority is used to dominate (Skrla, 2000). In the 1980s, researchers were increasingly paying attention to finding relations among systems of domination structured along the concept of social class, gender, and race (Collins, 2003). Skrla (2000) described the division of a society as a stratification of individual categorization by social science research. Exploring social class through this explanation shaped a vision of leadership development using its usual principles and system (Stahly, 2007). These limitations separated women from men who usually were offered ranks of considerable influence (Collins, 2003; Gaetane, Williams, & Sherman, 2009). The systematic twofold partiality of sexism and racism lingered throughout various organizational divisions (Fine, 2009). The pretext of sexism and racism has inflicted considerable restraints on the exploitation

of the ability for WOC (Berdahl & Min, 2012; Eddy & Cox, 2008). Sociocultural systems arrange Asian American women inside an engaging system of gender, race, and a division of society, creating a boundary as leaders in organizations (Berdahl & Min, 2012; Fine, 2009; Isaac et al., 2010).

Gender is a classifying standard for culture applying to male or female attributes (Fine, 2009). This principle is obvious in the division of workforce. The culture makes obvious models of female and male work, within the household and society. Although the exact nature of gender relations differs between cultures, the broader outline defines women to have less personal independence, less income, and inadequate power in decision-making practice (Rudman et al., 2012). This example of inequality in regard to gender is something that needs to be reflected on.

Conventional beliefs about gender distinctions involving males and females make situations complicated for women to attain the chance to be positioned in higher-ranking leadership ranks (Gaetane, et al., 2009; Heilman, 2001). Fisher (2015) established sociological factors that play a part in the minority depiction of women in the administrative workforce. A critical subject for women and minorities is the apparent shortage for prospects in leadership ranks (Berdahl & Min, 2012). The inadequate account of Asian American women in leadership ranks is a result of sociological barricades as well as organizational formations (Catalyst, 2005, 2011). In 2016, 43% of the 150 lucrative paid businesses in Silicon Valley had no representation of women in decision-making positions (Bell & Di Bacco, 2017). In 2015, WOC represented 38% of the nation's female population, while they account for 20% of the total U.S. population



(Warner & Corley, 2017). Research indicated that the main hurdles to the progression of females and WOC are not due to leadership capabilities, but the need to rise above the cultural view (Catalyst, 2005). These feminist and sociocultural theories offered guidance on ways to facilitate the development of gender and race; therefore, offering awareness into the critical challenge of the study.

### **Nature of the Study**

The approach that was used to address the RQs and align with the problem statement was a qualitative analysis. This qualitative method applied a phenomenological research approach. In this type of investigation, it was required to take notes and question respondents during intensive interviewing (Chambliss & Schutt, 2003). The technique involved comprehensive interviewing on the lived experiences and feelings of the participants (Polkinghorne, 2005). The qualitative research interview applied a semistructured method to understand how racial and gender characteristics shape Asian American women's development as leaders.

### **Definitions**

Following are operational definitions of key terms used in this study:

*Gender characteristics*: Social roles, behaviors, and societal attributes considered proper for men and women (Terry & Hogg, 1996).

*Leadership*: The process of making administrative decisions; anticipating differences; developing and organizing; conducting administrative assessments; and using effective communication with association, staff, subordinates, and influential people (Huang, Iun, Liu, & Gong, 2010; Northouse, 2010).

*Race barriers*: Racial segregation or prejudice (Combs, 2003).

### **Assumptions**

An assumption that may be important to the quality of the study is that in qualitative phenomenological research, the manner of interacting with the participants is significantly active. Polkinghorne (2005) mentioned that openly interviewing with participants can be described as instrumental in that one is given the authorization to enter the subject's lived experiences. It is essential to recognize the influence of human understanding, memory, and perception of experiences on individual reactions (Creswell, 2007; Moustakas, 1994).

While conducting the interviews, there was no limitation regarding the credibility or honesty of the participants' responses. For this reason, it cannot be inferred that the participants will respond accurately to the questions. Another assumption was that the participants would realize that their answers would be confidential and that their responses would be sincere.

### **Limitations**

The analysis involved the display of leadership behaviors by Asian American women leaders. When working with people, data collection should be accurate and not repeated. Therefore, the importance should be the data collected on these leaders' experiences. Confines of the exploration might consist of partiality toward Asian American women; however, Epoché technique separated any foreseeable biases. During the procedure of data gathering, notes and audio recordings were used to get exact descriptions of what was observed throughout the interviews and mitigate limitations.

The integrity and accurateness of the researcher and participants established the reliability of this analysis. The perception of individuals in supervisory positions regarding the leadership styles of these women leaders was recognized.

### **Delimitations**

Delimitations for this research were the measures for participants that signed up for the study, the geographic area involved, and the organizations concerned. The measures were restricted to Asian American females who have leadership positions in the health care sector. This study may not be relevant to other geographic regions or other professions. However, the results of the research could be generalizable to other occupations. Information collected in regard to the interviews was on the basis of the women's replies, perceptions, and experiences as leaders.

### **Significance**

Understanding gender and diversity growth will help to provide additional background in Asian American women leadership research. Because there is little material on the effect of gender and diversity efforts on leadership (Catalyst 2011; Jaschik, 2008; Liang et al., 2002), this exploration will fill the gaps by focusing especially on the development of Asian American female leadership characteristics that are present in growing organizations. The detailed research of the Asian American women leadership experience can enhance the knowledge base, offer inspiration, and perhaps provide direction to other women aiming for leadership positions.

Having an awareness of Asian American women's leadership development may support the progression of organizations today. The study may sustain professional

practice as the potential findings can direct a constructive social change by focusing on the progress of organizations (Denmark & Klara, 2010). The study is significant given the rising demographic variations in society in which new prospects are offered to Asian American female leaders to ascend to top positions in diverse organizations.

### **Chapter Summary**

This section discussed the study by indicating the concise description of the problem and the necessity for this exploration. The research gap was explained, in addition to the intention and importance of the analysis. Feminist and sociocultural theories were considerable in talking about the framework applied to this phenomenological exploration. The focus of the phenomenological research was to recognize in full measure the women's lived experiences. Phenomenology is the profound detail for the individuality of human experience (Creswell, 2007; Moustakas, 1994). A way to explore the insufficiency of research in Asian American female leadership development can be through a qualitative method using a phenomenology approach (Groenewald, 2004; Hycner, 1985). The study used a phenomenological interpretation to address this gap. A comprehensive literature review, perceptions, and challenges of Asian American female leaders will introduce chapter 2. The following section provided an understanding of research and the fundamental structure that informs leadership growth and feminist and sociocultural theories.

## Chapter 2: Literature Review

### **Introduction**

How racial and gender characteristics of Asian American women explain their growth as leaders was reviewed in this chapter. The outcome of the exploration includes obstacles encountered by Asian American women who substantially developed in their careers (see Cha & Weeden, 2014; Heilman & Okimoto, 2007). In general, most researchers studying the development of women as well as minority leadership overlook the distinct duality of race and gender and race and gender occurrences faced by these women (Fisher, 2015). A lack of research supports the need for literary analysis of the leadership development of Asian American women as they advance to leading ranks (Kirsch & Royster, 2012; Yogeeswaran & Dasgupta, 2010). Comprehending Asian American women's lived experiences can provide insight about their ascendancy to senior positions.

### **Representation of Women**

Recently, the quantity of research increased on women's leadership, but hardly any research looks at leadership growth of Asian American women as leaders (Fisher, 2015; Yogeeswaran & Dasgupta, 2010). Plenty of research showed partiality to the typical perspectives of leadership. Specifically, a majority of the study focused on leadership characteristics implemented by White males in organizations (Cha & Weeden, 2014; Warner & Corly, 2017). The written work filled the research regarding distinctions involving men and women personalities usually connected with leadership (Cha & Weeden, 2014). Ghafoor et al. (2011) mentioned that transformational leadership places

importance on socialism and liberation. The research revealed that transformational leadership is considered useful because it is effective rationally and proficient at producing positive change that guides in the direction of a shared vision (Ghafoor et al., 2011). The leadership style of minority women has been associated to transformational leadership (Huang et al., 2010).

Brezinski (2012) offered some clarification for the deficiency in the female portrayal in leadership, with precedent women leaders who have been improperly set for organizational positions. Bridges et al. (2007) implied the percentage of female education in administration programs had increased. Similarly, Cha and Weeden (2014) mentioned information that point toward advanced-degreed women finished higher in statistics than men. Conversely, the percentage of women to men declined at the postgraduate degree. Advanced degrees are more significant to women than men to attain achievement in the line of work (Catalyst 2003; Fisher, 2015). However, the enhanced ratio of female's in the authority positions that usually guide to leadership are still to improve (Yogeeswaran & Dasgupta, 2010).

The percentage of women in leadership ranks is inadequate (Warner & Corley, 2017). Warner and Corley (2017) pointed out that women occupy merely 18% of Standard and Poor's (S&P) 1,500 board seats. In 2015, about 23 women held executive and board of director's roles, including small business and home-based firms, making an average of 26.8% of chief executive officers (CEOs) (Elmer, 2015). The American Council on Education (2017) described the demographic in a 2016 study for college presidents by race being 83% White, 8% African American, 4% Latinos, and 2% being

Asian American. The study also reported college presidents by gender and race revealing that WOC are limited, being 5% minority women, 12% minority men, 25% White women, and 58% White men (American Council on Education, 2017). This information makes a compelling case about the inconsiderable account of minority women in senior ranks in education. Asian American women are growing in number and can be leading communities as a population growing from 5.14% in 2012 to a projected 7.8% in 2050 (Smith, 2013).

Compared to men, women remained behind regarding leadership positions, and this difference is more significant for WOC (Warner & Corley, 2017). Of the U.S. population, 50.8% were women, minority women being 36.3%, and around 18% of the total U.S. population (Kirby, 2012). However, minority women occupied merely 3.2% of the board positions of Fortune 500 corporations (Warner & Corley, 2017). The position of leadership is insufficiently represented, as of 2017, 61 minority women (57 Democrat & 4 Republican) have served in the U.S. Congress: 37 African Americans, 12 Latinas, and 11 Asian Americans (Center for American Women & Politics, 2018b).

An earlier study that may still assist in comprehending the percentage of leadership was conducted by Catalyst (2003a) that reported 6% of CEOs were Asian Americans, compared to African Americans with 13%, and Latinos at 12%. Catalyst (2003b) stated that, in 415 corporations, minority women occupied 22.1% of the entire 655 board seats filled by women; out of the 145 places taken by minority women, 104 seats held by African American women, 29 seats by Latina women, and 12 seats by Asian American women (Catalyst, 2003b). The U.S. total population for Asian

Americans was 5.6% in 2010; however, below 2% of Fortune 500 CEOs are Asian, and barely 0.3% of corporation headquarters (Diversity Best Practices, 2018; U.S. Census Bureau, 2010a).

A study by Chaudhry (2015) mentioned that 1 in 285 executives are Asian Americans working in tech companies. Asian Americans were disproportionately represented in higher education executive positions in comparison to other racial groups (American Council on Education, 2008). Minority women remain hindered in the educational presidency; data showed 17% of college presidents are racial minorities, 36% of minority presidents head associate colleges, and 5% of college presidents are minority women (American Council of Education, 2017). Moreover, Asian American women remained restricted in leadership positions (American Council on Education, 2008).

Smith (2013) further mentioned that Asian American women were marginalized along with the Fortune 500 CEOs and board members. Warner and Corley (2017) pointed out that minority women represented 38% of the female public and 20% of the total population in 2015, and yet in 2013 it was reported that Fortune 500 companies did not have minority women as board directors. Merely 23% of businesses were headed by a woman CEO; moreover, only 4.6% of those businesses' board seats were taken by women (Peck, 2015).

A report provided information that in the record of the United States, 39 women were governors and not any of them were WOC until the first minority woman was appointed governor in the U.S. region of Puerto Rico from 2001 to 2005 (Center for American Women & Politics, 2018a). The first Asian American female mayor of



Oakland, California, was Jean Quan in office from 2011-2015 (Smith, 2013). Another study in 2018 found that out of 535 total members of Congress 7.1% signified minority women (Center for American Women & Politics, 2018b).

Female unemployment rate varied by race, Asian American women had a low rate of 4.8%, White at 6.2%, Latina 9.5%, and African American 12.1% (Elmer, 2015). However, between the racial classification, Asian Americans had a maximum percentage of continuing redundancy; those unemployed Asian Americans were out of work for a median of 33.6 weeks, the maximum of any group (U.S. Bureau of Labor Statistics, 2017). The U.S. Census Bureau (2010b) reported 22.3% of Asian Americans had been working in the service industry in 2012 compared to 20% of White women. The Asian American population grew from about 4% in 2000 to 5% in 2010 (U.S. Census Bureau, 2010b, 2016).

A study carried out by Woo (2000) looked at Asian American scientists and engineers employed at considerable government companies, and discovered there were no Asian American's at the higher administrative status; this was unusual because out of 105 Asian American professionals (e.g., scientists & engineers), 53 partaking in the research preferred a vocational growth. Asian Americans revealed to be less represented in sectors of senior faculty and academic administration (Woo, 2000). Heilman and Okimoto (2007) specified that discrimination for women lingered in many professions. Regardless of success in academia, Asian American females earned financially less compared to men and White counterparts (Smith, 2013).

Women came across inequities concerning their rank, as well as the potential for advancement (Yogeeswaran & Dasgupta, 2010). Catalyst (2017) revealed differences in pay, where the weekly median income of full-time women in a position of management was \$1,027, compared to \$1,420 for men. Studies by Warner and Corley (2017) and Ruttiman (2009) indicated that there was a rise of minority women in the workforce; however, the lack of influence at leadership ranks at the higher level persists. Despite having job experience and a graduate degree, this division of the population remains overlooked during advancements and is underpaid (Catalyst, 2011; Fisher, 2015; U.S. Bureau of Labor Statistics, 2012). “The glass ceiling” is still a struggle for females.

The invisible barrier to progress is an observable phenomenon that is the topic of exploration for some time (Prasad, 2008). Rudman et al. (2012) explained that the main impediment women encountered was men at the leading positions who considered it awkward that women were working next to them. Alternatively, White et al. (2016) explained the glass ceiling as a see-through yet actual barricade centered on biased outlooks that hinder capable individuals including women, racial minorities, and the disabled from moving to higher positions. The glass ceiling is defined as a hindrance founded by organizational partiality that prohibited experienced individuals from achieving advanced positions (Shambaugh, 2008). Dworkin and Dworkin (1982) specified that females experience gender discrimination as a result of commercial, diplomatic, and academic discrepancy. This continued to be the case, as mentioned by Peck (2015), indicating individual earnings were very much reliant on the rank in the service arrangement. The place of work can be an example of a gender organization (Elda

& Mehav, 2010). Also, females were severely minimized at senior ranking positions in U.S. corporations (Elmer, 2015; Kemp, 1994; Kerby, 2012). Lott (1994) and Mulhere (2018) indicated that when men and women had the same educational qualifications, women made less money than men.

In spite of women achieving their career goals, a higher number of males rose to good posts and were favored for promotion, resulting in distress for females (Denmark & Klara, 2010). Women tend to neglect their personal lives in the agreement to do well on the professional level and perhaps get promoted (Fine, 2009). Yet, women struggled to comprehend why there is partiality toward men and why hardworking women are not considered deserving (Heilman & Okimoto, 2007). Several clarifications had been put forward as a basis of the argument regarding women from reaching leadership positions. Corcoran (2008) mentioned women probably might not be hopeful for high-ranking posts as they do not know that leadership positions are approachable for them. Also, women can be discouraged by seniors from following these positions and may not feel suitable when progression is made (Brezinski, 2012).

Even though few studies center on minority women in leadership positions, they usually concentrated on hurdles to equal opportunity along with the limitation of career development for minority women opposed to paying attention to individual experiences (Cha & Weeden, 2014). Moreover, the research most of the time included the way minority women lead in organizations that are predominantly White and therefore, did not provide a perception of leadership advancement. Consequently, there is an evident lack of literature on the manner Asian American females experience leadership and

develop as leaders. For that purpose, it may facilitate the awareness of this issue to identify the transformations of leadership and develop theoretical frameworks that are appropriate to these recognized associations (Huang et al., 2010).

### **Effective Leadership**

Leaders influence employees with their skills in various aspects. This skill expertise conveys the leader's potential to exchange information, receive fundamental knowledge, and communicate required details (Burke et al., 2006). A leader must be conscious when giving directions to implementing essential tasks. It is necessary to be an attentive leader in regard to the responsibilities accomplished, and present sufficient suggestion when needed (Gaetane et al., 2009). Additionally, leaders need to have the capability to assist in structure and sustaining everyday duties to obtain the organizations objective (Burke et al., 2006).

A leader's method of approach can influence the performance of an employee. Historical information that may still be relevant in today's world is that workers who feel scrutinized constantly by the managers or supervisors initiate feelings of aversion in their point of view toward the leader (Chemers, 1997). If individuals feel analyzed all the time, they develop feelings of opposition in their view toward the leader (Ghafoor et al., 2011). This approach to leadership can persuade emotions of isolation and insubordinate feelings, causing grounds for leaders who may not carry out responsibilities productively (Kickul & Neuman, 2000). A study by Berdahl and Min (2012) concentrated on the responsibility of unproductiveness and the effect of disapproval in the workplace. This quantitative research used a between-subject design to explore workplace outcomes of

violating these stereotypes by conducting four studies conducted on East Asians in North America. The results indicated racial preconceptions of East Asians being inflexible in addition to expressive, and were likely to remain in less important organizational ranks and unfavorable social roles in the workplace. This method of leadership can direct a surrounding where staff only cares about their wages, causing a reduction to efficiency in the place of work, and carrying out responsibilities (Berdahl & Min, 2012).

Transformation can be shaped by a leader (Burke et al., 2006). Zaccaro (2007) provided information on research leadership, which had been made known as an important consideration of the proposed research on leadership. A trait-leadership model was created to recognize leader traits and effectiveness to measure two premises: leadership becomes apparent from the common persuasion of numerous qualities, and second, leader qualities vary in their impact on leadership. The quantitative analysis of leadership obtained findings that leadership requires identifying with how multiple personal attributes work together to influence performance. Another study by Ryan (2009) presented unique views of an approach to maintaining the progress of leadership and organizational experience. The populations studied were a range of leaders, from young instructors who teach airplane flying lessons for the U.S. Navy to corporate CEOs from Asia. This qualitative study measured three crucial skills of leadership: a vision for success, communication, and judgment. Findings obtained were exploring these three basics in greater depth, as well as, how individuals can take from the three fundamentals of leadership to gain effectiveness.

Leaders with well-developed leadership skills can persuade workers with their expertise. A leader can assist in corresponding necessary facts, and essential information that can be communicated or conveyed about vital details (Burke et al., 2006). Leaders need to be aware that performing tasks can be significant. A leader needs to be watchful toward the responsibilities and recommend sufficient advice as needed (Chemers, 1997). Also, it is important for leaders to have the talent to reinforce developing objectives, as well as to sustain everyday jobs to attain the established targets (Burke et al., 2006). An older study that may be relevant today by Miller, Bersoff, and Harwood (1990) predicted that American participants might be seen as receptive to another's desires in ethical conditions merely in situations concerning intense need or moderate-need parental circumstances. The outcome of the investigation indicated Asian Americans were responsive to another individual's wishes as intent commitment more often than Americans regarding moderate-need friend and stranger situations.

The research mentioned that Asian Americans more commonly viewed awareness to another's desire as an intent commitment than did Americans concerning trivial desires, and in companion situations concerning moderate desires (Matsumoto & Juang, 2008; Miller et al., 1990). Americans' opinions varied with need and role, whereas Asians' opinions continued to be constant across different needs and role conditions (Miller et al., 1990). A cross-cultural difference appeared regarding legitimate regulation. Asians considered each desired event as rightfully synchronized, more often than Americans. Americans' decisions yet again varied more by desire, and situation than Asian subjects (Miller et al., 1990).

Research by Miller et al. (1990) may still be applicable because, when comparing people from different countries both Americans and Asian Americans held similar views regarding social responsibilities in helping situations. Asian American and American participants considered social tasks relating to a critical need for ethical issues (Miller et al., 1990). Americans and Asian Americans referred primarily to non-justice matters (e.g., concerns of wellbeing) in explaining their responses to social tasks that they believed being ethical concerns (Matsumoto & Juang, 2008; Miller et al., 1990). Asian Americans regarded social tasks as essential responsibility intrinsic in all social interactions. Americans tended to embrace a more inconsistent approach to social tasks than they did to several other forms of individual matters (Miller et al., 1990).

Change is needed for leaders to represent modification and enhance worker's involvement, and persuade them to reveal their capability (Fine, 2009). This may be recognized by maintaining the perspective of the intention, and the foundation for change, which can be achieved by being in attendance to handle concerns (Kickul & Neuman, 2000). In addition, it is essential to maintain a composed atmosphere that can create reasonable applications, and a happy environment (Huang et al., 2010). This individuality of a leader may form positive communication between employees and achieving positive consequences. Compared to a leader who was un-assisting and contingent to the leader can impact workers (Zaccaro, 2007). These margins can be unenthusiastic in the workplace (Ghafoor et al., 2011). Inefficient leaders may be spotted and recognized when they choose to leave the organization, and that could be unhelpful to the job environment (Zaccaro, 2007).

Outstanding leadership may create pleasant supervisory surroundings (Fine, 2009). A focused leader may encourage workers versus a leader having a coercive approach (Huang et al., 2010). Influential supervision by a leader will influence people to pursue as an alternative to using unapproachable methods (Kickul & Neuman, 2000). These were some styles displaying leadership characteristics revealing the quality of dependability (Kickul & Neuman, 2000). Having such leadership qualities will produce attentiveness, as well as enhance a productive decision-making environment.

### **Leadership Development**

Leadership can be defined in various ways. A leader with effective individuality is governed to accomplish and can direct valuable judgment (Ryan, 2009). This leader may be characterized as go-getting in achievement and with no halt (Ryan, 2009). The description of an excellent leader can be a logical person with an understanding of duty, and the requirement for importance toward an assignment (Ryan, 2009). Traditionally, the customarily defined representation of leadership has been portrayed by men. Northouse (2010) implied that, with no control over others, leadership could not survive.

In talking about leadership, the analysis of leadership has apparently presumed ideas of White males as the crucial group for considering leadership, as characteristics are inherently stable (Bartfay & Bartfay, 2017; Northouse, 2010). In this type of concept of leadership, women, and minorities have been disqualified (Eddy & Cox, 2008). The emergence of women leaders mainly emphasized the events of White females, lacking consideration of WOC (Collins, 2003). Leadership approach in research revealed that women and men have diverse styles. Burke et al. (2006) implied that men were task-



oriented, while women became known as social leaders. The study further explained that task-oriented behaviors of men suggested that this was an important factor in their surfacing as leaders, therefore, they were considered as suitable for leadership roles over women.

The majority of studies on leadership have concentrated on men overlooking feminine leadership such as leadership characteristics and growth (Alimo-Metcalfe & Alban-Metcalfe, 2005). Discussions remain regarding whether male and female leadership roles differ. Isaac et al. (2010) indicated that the leadership approach of males and females were dissimilar because women displayed maintenance-oriented leadership behaviors whereas men were planned, inventive, and conventional.

Leadership styles can be hard to define as there are various leadership methods (Huang et al., 2010). Leatherwood and Williams (2008) stated that sexual characteristics might not be a factor of leadership style; however, it may persuade understanding of men and women and their experiences as leaders. Even though personality differences instead of sexual characteristics can describe methods, several types of research made known the influence of gender on the approach to leadership (Northouse, 2010; Parker & Ogilvie, 1996).

Research conducted by Bridges et al. (2007) looked at diversity in universities that discovered people of color and females are likely to hold a nonhierarchical outlook of leadership, where White men are inclined to be stratified. Studies have found women who remain occupied and develop into leadership were honored and rewarded (Brezinski, 2012). Attaining rewards or being honored brought about interpersonal growth,

individual development, and progress into agents of social change (Burke et al., 2006; Eddy & Cox, 2008).

Individual outlooks on leadership methods incline to focus on a shared decision-making approach against a conventional style of leadership (Fine, 2009). Female leadership is regularly viewed upon the assessment of the technique of leadership put forward. Several factors need to be measured when considering feminine leadership approach; the concern of gender, race, ethnicity, capability, and position create intricacy in leadership (Liang et al., 2002). Females encounter obstacles dealing with stereotypical expectations of male leadership traits. The literature on gender leadership has mainly paid attention to the concept of the glass ceiling, while many other studies focused on management methods, the perspective of leadership, and vocational development.

### **Leadership and Gender Factor**

Research showed concerns on the leadership abilities of women concerning some important topics consisting of conventional viewpoint, gender role socialization, authority, conflict responses, standards, and favored leadership styles (Eddy & Cox, 2008; Shakeshaft, 1989). Although mindsets about women are transforming, preconceived notions of characteristics remain; even when men and women act similarly, their dealings are diverse. Gaetane et al. (2009) discussed that some stereotypes hinder with females being acknowledged as leaders. These conventional labels for women included not being as competent, balanced, influential, and that women who present self-interest were perceived as wrong versus working only for the group's achievement (Catalyst, 2005).

Double standards in regard to leaders continue as women encounter problems in organizations that are male-dominated; to attain achievement women naturally require adjustment to the male culture by taking on their mindset and standards (Bartfay & Bartfay, 2017). Heilman and Okimoto (2007) suggested that maintaining leadership positions can be challenging for women as the ideas that individuals perceive leaders as separate from those they identify of females. Collins (2003) found men take on supporting a family, whereas women take upon sustaining themselves. The stereotyped labeled representation of leadership believes that good quality leadership has excellent decision-making ability, is reasonable, and is understanding; therefore, fundamentally male-oriented (Heilman & Okimoto, 2007; Terry & Hogg, 1996; White et al., 2016). Berdahl and Min (2012) implied that fixed beliefs about gender differences created difficult circumstances for women to get hold of the prospect and be positioned in superior leadership ranks. The long-established representation of leadership presumed that good leadership is basically male-oriented (Alimo-Metcalfe & Alban-Metcalfe, 2005; Ryan, 2009). These masculine traits related to exceptional leadership were defined as an excellent decision-maker, planned, self-confident and tactical (Northouse, 2010). Fisher (2015) conversely described female leaders as responsive, understanding, concerned, and approachable. Feminine leadership styles presented characteristics of being cooperative, broad, and egalitarian (Northouse, 2010).

Women were limited in high leadership status, and the equality involving men and women continues toward descending paths (Lott, 1994; Isaac et al., 2010). Silverman (2010) reported that approximately 30-40% of women were heading into leadership

positions in the last ten years; this means women will not recognize supervisory equality in the coming years. However, beginning 2008 and 2018 reports expected female growth of 51.2% in the workforce (U.S. Department of Labor Women's Bureau, 2010). Although female workforce forms a standard of 47% of minor supervision ranks in U.S. organizations, this percentage falls considerably comprising 17% of women at the supervisory status (Humes et al., 2011).

Women continue to struggle with obtaining leadership positions, and the hurdles to guarantee stability and holding of leadership positions remain difficult. Female leaders have led women to progress and break barriers to advance (Catalyst, 2011). Cha and Weeden (2014) pointed out that women were progressively surpassing men in the academy, and their statistics exceeding in advancing degrees. On the other hand, organizations cannot offer to waste female ability and the capability it epitomizes for corporations (Berdahl & Min, 2012).

Women want to advance in the labor force and make growth into professional positions yet, entrance to senior roles remain partial (Catalyst, 2011). A look at literature uncovered that hardly any research investigated both the lived experiences and development into higher positions from the women's perception (Denmark & Klara, 2010). Also, there is a noticeable insufficiency of analysis that looked into intentionality of Asian American women who had moved up to senior-level positions in organizations (Cha & Weeden, 2014). Asian American women have an image of being successful; this is because of academics and skilled professionals who can be an asset to organizations

(Fisher, 2015). Berdahl and Min (2012) along with other studies presented that Asian American individuals can establish achievement and are seen as diligent.

Attributable to the change in workplace demographics and inclusive environment, leadership becomes essential. It is necessary for global associations to recognize, and extend influential women that work efficiently (Denmark & Klara, 2010). Still, to prospectively flourish, people require building up leaders who are capable of running organizations. Organizations need leaders that have an appeal and have the potential to motivate and think for the kind interest of others in the organization. It is significant for existing organizations to have the skill to recognize various labor forces that will consist of equal women and minority women, to offer leadership competence that can change such endeavors to address the competition of the latest international organizations.

### **Leadership Abilities**

A critical part of functioning across cultures in managerial surroundings is the leader's capability to deal with several concerns in a mixed setting between groups, and provide assistance to the regulatory standards (Adler & Gunderson, 2008). A barrier to resolving issues can be poor communication, and not having compassion (Kendall, 2002). Rising above these obstacles can clarify how people may resolve issues.

A way for organizations to perform more successfully is for leaders to know about different communications, along with providing a general verbal communication that every member can understand (Miller, 2012). Building on our connection in the place of work develops comfort for people to talk about issues (Kendall, 2002).

Srivastava and Sett (1998) looked into collectivist leaders' attributional leadership along

with the effects of leadership methods and performance on leader attribution and response. This study was an extension of “The Attributional Leadership Model” of Green and Mitchell (1979) which explained leaders’ reactions to a reduced performance of assistants. The leader diagnoses the reasons for inadequate performance by a schema using capability, challenge, job complexity, and destiny (Weiner, 1986).

Factors persuade the leader’s acknowledgment, and the reactions are inhibited by those representative elements (e.g., organizational norms, policies, & decisional rules). A positive correlation was revealed involving attribution and response for the outcome of the study; however, there was a common preconceived notion to internal attribution, and propensity to make internal reactions (Srivastava & Sett, 1998). The results indicated that nontask achievement had a poor outcome on leaders’ attributions and responses (Srivastava & Sett, 1998). This study implied that collectivists view defeat as an external factor, rather than an internal element. Collectivist individuals are likely to have a denial response to failure. Another study revealed the impact of cultural influence on the expression of attribution, help-seeking behaviors, and communication patterns (Conrad & Pacquiao, 2005). Conrad and Pacquiao (2005) discovered how collectivist individuals reacted to disappointment. For individualist, performance can be decided on feedback to disparagement (Weiner, 1986). Unconstructive disparagement reveals attitude and preference by interpreting one’s behavior when credited to reasons under an individual’s power because unenthusiastic results can be seen as personal errors (Schunk, 1984). Disappointment can be perceived as unconstructive or constructive. Cultures perceive disappointments in diverse ways. Collectivist individuals see disappointment as a

disagreement, and see failure as a dismissal; individualistic cultures react to disappointment in a practical way (Conrad & Pacquiao, 2005; Tolli & Schmidt, 2008). Positive criticism is seen as useful, and negative response is due to the internal accountability (Tolli & Schmidt, 2008).

Kendall (2002) talked about how paying attention improves reliance, and consideration over time, especially hearing the person even when they are communicating something you do not concur. Recapping what was expressed helps to provide clarity to accurateness, and paying attention to nonverbal communication assists in simplifying misinterpretation (Kendall, 2002). Creating a common ground supports sharing and listening opportunities. If the person is taking a moment to talk about their matter, then it is necessary to promote sharing by making that prospect (Kendall, 2002). Kayworth and Leidner (2002) discussed how communication helps develop interaction and relations as it gives an idea about the individual and makes an effort to understand the other. Communicating by the cultural perspective assists in fostering genuine and valuable association, which expands proper attitude to convene the universal challenges (Kayworth & Leidner, 2002).

Personal beliefs, bias, and values can become a critical aspect while working across cultures in organizational settings. There can be complications in leading a diverse workforce. Interactions and exchange of ideas or communication can be considered imbued with a sense of difficulty when relating to other cultures. Kayworth and Leidner (2002) point out that communication may be understood through their basic cultural preconceived notions creating individuals to interpret inaccurately. Leaders can transform

their leadership approach by accepting the culture, as well as corresponding through the traditions as an alternative to viewing things in their perspectives. Seeing things with one's perception can be another challenge for leading a global labor force as it creates hindrances and biases due to assumptions (Kendall, 2002). Leaders having different approaches can also lead to other challenges. The majority of efficient leaders display a transactional style while guiding their group with understanding and compassion by giving feedback and advice (Kayworth & Leidner, 2002).

Cultural understanding in the work environment may assist people to recognize diversification, and gain from their values (Stoddard, Harmer, & DiDomenico, 2009). By identifying barriers of communication between people unable to talk a common language, and diverse cultural norms, leaders can develop their understanding in the work environment through such knowledge.

### **Leadership Styles**

Leadership approach and gender frequently concentrate on the amount to which leaders are autonomous or authoritarian and the behavior in which they correspond to their staff (Burke et al., 2006). However, there are a lot of disparities in the cultural background that specific groups grow as leaders. As stated in Isaac et al. (2010), the socialized qualities connected with successful leadership are intellectual, self-assured, and independent. The leadership abilities that are mainly related to women are supporting, accommodative, and detail oriented (Catalyst, 2005; Northouse, 2010). Fine (2009) established that minority women leadership qualities are portrayed as contributive, fostering, and transformational. Gaetane et al., (2009) discussed in regard to leadership



styles that women show to come across additional difficulty than men in acquiring leadership posts and experiences that assist in professional development.

Leadership style can vary because of gender-role socialization, influence, and organizational arrangement (Collins, 2003; Eddy & Cox, 2008). Socialization experiences of men and women create ideas and assumptions of behaviors in the place of work. Behaviors are developed by socialization and may impact an individual's leadership perspective and achievement; for instance, females are expected to alternate and take turns, whereas men are socialized to battle and prevail (Catalyst, 2005; Heilman & Okimoto, 2007). Research revealed differentiation in the situation of men and women making a judgment, that being women usually use a wide-ranging participatory approach due to the outcome of socialization (Shakeshaft, 1989).

Shambaugh (2008) described that female and male display diverse methods in managing conflict; such as females are inclined to pursue common objectives whereas males follow important goals, highlighting individual benefit (Skrla, 2008). Shakeshaft (1989) found that women favor a mutual, accommodating approach and tend to stay away from disagreement by reducing disparity and easing troubles; while men like a straight and competitive strategy.

Women have leadership traits that are important to supervisory responsibility (Denmark, & Klara, 2010). Female applicants for the management position interviewed showed experience in the areas of people, ability, insightful practices, and contribution of different outlook to examining and managing (Isaacson, 1998). Collins (2003) mentioned the stability and socialization characteristics of concern and nurturing intersect into

leadership performances that can apply to supervision. Combs (2003) discussed supervision that points out ideas about proper leadership. The study found that women have beneficial leadership characteristics and intensity equally.

In other research carried out by Eddy and Cox (2008), women obtained a sizeable amount of confidence and were transformational. Elda and Mehav (2010) also found that elements of leadership among women leaders to be widespread. The study further explained that a leader is one who develops from a transformational leader by caring, fostering, empowering, communicating and displaying conflict prevention (Elda & Mehav, 2010). Shakeshaft (1989) recognized that female leaders are distinctive by exhibiting time-management skills, adequate interactions, prioritizing, perceiving, and deriving satisfaction from work. According to this study, female supervisors dedicated themselves and gave more time to projects (Shakeshaft, 1989).

Although there has been some research about the additions women can create to the leadership positions, these benefactions may be overlooked if there are not women selected for these ranks. Fine (2009) discovered voices of women hopeful to leadership positions that describe the communication which influences those women. The study pointed to the vast quantity of general reliability for women to be regarded as leaders (Fine, 2009). The investigation further revealed that women assumed they needed to display conventional conduct to maintain their gender from being viewed against them because contemporary leadership is considered innately distrustful (Fine, 2009). Nevertheless, the study recommended that aspiring female leaders defend against

traditional views and make individual contributions and employ unconventional methods to leadership.

Shakeshaft (1989), along with research studies such as White et al. (2016), found the distinction of leadership behaviors of females and males were established that could be sourced on labels from socialization, such as societal expectations and typecast. Other studies from Warner and Corely (2017) pointed out that women do not have the actual authority that impacts leadership behaviors.

### **Conceptual Framework**

#### **Feminist Theory**

Women in leadership standing can come across gender role assumptions and certain conducts that are inconsistent amid each another (Parker, 2005). For example, if a woman displays task-oriented actions, she can be considered manly and use of authority in a mannish way to obtain opposing reactions. Alternatively, fostering behaviors are concluded as inappropriate for organizations (Eddy & Cox, 2008; Harding & Norberg, 2005). Ironically in acquiring authority, these women misplace feminine characteristics (Leatherwood & Williams, 2008). Fine (2009) pointed out that these contradictions of the concept of bringing in females by the common practice in which they work can ensure growth by refusing association to an individual's gender, social group, and by relating achievement and individuality in ways that hold back incorporated classification.

Mentors frequently have an essential role in the progress of a leader (Denmark & Klara, 2010). Collins (2003) specified that a woman, who applies self-reliance to handle inequality problems of the group as the primary entity does not cause a challenge to the

organization. However, Heilman and Okimoto (2007) considered how idiosyncrasy forms gender realizations among women in leadership, by concentrating on divesting of the feminine trait. Several studies revealed women kept away from gender discussion as they wanted to be assessed exclusively by gender interfering (Parker, 2005; Shakeshaft, 1989). Kirsch and Royster (2012) illustrated that anxiety to separate from other women occurs from wanting to show they were separate from negative labels. There is plenty of confrontation from these women which, concludes in segregation and powerlessness to make unity with other women eventually obstructing social change.

Prasad (2008) offered a summary of women in leadership roles who took on mainly traditional leadership style that continued through their profession stabilization phase. The idea was that female leaders had to appear tough to achieve respect in the workforce (Parker, 2005). Conversely, Skrla (2000) established that as soon as a level of ease was attained, female leaders at times incorporate feminine leadership behaviors in their functioning leadership approach.

Effective leaders depict on leadership and task orientations equally exclusive of gender, but instead to their contextual background (Stahly, 2007). The research initiated that gender is an environmental element that outlines leadership methods. It was noted that women and men complete leadership responsibilities in similar manners, however, women have to handle more intricacy as they are female in conventionally male positions (Terry & Hogg, 1996).

Similar research was done by Gaetane et al., (2009) suggesting that women are knowledgeable and interpersonal individuals that interact properly as soon as they are

provided the chance. The study further added that women's socialized responsibilities shape proficient individuals that manage family and career. Women have to tackle these gender-based complexities without influencing the leadership approach they choose. Women decide strategies by circumstances as it is presented to them (Skrla, 2000). Women may greatly be different from one another in leadership approach because of their backgrounds.

Feminist theories were used to view feminist perspectives on the coercion and inequality toward women (Tuhus-Dubrow, 2009). Feminist theory has frequently been analytical of descriptions of gender and gender traits that presume the significance of women's social beings can result from their performance (Chai, 1985). Women can integrate their occurrences and societal dilemmas that take the strain of gender repression to understand the social status of women (Stahly, 2007). Gaetane et al. (2009) suggested that females encountered discrimination and coercion changes by their gender, race, social class, and geographic location. Gender difference is the premise that most sufficiently reinforces the reason women are marginalized in higher positions (Gaetane et al., 2009). A study by Harding and Norberg (2005) specified that evaluating the outcomes of gender role awareness made it observable that those identified as masculine were more likely than female participants to be professed by their groups as leaders.

Some researchers on feminism have recognized the exceptional characteristics of female leaders. Hofstede (1997) revealed that specific qualities and leadership styles are universal among women. Women supervisors are additionally inclined than men to take on thoughtful learning regarding oneself and others (Isaac, Griffin, & Carnes, 2010).

Feminist research added to qualitative analysis by concentrating on why research does not focus on women (Kirsch & Royster, 2012). Rudman et al. (2012) discussed feminist research practices are comprehensive of understanding and responsive in relation- marginalized groups. Feminist theory imparts the significance to recognize how transformation is achievable and intends to increase perception to enhance alignment of power and original thoughts (Kirsch & Royster, 2012).

Not many researchers on feminism have recognized the distinctive traits of females as leaders. It has been understood that particular attributes and leadership styles are similar in women. Women in leadership positions are inclined to insightful learning in relation to others compared to men (Leatherwood & Williams, 2008). Parker (2005) found that the conventional methods of leadership are adjusting leadership and those traditional masculine representations of leadership are male-dominated; some feminist perspectives of leadership are masculine, which is most theories have initiated a male point of view of leadership.

Feminist exploration has been attentive mostly on White females with a slight focus on minority women (Denmark & Klara, 2010; Parker, 2005). From the beginning feminism described egalitarianism with men (Kirsch & Royster, 2012). Researchers felt that feminism became a development that would mainly have an effect on the social standing of White women and influence the social position of underprivileged women in a small manner (Parker, 2005). The women's liberation set guidelines for a perspective for minority women and feminists that everyday resistance contributes to forming an individual's development (Collins, 2003; Combs, 2003).

It has been complicated for minority women wanting to learn more about feminist matters. Influence for Asian American women on the effort for equality has been nominal (Chow, 1983; Kemp 1994). Kirsch and Royster (2012) stated that feminism was futile in dealing with multiple oppressions due to social class, gender, and race. These hurdles to feminist organizing include estrangement and opposition from Asian American men that assert women are breaking up societal cohesion that is apparently male-dominated; racial discrimination of White women missing awareness of Asian American women history, and the distinction of customs, verbal communication, and class; last, a lot of women need to focus on financial survival (Leatherwood & Williams, 2008; Liang et al., 2002; Lips, 2003; Lott, 1994).

In the 1970s, awareness-raising groups were found among Asian American females that started to identify their gender characteristics restricted their position (Chai, 1985). Chai (1985) implied that these groups joined to chat about concerns and problems and addressed needs specific to Asian women. Loo and Ong (1982) specified that Asian American women established a writer's group named Pacific Asian American Women's Writers West, and local feminist associations called National Organization of Pan-Asian Women United for Asian women. Asian American women's history presents several universal matters across racial groups; however, each group has its inimitable struggle (Loo & Ong, 1982).

Research is present on different fronts regarding gender and leadership views. Women comprehend things in a different way from men, setting off researchers to classify distinctive feminine leadership concepts (Brezinski, 2012; White et al., 2016).

Yogeeswaran and Dasgupta (2010) noted that leadership behavior might be dependent on circumstances and vary among men and women. Feminist principles offer a distinctive method to understand the gap to recognize and tackle disparity in communication, and the depiction of gender discrimination.

### **Sociocultural Theory**

Sociocultural alludes to theoretical perspectives to reflect on gender, race, as well as social class in evaluating attributes of power inside organizations where supremacy can be applied to dominate (Tuhus-Dubrow, 2009). Asian American women are concurrently positioned as a minimum group that is forced to undergo wide-ranging lower positions; sociocultural theories confront the idea that obstacles can be seen as gender or racial bias (Liang et al., 2002). Also, systems of coercion include many folds that bring about discrimination, prejudice, and differences among social class. The positions of Asian American women in mainly White organizations go through many difficulties, which cannot be recognized from the familiarity of other groups in such situations. As a result, minority women have realized how to act in response, and counter to problems rising from sociocultural matters that have tested their leadership understanding (Comb, 2003; Kirsch & Royster, 2012).

Sociocultural theories can be constructive for comprehending Asian American women's repression and separation in the workforce for the reason of setting free along with social development (Catalyst, 2003; Heilman & Okimoto, 2007). Sociocultural theories are significant in giving a structure for sensing how Asian American women create and perform leadership in their specialized background. Reid and Skryabina (2002)



established that social standards enlightened behavior. An individual's outlook is very much oriented by family, relatives, and associates (Reid, 2006). The theory of planned behavior explains that a person may be reliant from experiential actions (Reid, 2006). Social learning is a theory that is practical to this matter. Social learning theorists Bandura, Ross, and Ross (1961) recommended that outside factors can direct a child to copy certain individuals. Gender-role socialization occurs from reinforcement, inspection, and replication (Brooks-Gunn & Lewis, 1984).

Children discover by way of socialization, and their conduct is accepted or rejected by reinforcement (e.g., award & discipline; Bandura et al., 1961). A child's prospective behavior is formed by a parent's response of appreciating or disciplining (Hibbard & Buhrmester, 1998). The distinction in children's conducts reinforces the meaning that manly acts and behaviors are appropriate and suitable for boys (Maccoby & Jacklin, 1987). By observation, children understand how to carry out chores, how things need to be conducted, by whom the responsibilities are completed, and the results (Witt, 1997). A child performs according to the results they envision (Bandura et al., 1961). Likewise, gender-role socialization is caused by different support for children based on gender (e.g., boys & girls; Witt, 1997). As a result of gender, different errands are given to boys and girls (Witt, 1997). For example, young boys have maintenance responsibilities of washing the car, while girls are given more household tasks of food preparation or doing the laundry (MacDonald & Parke, 1986).

Individual behaviors vary greatly, and these differences can be distinguished between cross-cultures as well. Part of this difference can be seen as the process of

enculturation and socialization (Matsumoto & Juang, 2008). Individualistic and collectivistic cultures reinforce the increase of diverse individuals connected to the distinctive qualities of a culture particular emotion patterns (Markus & Kitayama, 1991). Parkinson, Fischer, and Manstead (2005) pointed out that individualistic cultures encourage independent selves to include distinctive “internal attributes” that direct performances (p. 49). As a result, these selves are primarily separate of societal perspective; collectivistic people do not disconnect from others, instead are apart by their social position and relations (Kim, Triandis, Kagitcibasi, Choi, & Yoon, 1994). In other words, they perceive their self as interdependent beings (Markus & Kitayama, 1991).

The meaning of cultural diversity in emotions is revealed in cultural-specific examples of expressions (Parkinson et al., 2005). Tsau, Chentsova, Dutton, Freire-Bebeau, and Przymus (2002) conferred that collectivistic cultures more likely minimize their feelings than individualistic cultures. Another study investigated children on how individualistic individuals would react to situations of conflict and distress (Zahn-Waxler, Friedman, Cole, Mizuta, & Hiruma, 1996). Offspring from individualistic societies indicated their emotional reactions to a sequence of articles by choosing images of facial gestures; the study’s findings established that the children accepted annoyed expressions frequently (Zahn-Waxler et al., 1996). Members of individualistic societies signify their feelings by figures of speech such as “boiling with anger” or “flipping your lid,” and they handle annoyance by venting, replacement, or refutation (Parkinson et al., 2005). Children are taught to calm down when angry to allow time to cool off (Tavris, 1982).

Irritation is general, explicitly articulated, and recognized in individualistic societies, in comparison to collectivistic cultures (Parkinson et al., 2005).

A possible misunderstanding that might arise between individualistic and collectivistic cultures is different perspectives and outlooks to certain situations. For example, if a person accidentally bumped another individual at the store, then the person from an individualistic culture may have an eruption of anger by cursing, where a person from a collectivistic culture may laugh it out or not take it so seriously. The incident may result in miscommunication and misunderstanding (Parkinson et al., 2005). Asian Americans have more of a collectivistic (allocentric) conception, because they consider emotion as a reaction to a social circumstance, underlying dealings within the group, and the support of agreement an interrelationship (Parkinson et al., 2005), on the contrary to accentuating the requirements and objectives of a particular individual and fostering autonomy as in individualistic cultures (Kim et al., 1994; Markus & Kitayama, 1991).

Race, gender, and social class come together to outline an interrelated nature of social classification concerning the interreliant systems of bias (Collins, 2003). The connection of gender, race, and social class offer minority women with social categorization in leadership growth (Collins, 2003). Asian American females go on to be positioned in secondary ranks and scantily represented in leadership roles (Cha & Weeden, 2014). Ruttiman (2009) suggested that Asian Americans are not expected to advance to supervisory status compared to Whites and other racial minorities. Moreover, a considerable percentage of Asian American women are positioned in inadequate recompense and inferior status job titles (Cha & Weeden, 2014; Ruttiman, 2009).

Sociocultural theories give a structure for looking at of various researchers and provide a method that flourished from a feminist perspective (Kirsch & Royster, 2012).

Sociocultural topics require a broader awareness of ways that sexism, racism, ethnicity affect individuals lived experiences (Huang et al., 2010; Isaac et al., 2010). Regarding Asian American women's gender differentiations attached to racial bias create views that add to their absence in senior ranks (Liang et al., 2002). Rudman et al., (2012) mentioned when gender and race come together, contrasting principles ascends for Asian American women, hence plummeting leadership status and creating opposing feelings on their skill to lead. Minority women may face consistent hurdles that limit progress at the organizational levels.

Sociocultural theory conveys a structure for comprehending the intricacy of minority female's characteristics, in addition to occurrences (Parker & Ogilvie, 1996). Gender, race, and social class overlap and form social realism and tell the manifold that extent the lived experiences of Asian American women (Groenewald, 2004; Prasad, 2008). Society and standards offer an outline of indication for creating the meaning of general experiences. For this reason, Asian American women see the things from a distinct standpoint centered on their social stance, along with the restrictions of the more prominent societal structures of gender and race (Harding & Norberg, 2005).

The family is a considerable factor where people obtain specific social positions in society. An individual from birth is part of a certain racial, spiritual, and sub-cultural group (Kendall, 2002). Research has shown that families socialize their family a bit diversely on the grounds of race and gender (Bécares & Priest, 2015; Kohn, 1977). The

growth of a child's individuality can be diverse based on their culture because culture plays an integral part in shaping behavior (Matsumoto & Juang, 2008). The way everyday life is carried out by both genders can persuade an individual's identity. Environment, heredity, and especially socialization all are fundamental factors in influencing personality (Gardiner & Kosmitzki, 2008).

Asian culture is commonly viewed as a system of society controlled by men that maintain the patriarchal joint generation (Parkinson et al., 2005). The customary family includes a husband as the head of the family (Chai, 1985; Hofstede, 1997; Kemp, 1994; Kim et al., 1994; Loo & Ong, 1982). The tradition of legacy is that the eldest son will have possession of the family inheritance. The daughters typically do not hold high status in the household, for the reason that they do not pursue continuity of family or family name (Matsumoto & Juang, 2008). By tradition, the Asian woman gets married through arrangement and works for her family, and expands her lineage for the male beneficiary (Kim et al., 1994). Marriage is a matter of responsibility and reproduction in place of love (Kim et al., 1994; Parkinson et al., 2005). Society holds a strong influence, and Asian women are not encouraged to initiate a divorce (Chai, 1985). Glenn (1986) indicated that, in the past, if the woman decided to divorce, she had to leave the family, and the children having no legal right over them. Traditional roles are socialized early on and affect females, for example, the oldest female child takes accountability for daily house chores and helping to raise younger siblings (Prasad, 2008; Skrla, 2000). Most of the time autonomy and self-sufficiency within the family is valued in Asian cultures (Chai, 1985). Woo (2000) explained that the traditional Asian family is unified with the extensive

system, having a great deal of respect for parents, which implied many people support the well-being of a family in times of crisis.

Asian American women maintain a deferential outlook toward work and education for their families (Ruttiman, 2009; Stahly, 2007). Loo and Ong (1982) illustrated that Asian American women work hard professionally and domestically for their families to be economically and socially stable. Many Asian American women, comprising Vietnam, Cambodia and Khmer, China, India, Japan, and Korea, primarily share the general cultural obligation to family (Chai, 1985; Loo & Ong, 1982; Kim et al., 1994).

Asian American women experience stress, seclusion, and segregation (Kim et al., 1994; Markus & Kityama, 1991; Parker & Ogilvie, 1996). A language barrier can also create reasons to remain unemployed or employed in low paying jobs (Fischer, 2015; Gardiner & Kosmitzi, 2008; Kemp, 1994). Asian American women experience much stress with upholding household work, taking care of family and children, and working multiple jobs, which may still be applicable in recent times (Kim et al., 1994). With the cultural changeover come issues for Asian American women raising children who very rapidly adapt to Americanization (Dahlber, Dew, & Nystrom, 2001; Kendall, 2002). Adler and Gunderson (2008) mentioned culture shock being a widespread event that creates a difference from an individual culture that gives an “overstimulation of perception” (p. 278). It is significant to be aware of the conduct of others on a multiculturalism basis to assist in avoiding misinterpretations because facing certain behaviors that go against societal standards can result in being judgmental (Hofstede,

1997). The main advantages that can be observed by diversity development are rising above language barriers. Sternberg (2006) discussed the need for language and cognition and indicated how social and cultural aspects present language skills that create communication mistakes on the career and personal fronts.

Marital status may also cause stress. Marital relationships are traditionally male-dominated, and women experience tension on occasion developing into violence (Conrad & Pacquiao, 2005). Chan (1991) indicated that Asian American women more often married, however, separated than the other populations of females (17.1% vs. 3.7%). Asian American feminists have been apprehensive concerning domestic abuse, as it has been kept concealed by victims' excessive unwillingness to speak up (Conrad & Pacquiao, 2005). Male dominance has concluded in women being a target of physical and mental abuse. A study conducted by Furuto (1992) talked about how, in traditional Korean culture, men were raised to have authority over their wife by punishing them, even if it was cruel disciplining. An additional study by Rimonte (1989), which may still be applicable, stated that Asian American females are more susceptible to violence when they are working because conventional responsibilities get disturbed.

Culture has a considerable effect on a person's thoughts and behavior (Parkinson et al., 2005). Vygotsky believed that a child becomes accustomed to the social world; however, they do not just absorb everything from the surrounding environment (Vandell, Wilson, & Buchanan, 1980). Instead, they find conducts of creating a realistic communicative application of whatever educational assets are within reach (Campos, Campos, & Barrett, 1998). Socialization is a procedure of developing measures with

individuals regarding how to advance, particularly the limitation and chances of the present and expected societal circumstances (Vandell et al., 1980). Vygotsky pointed out the responsibility of knowledgeable adults in guiding child progress ahead (Selby & Bradley, 2003). Diversity influences behavior in which individuals handle circumstances differently (Parkinson et al., 2005). Feelings (e.g., emotions) vary within society in diverse-interconnected ways (Elfenbein & Ambady, 2002). Cultural-specific customs offer unique circumstance for the experiences of feelings (Parkinson et al., 2005). Cultural socialization guides diverse reactions, and representation of emotions.

Society and culture allot specific duties by gender, from raising children to women and men, and differently reinforces those who complete these responsibilities (Kendall, 2002). People's outlooks strengthen gender perceptions that include the belief about female and male distinctiveness that present to be proper from a societal perspective. A social construct with a significant realization in daily life is gender. Lorber (1994) indicated that typecast is a fitting indication of benefits and drawbacks; gender biases support that male and female are naturally different in their traits as well as behaviors. Sexism is the subjection of one sex (e.g., woman), established on the inherent ascendancy of the opposite gender (e.g., man) (Glick et al., 2004).

Asian American women look for an amicable entrance to the prospects that their capability and their compliance to occupation enable them. Fisher (2015) affirmed that although in search of leadership status, women even now deal with social and cultural fences in regard to organizational standards, an outlook of gender conformity, and typecast. Prevailing hurdles can be tackled and approach broadened to raise Asian



American women image in leadership standing by having insight into gender norms in the workforce.

### **Gaps in the Literature**

Even though few types of research have been carried out on Asian American women in labor force, these investigations usually have paid attention to issues of career development, prospect limitations, progression development, and inequity problems, instead of concentrating on the person's lived experiences. Consequently, there is a limitation of exploration on how Asian American females grow as leaders. Inadequate studies are present on how racial and gender characteristics shaped Asian American females as leaders and their progress as superintendents in organizations.

### **Chapter Summary**

There are sufficient details to propose that Asian American leadership development experiences may be dissimilar in comparison to the White population and other minorities having reviewed the literature. The literature supports the importance of looking into leadership development to recognize and advance Asian American female leaders. The lived experiences and racial and gender characteristics of Asian American women's leadership development was explored through understanding their leadership development. This chapter assessed the leadership growth of Asian American females.

The theoretical framework of feminist and sociocultural theories presented related written works on the effect of leadership development for race and gender. Several existing research reviewed issues about gender and leadership ideas. Much research information indicated that the feminine perception of the world is diverse from men,

bringing about researchers to structure feminine leadership concepts. Some researchers secluded female methods of leadership (Shakeshaft, 1989). Parker (2005) noted that, if women are to be taken as a leader they must own their awareness to be considered next to the conventional understanding. To conclude, the research of Stahly (2007) implied that leadership qualities could be dependent on circumstances and vary in perception. Some theories offered facts of gender partiality, racial inequalities, and conventional images of minority women. The study has reliably indicated racial and gender partiality encountered by Asian American women influenced their development to leadership status.

The following section presents information on the research design, methodology, and data collection. The upcoming discussion will be the phenomenological qualitative research design and foundation engaged in this exploration. The next chapter covers an underpinning of the selection of participants, gathering data, method and design, reliability and validity, data analysis approach, and ethical concerns.

## Chapter 3: Research Method

### **Introduction**

This exploration aimed to focus on the lived experience of these Asian American women and how racial and gender characteristics influenced different parts of their intentionality and shaped their relations within organizations. The design consisted of interviews with Asian American female leaders to better understand their leadership behaviors. Asian American women experiences on how they advanced in leadership positions were the journey of this research.

The study concentrated on the extent social constructs (race and gender) enlightened the leadership growth of participants. The experiences of the phenomena of Asian American women who had acquired influential standings in health care organizations were analyzed. The participants of the qualitative research included individuals employed within health sectors. The study was carried out by face-to-face and telephone interviews. The knowledge on the technique of phenomenology and important ideas of phenomenological methodology were discussed.

In this chapter, I offer precise detail on the techniques applied to this analysis. The section consists of a restatement of the research questions, an overview of research design, the selection of the sample, data collection procedures, issues of reliability and validity, and ethical considerations. This exploration intended to comprehend the interdependent systems of social constructs (race and gender) of Asian American women, in the course of their conscious experiences of progression into influential positions.

### **Research Design and Rationale**

Qualitative methods of phenomenological data gathering and studying lived experiences allowed a deep appreciation of the multifaceted aspects that affect leadership behavior. This phenomenological qualitative study provided insight into lived experiences. The analysis incorporated chosen Asian American women leaders having Asian cultural backgrounds.

Qualitative methods were used to develop meaning and acquire awareness regarding the lived experiences of these women. A qualitative research design creates results which cannot be achieved by statistical methods or alternative measures (Creswell, 2007). Also, qualitative research lets the researcher conduct in-detail interviews with participants in their surroundings, allowing for a comprehensive analysis of data gathering (Creswell, 2007). The investigation in this qualitative study involved a nonmathematical method where the outcomes in findings resulted from data collected in various ways (Maxwell, 2005). The research design presented research questions and attentive answers.

Qualitative researchers believe the purpose can be found from personal interaction and observations (Patton, 2002). Qualitative research is a subjective phenomenon requiring understanding instead of quantifying because views shape the foundation of perception (Bernard & Ryan, 2010; Merriam, 1988). This form of analysis emphasized the study by allowing perceiving and examining the women so that meaning derived under a natural setting (Maxwell, 2005). A qualitative method allowed achieving awareness of the multifaceted parts that influenced women's leadership experiences. This

research design engaged interviews with chosen women leaders. The formation of circumstances and the background from which women leaders were selected offered an understanding of the study's foundation.

The methodology involved a search for data and analysis from interviews and information gathered. The Asian American women in the health care sector had their own experiences of leadership and approach used to rise above the challenges throughout their journey. The reporting presented a record of interviews of the participants allowing feedback to enhance analysis. This study involved understanding and reflecting on the data collected in the data analysis. As a result, data collection was derived with the women's descriptions of their lived experiences as leaders, and their answers presented the qualitative data. Impartiality in this qualitative method was maintained to avoid any bias (Bernard & Ryan, 2010; Creswell, 2007). There are rules involving the code of ethics about differences of interests. A disagreement of concern may be practical to a selection of conditions. The researcher should not hold partiality within associates as it can hamper with the final results. The American Psychological Association (APA, 2010) addressed how the moral code precludes the dealings of the relationship amid researcher and participant. These are necessary codes that require attention. These codes of ethics and standards make it responsible for the individual to follow them while carrying out their research (APA, 2010).

In the interviews with the Asian American women leaders, participants' experiences on their career journeys were explained in a manner that would be supportive of other hopeful leaders. Extensive information about the Asian American women

leadership experiences were derived from semistructured in-person and telephone interviews, transcription of conversations, and the collection of their demographic backgrounds. Sustaining documents were accumulated to get added information and support facts from the discussions (Maxwell, 2005; Patton, 2002).

### **Research Questions**

Leadership development for Asian American women in health care was recognized. The study centered on Asian American women who achieved leadership status. Creswell (2007) recognized that designing a vital research question requires substantial effort as it structures to outline the research based on general guidelines; additionally, qualitative research questions should be broad and open-ended to conduct the study.

A general and open-ended question captures responses by participants in their own terms and thoughts about the matter (Bernard & Ryan, 2010). A qualitative procedure with an instructive approach to data collection reflected on the RQs:

RQ1-Qualitative: What are the experiences of Asian American women in lead roles who encounter race barriers?

RQ2-Qualitative: In what way do gender characteristics influence Asian American women's leadership experiences?

The phenomenological analysis consisted of two SQs:

SQ1-How do Asian American women in positions of leadership define success?

SQ2-What positive experiences have occurred as a result of being Asian American women in leadership positions?

These questions provided guidance to structure the analysis and concentrate on the growth of leadership. The background of these leadership behaviors and the participants' position were essential to this exploration. A thorough contemplation regarding how Asian American women's race and gender shaped their progression as leaders in health care underpinned the study.

It was essential to find out the interreliance of racial and gender characteristics in shaping the leadership progress of participants. Methods that potential leaders may apply to deal with leadership progress and influence of Asian American women to senior positions were investigated.

A suitable technique for this study was phenomenological research as it encapsulated the women's lived experiences from their positions and extended the topic that confronted fundamental or descriptive inferences (Glesne, 2006). Moustakas (1994) described qualitative phenomenology research as a process that is used to discreetly observe lived experiences and rejects assumptions.

### **Methodology**

Phenomenology is an analytical research method that is used to describe the meaning-making regarding a phenomenon as encountered by the partakers (Moustakas, 1994). Researchers ascertain the primary implication of collective lived experiences to reach a profound meaning of the actuality being analyzed (Groenewald, 2004). The lived experiences brought into existence from the participants' insights by using a qualitative method.

Phenomenology began in Germany prior to World War I and has since taken a prominent place in current philosophy (Creswell, 2007). Edmund Husserl (1859-1938), a German epistemological mathematician, founded phenomenology (Dahlberg, Drew, & Nystrom, 2001). Phenomenology's intention is a careful and impartial exploration of the object so that one can gain insightfulness of human consciousness (Moustakas, 1994). A phenomenon is an experience in the perception of trying to uncover how an individual creates significance (Bernard & Ryan, 2010).

Phenomenology provides evidence in the context of this world as it is (Creswell, 2007). Phenomenological research involves discovering a phenomenon whose foundation needs to be recognized, finding biases and moving them aside (Creswell, 2007). The process entails gathering reports regarding the phenomenon from individuals undergoing the experience and inquiring using open-ended questions (Bernard & Ryan, 2010). This research method also involves classifying the basics of the phenomenon by instinct, writing out and emphasizing the fundamentals using speech marks from the description, and repeating earlier steps mentioned to identify the lived experiences (Bernard & Ryan, 2010).

This method of qualitative research offers significant awareness of the phenomenon. The phenomenological approach gives reasonable, efficient, and consistent sources for conducting the study, and creating data to reach compelling narratives of the experience (Bernard & Ryan, 2010; Moustakas, 1994). It is crucial to adequately explain the phenomenon, and be factual with the knowledge that transpires (Hycner, 1985). To appreciate the significance of the phenomenon, evading any predetermined thoughts that



outline the phenomenon's fundamental factors was essential in the study (Creswell, 2007). Moustaka (1994) explained that a phenomenon is an expression that allows what is responsive and recognizes its value by consideration, and by combining the actual and ideal from the point from which one perceives meanings.

Phenomenology aims to identify with the experience in its expression (Creswell, 2007). Therefore, phenomenological research best fit to observe Asian American women's experiences in positions of leadership and recognize by what means race and gender formed their growth. The focus of the phenomenological research was to acknowledge in full measure the women's lived experiences. Phenomenology is a profound detail for the individuality of human experience (Creswell, 2007). A proper way to examine the insufficiency of research in Asian American female leadership development can be a qualitative method using a phenomenology approach (Hycner, 1985). A phenomenological interpretation was applied to address this gap. The procedure used to deal with the research questions were interviews, which helped understand leadership behavior patterns. Awareness of leadership behavior can assist in becoming familiar with the sense of symbolic interactions. Qualitative research emphasized a thorough study of lived experiences in a few numbers of communities, using purposive sampling.

### **Sample Selection**

Asian American female leaders' professional paths in their influence to topmost leadership standings through self-disclosure were observed using a phenomenological design. A phenomenological method was applied to recognize the meaning-making of

Asian American women leaders, and the significance gained (Bernard & Ryan, 2010; Moustakas, 1994). It is important to realize leadership by associating the lived experiences of individual leaders and therefore, the objective of this study (Burns, 2003). Examining the life and times of the Asian American female leaders' experiences made it possible to acquire sense from them. This phenomenological analysis required participants who had faced the events explored and could express their experiences.

Subjects were studied in their environment, which made up a purposive sample (non-probability sampling). Purposive sampling is the idea that one wants to realize and identify; therefore, it is selected to learn about the area under discussion (Merriam, 1988). Maxwell (2005) specified that a small collection of participants examined in their framework structure a purposive sample. Gay et al. (2009) mentioned that purposive sampling includes a chosen sample alleged to be typical of the selected population. Thus, a purposive sampling technique used the method to decide on an individual meant for the research. The subjects of the exploration were Asian American women working in health care sectors. A small group of participants is adequate to achieve extensiveness in qualitative research (Groenewald, 2004). Morse (1994) suggested at least six interviews for a phenomenological study, where Creswell (2007) justified interviews of roughly 10 individuals for qualitative research to be adequate. This exploration observed the lived experiences of the subjects and the manner in which they developed as leaders. Criteria included individuals in positions of supervisors, directors, superintendents, managers, or equivalent positions in health care organizations. Participants met the following criteria for selection:

- Asian American female;
- 10 or more years of experience in a position of leadership (in health care as supervisors, director, superintendent, manager, etc.).
- Working at a large organization servicing a minimum of 200 workers;
- Organizational supervision duties for a maximum of 20 individuals; and
- Must meet educational requirements and hold a Bachelor's degree.

The aim was to comprehend the lived experiences of the subjects and determine the approach of selection and types of participants (see Bernard & Ryan, 2010; Morse, 1994). A table included a register of individuals purposefully selected. The sample represented Asian American women in leadership status in organizations.

### **Data Collection**

Keeping in mind the purpose, the questions developed to look at the leadership experiences of these women. Transcription of participant's dialogues was made for description and verification to establish the accurateness of data collection (Patton, 2002). All the data collected were evaluated and decoded. The women's experiences and views were explored. The study questions presented a structure in which to arrange the information and make out topics that appear from the facts.

This phenomenological study used interviews to look at complete elements and the standpoint of the women. Data gathering occurred through meetings with the subjects. Each interview articulated the intention of the research. The method used a comprehensive examination of behaviors for every leader in the series of duties, problems, outcomes, and decision making during the proceedings (Patton, 2002). This

study was carried out through telephone and in-person interviews. A semistructured discussion was implemented with leaders in supervisory roles. The research subjects were asked open-ended questions, which was center on their knowledge through gained experiences as leaders (Morse, 1994). The questions were about their perceptions about the explanations for Asian American females' representation in higher positions and any recommendation for future Asian American leaders.

### **Interviews**

Comprehensive interviews were used to invite participants to recreate their lives in the past and present as they spoke about experiences (see Patton, 2002). Extensive interviews intended to appreciate the happenings of others and the meaning they make of those experiences (Creswell, 2007). Maxwell (2005) described phenomenology as the actuality and accuracy of phenomena; therefore, the interview gave an understanding of the individual's happenings by recordings of the participants' narratives (Bernard & Ryan, 2010; Seidman, 2006). Creswell (2007) mentioned that interviews need to stop when data infiltration takes places, and no additional information is achieved because it would offer minimum significance to the phenomenon.

Interviews were carried out from September through October 2018.

Communications with the participants were in person and telephone, with an email as a follow up to confirm the appointments. The emails sent out to the participants included the interview questions, informed consent, and participation letter. Before performing the interviews, the signed informed consent and participation letter by all participants were inspected. While conducting the personal interviews, the informed consent and signed

letters to participate were discussed and original signatures obtained. Participants who interview via telephone had their consent forms mailed, scanned, or faxed.

For the participants to explain the phenomena, it is necessary to ask the right questions (Groenewald, 2004). Interview questions should avoid any ambiguity in defining the purpose of the question (Bernard & Ryan, 2010). The interview questions were arranged into categories of individual's experiences, professional course, leadership, characteristics (interconnected nature of social categorizations), and useful knowledge learned. Questions were designed to probe and focus on the primary research question. The interview questions centralized on how gender and race enlightened the leadership progress of Asian American females.

#### **Face-to-face versus Telephone Interviews**

A careful and extensive approach was applied to display the matter in a steady, impartial approach, which overcame possible interviewer bias. The face-to-face interviews had advantages as they allowed an extended and more detailed interview agenda, checking of the circumstances when the questions were answered, inquiring for understanding, and high response rates. Technology has improved the appeal of performing telephone interviews. It is likely to enter the participants' replies quickly as spoken. Therefore, the information can be saved precisely, and are all set for analysis.

The interviews were recorded, and memos were taken that provided clarification. The procedure of taking notes included short comments to provide recollection when scripting the real notes soon after meetings; this helped maintain a log for each recording.

Notes were made all through the collection procedure to obtain the documentation and verification (a record) of the interviews.

The interview questioning was chronological with adequate opportunity for respondents to contemplate on their replies. The connotation of language is different culturally, and within age groups; therefore, interview questions used the level of wording most respondents can understand. No double-barreled questions were asked. Meaning, during one particular moment only a single question was posed. The questions were specific as possible; ambiguous terms avoided. The terminology has affirmative and nonaffirmative implications, so the selection of phrasing can influence how participants reply. Thus bias in wordings was avoided. Active listening was critical in eliciting a response. Intently probing for explanation and displaying actual interest on the subject's perspectives were imperative. The goal was to learn what the participants think. Reply questions tailored the previous responses, as well as inquired about consistent ideas or individual methods to those ideas, instead of evaluating incomplete fixed variables.

Depending on the individual's comfort level, the interviews were performed either by telephone or in the participant's home or a library conference room. The participant's home was only approvable if an unbiased setting was also presented as an option, and the analyzer's company would not render the subject or relatives to possible danger. An additional stipulation safeguarded confidentiality throughout the interview and ensured the meeting did not run long or continue past the researcher's invitation. If the participant decided to be interviewed in a home setting the researcher used techniques of checking from time to time into the meeting such as, "How are you doing? Do you

need a break?” A timer indicated the halfway point and prescheduled stopping points; this created the opportunity for the participant to say, “Yes, this is running longer than expected. I want to schedule a follow up later to finish.” These techniques may reduce coercive dynamics when conducting interviews in a home setting. The researcher kept participants and their data confidential.

### **Data Analysis**

Qualitative inquiry starts from the primary relations with respondents and maintains that investigation during the complete research (Groenewald, 2004). When the interviews were concluded, the interviews were transcribed, and supporting documents organized. After the transcripts were completed, all participants reviewed their transcripts for approval. Data analysis entailed interview transcripts, interpretation, coding, and rereading notes.

The process of data analysis involved setting up and sorting out data for the study. The next step engaged limiting data to subjects by a coding process and presenting the data in a diagram or discussion (Creswell, 2007). A phenomenological analysis method involved viewing transcripts with a liberal outlook looking for a structure that transpired (Seidman, 2006). Explanatory scenarios and citations were used to display the findings of the narrative of the transcripts. Classification of labels and phrases were transcribed upon completion of the coding process. The data analysis of crucial expressions resulted in their grouping into the following text that surfaced from the information.

Phenomenological research allowed participants to convey their individual experience and sense (Moustakas, 1994). The phenomenological analysis required time

for participants to reflect for a primary phenomenological explanation (Groenewald, 2004). The process of data analysis included paying attention to the participant's reply toward the questions and recording the results. The transcriptions needed to be appropriately analyzed to obtain the importance of the participants' experiences as they connected to the happenings. The methods of analysis were obtained from the measure of examining, classifying, categorizing, and relating the data to describe the real meaning of the common experiences. The research questions outlined the method of recognizing the premise that made out factors concerning the limitation of Asian American women as leaders and the hurdles they experienced.

### **Role of the Researcher**

#### **Bracketing**

Husserl (1962) specified that bracketing also known as Epoché is the process of putting a hold on opinions about the environment. The unnecessary outlooks of the suggestive implications are detached to get to the foundation to understand the real meaning of what forms the idea or experience (Husserl, 1962). Tufford and Newman (2010) pointed out that in phenomenology research, bracketing may assist in closing off preconception and shield the purity of the researcher's disconnection as an observer to ensure that things are captured as is, autonomously of any premise. Moustakas (1994) mentioned that bracketing, also termed Epoché, implies to avoid or withdraw and was formed by Husserl to be recognized as independence from any assumptions. Bracketing or Epoché initiates restrictions of any preconceived notions and biases about thoughts or



events. The method of bracketing can be useful in this phenomenological research to decrease any conscious prejudices and focus on the phenomenon in its importance.

### **Epoché**

It is crucial to implement the method of Epoché by concentrating on the particular matter or individual and break free from foregone conclusion and biases to gain experience with new intent and meaning (Moustakas, 1994). The practice of Epoché assists in removing the researcher's own experiences with the intention that the focus can be aimed at the participants in the research (Creswell, 2007). Epoché is the method that presents a new outlook to create a perspective on the experience of the subjects.

Making a list of possible preconceptions was a method to check for assumptions before collecting the data. Through reflection, it was possible to set aside any individual fixed ideas founded on any previous incidents with Asian American female leaders. During the interview, Epoché was used to eliminate particular viewpoints and beliefs to understand the participants' experiences in their own words truthfully. Epoché helped in refraining from any prejudices. Epoché facilitated the participants' ideas to surface.

The practice of Epoché was applied by thinking about and writing down any preconceptions that may have been present about the ideas concerning participants' experiences or situations in the research. Epoché supported reflecting on self-thoughts, as there can be assumptions that need to be set aside. The initial supposition can be that the participants would be capable of offering insight into their profession, and they would be cooperative in their responses to the questions. Another inference may be that Asian American females do not get equal prospects for progression in the leadership ranks in

comparison to White men and women and Asian American men. The last preconception may be based on my biases and incidents in a management role as an Asian American woman. The postulation mentioned could be inclined from being an Asian American female working in organization and exclusions from higher ranks likely because of my race and gender.

Epoché encouraged reflecting on self-viewpoints before consciously encountering the situation without restraint and being more receptive. It was necessary to distinguish the incidents to continue with comprehending the phenomenon of the participants. After the presumptions were recognized and epochéd, the interviews were directed to whatever meaning became apparent.

### **Issues of Trustworthiness**

To underline the trustworthiness criteria, and ensure validity and reliability, field notes were taken all through the collection procedure to obtain the documentation and verification of what was observed during the interviews. Validation was used to make an effort to evaluate the accurateness of the results at best illustrated by the participants (Creswell 2007).

Validity is the measure to which the data are plausible, reliable, valid, and dependable (Seidman, 2006). Reliability and validity can be described as similar, while some define validity as determining how research findings match authenticity (Groenewald, 2004; Merriam, 2009). To validate accuracy strategies can include extended observations; multiple uses of procedures, inquiries, and theories to back up

data; peer review; refining hypotheses; making clear any bias of the study; member checking; and assessment (Creswell, 2007).

Member checking ascertained the credibility, which offered the prospect to evaluate the sufficiency and to verify specific parts of the data (Bogdan & Biklen, 2003). Regarding member checking, Glesne (2006) mentioned this method of adding to the trustworthiness and reliability of the research. Member checking offered confirmation to the accurateness of the data and consistency of the description. Once the transcripts were finalized, the subjects were provided a duplicate of their transcription to certify validation of their responses.

Through the validation stage, clusters of themes can be significant for the development of additional research (Bogdan & Biklen, 2003; Creswell, 2007). A cluster is a method of arranging the subject on the source of theory and systematizing the topic in the framework of other ideas, as a separate grouping (Glesne, 2006). Glesne (2006) explained that the clustering of essential experiences would bring about the materialization of the main idea. Listening to the data recordings helped itemize concepts of the significance of each participant's experience to outline clusters of the topic. Validation was attained by a regular method of reviewing the transcription and then clusters meanings (Bogdan & Biklen, 2003). Removal of information irrelevant to the experiences was necessary.

Field notes were another method to collect data. The field notes included summaries, spectator notes, and questions concerning the procedure of gathering data (Bernard & Ryan, 2010). Bogdan and Biklen (2003) described field notes as a method

that helps sort out data by selecting relevant information and deleting other information.

Bernard and Ryan (2010) explained the imperativeness to subsequently record every interview to ensure accuracy because waiting to write notes can cause inaccuracy.

### **Ethical Consideration**

Qualitative research can arise some complex ethical issues. Therefore, it is essential to recognize and assume accountability for the ramifications. The main ethical issues that arise are harm, informed consent, deception, privacy invasion, confidentiality and anonymity (Chambliss & Schutt, 2003).

The first ethical issue taken into concern was harm. The subject well-being needed to be considered carefully before beginning the project. Subjects needed to be secluded from practical risks of harm. Detriment may be social, substantial, or else psychosomatic. Every type of harm was measured.

Second, subjects provided informed consent. Informed consent forms were implemented to make the women aware of the purpose of the analysis, along with informing any risks and participation would be voluntary. The informed consent specified details of the procedures, benefits, and measures; this provided awareness of participation being voluntary, an outlook of the research that may impact safety, and free will to stop participating at any time (Glesne, 2006). Participants can discontinue their contribution whenever from the study. Subjects needed to comprehend the danger related to partaking perceptibly. The women unreservedly approved to join the research, which notified them that benefits would not be held back to force the subjects. The informed consent was used to make aware of the safety of the participants' rights through information gathering

(Creswell, 2007). Participants were notified of the interviews being audio recorded.

Another moral aspect that needed attention was the privacy invasion. It was essential to protect privacy while safeguarding the women from any harm. The invasions of the privacy of individuals were minimized.

Last, confidentially mitigate the potential harm of privacy invasion. Subjects were assured privacy. Necessary steps were taken to ensure this (e.g., aggregate data, remove identifying features, security codes that identify subjects must be kept in a secure location) (Chambliss & Schutt, 2003; Creswell, 2007). Confidentiality of the participants was imperative. Participants' discretion was maintained by using fictitious names to protect their identities. The identity of the participants was kept unspecified (Seidman, 2006). To sustain confidentiality, a "stage name" shielded the participant's privacy. A stage name secured protection and confidentiality by keeping the participants' involvement in the study private (Patton, 2002).

The final step to ethical consideration was carefully following the Institutional Review Board (IRB) protocol in receiving consent for interview questions. IRB procedures were adhered to in acquiring permission for the research study invitation forms, consent form, and interview questions.

### **Chapter Summary**

The goal of this analysis endured to discover the social categorizations regarding gender and race for Asian American females during their intentionality of by what means they advanced as leaders. This exploration wanted to recognize the lessons that Asian American women feel were crucial in their paths to higher positions. A

phenomenological approach was an appropriate design to explore these Asian American women leaders in comprehending the explanation of their experiences (Bernard & Ryan, 2010; Maxwell, 2005). The phenomenological research design offered a method of examining a discrete group involving different factors of significance in realizing the whole phenomenon (Groenewald, 2004).

This chapter integrated a preface of the method and the foundation for a qualitative phenomenological methodology for the research. Chapter 3 concentrated on the research technique, participant selection, data collection, along with the analysis selected. In conclusion, the section summarized the method that was used in the research to assure credibility and validity, as well as ethical concern for the participants. Chapter 4 introduces comprehensive narratives of the participants.

## Chapter 4: Results

### **Introduction**

Interviews with Asian American female leaders in health care settings were conducted to better understand their leadership behaviors. The study intended to consider the interconnected nature of social categorizations of racial characteristics and gender for Asian American females during their phenomenology of the means in which they advanced into leaders. The aim of the qualitative method was recognizing the women's lived experiences through their insights and answering the questions of what and how. Awareness of leadership behavior can assist in becoming familiar with the sense of symbolic interactions (Kendall, 2002). This methodology allowed an analysis of their behaviors, conduct, skills as a supervisor, and views on leadership. The focus of the study was on women who were representing transformations among Asian American women, along with the awareness that the individuals involved were able to do more things such as having considerable influence over others, which is essential to leadership (see McBride et al., 2015; Ruttiman, 2009). Therefore, participants were acknowledged based on their influence and actions, with the intention that their leadership dispositions would surface from the information instead of being persuaded by a classification of leadership grounded on these preferences. The women in the study had different upbringing and experiences. The research on the conduct of Asian American women leadership shaped the framework.

### **Setting**

The qualitative research emphasized a thorough study of lived experiences in a few communities, using purposive sampling. The research approach allowed the inquiry of the intensity to which leaders attached their characteristics to their leadership experiences. The proposed design consisted of interviews with Asian American female leaders to better understand leadership behaviors.

### **Recruitment**

Starting in late September and continuing through mid-October 2018, participants were recruited through the distribution of using an invitation to participate letter (see Appendix A). The invitation letter included the description as well as the intention of the study and sought recipients' participation in the research. The research recruitment process took place in state, local, nonprofit, and government organizations within the health care sector and an inquiry about any recruiting limits and restrictions were followed.

Professionals were identified who participated in local health-related activities and asked for support in finding Asian American women. Participants needed to have influence on the people or the course of action associated with health matters, based on how individuals connected, how long the leader's organization had been in service, the expansion of the organization, broadcasting strategies to other organizations, and guidelines that were attached to their work. The measured standard for achievement was identified through an award from their organization or their leadership recognition. Leadership recognition was associated with a few parts of public health. Information was



gathered from would-be participants to make sure their objective was public health. Extra data were collected regarding the participant and her role within the organization. This process allowed for the exclusion of individuals whose associations did not have public health as their main objective, or did not meet the standard as influential supervisors.

Seven individuals reached out and indicated they were interested in the project. Four of the individuals could not decide to participate without obtaining additional information; three individuals stated that they wanted to meet and clarify any uncertainty. It was necessary to find out the eagerness for the research from the individuals who reciprocated favorably. Telephone calls were made to the prospective participants to follow up on their decisions. Once the potential participants decided to participate, they were e-mailed or mailed informed consent forms. Seven individuals gave consent and finished the interviews. The demographic information was acquired, along with background on their community-based involvement. Walden University IRB permitted the materials and protocols used in the study (approval number 09-26-18-0074995).

### **Participant Profiles**

Recognizing Asian American women's lived experiences was the main driving force of the inquiry. As stated by Groenewald (2004), the foundation of phenomenology is the profound value for the distinctiveness of human experience; this omnipresent individuality provides a wide-ranging theory for human understanding. The phenomenon influences the process and inclination among preferences for choosing (Creswell, 2007).

The participants' inventory (see Table 1) includes an overview of those purposefully chosen for the research. Every participant was acknowledged using a

pseudonym that helped to guard her identity. The comprehensive interview process consisted of recognizing the women and revealing their lived experiences as leaders. The 60-90 minute interviews included open-ended discussion based upon the questions from Appendix B. Taking notes during the interview session assisted in maintaining the official remarks and recognizing the reactions that were reconstructed from recordings.

Table 1

*Participant Profiles and Pseudonyms*

Participant	Age	Pseudonym	Education	Job title
Participant 1	64	Nina	BSN, RN	RN supervisor
Participant 2	70	Edna Mae	MSN, BSN, RN	Director of nurses (DON)
Participant 3	72	Rose	BSN, RN	Case manager, RN
Participant 4	53	Rachael	MSN (in progress), BSN, CCRN, RN	ICU supervisor, RN
Participant 5	62	Cindy	BSN, RN	OB/GYN department supervisor, RN
Participant 6	70	Dorothy	MSN, BSN, RN	DON
Participant 7	62	Vivian	NP, MSN, BSN, RN	Stroke coordinator, NP

**Demographic Information**

The sample included Asian American women who were in a leadership status in their specific association. The participants were selected for the reason that they were Asian American women in higher supervisory ranks in health care. Concluding the interviews, the women gave demographic information regarding their matrimonial status, ages, children, and years of service. Appendix B includes the questions the women

contemplated and answered. The ages of the women studied were 53-72 years, the average being 65 years of age. The standard years of service were 32 to 51 years in their careers. The standard numbers of children for the women were from one to two. Five participants in the research were married; one was widowed, and one was separated.

### **Informed Consent**

The interviews took place after the completion and return of a written informed consent document by participants. Informed consent was a statement regarding the study that the applicants initialed before being involved in the study. The consent gave the women a full explanation of the research, and it informed them that no retribution would be applied if they withdrew their participation. Also, the written informed consent stated that the subjects could withdraw their participation whenever they wanted. The consent form informed applicants what they were being requested to do, the intention, and of any harm involved with the research (Bernard & Ryan, 2010; Chambliss & Schutt, 2003; Creswell, 2007).

### **Interview Procedures**

The phenomenological study included interviews with seven women, five in person and two by telephone. Upon agreeing to participate, the women were provided with an informed consent document and requested to look over it, pose any queries, and send it back by post or fax before the interview. At the beginning of the meeting, the intention of the research was elaborated, followed by the discretion measures, and applicants had an additional chance to raise any questions.

The interview applied a semistructured approach. The primary question was intended to bring out descriptions of the participants' journeys that directed them to their careers. There was a need to recognize how their careers connected into the basis of their lives and how they identified the elements that had formed them as individuals of social change. Another intention was to create insightful replies that revealed their individual experiences. The remaining interview incorporated unstructured questions intended to look at the meanings, feelings, and views regarding the personality of a good leader, steps they had taken to develop their leadership abilities, and the responsibility of leaders.

Additionally, the women were asked to express their inspiration, accomplishments, and discuss moving forward from challenges. The audio recorded interviews carried on for one to one and a half hours. The researcher completed data gathering after seven meetings. A reasonable representation was achieved regarding geographic setting, race, age, and preface investigation. Interview questions used a level of wordings most respondents could understand. The query reframed from any double-direct questions; that is, one question was posed at a time. Questions were precise, avoiding any confusing terms and keeping away any biases in wordings.

### **Developing Interview Questions**

Posing valid questions is as good as bringing forth the narrative of the phenomenon under investigation (Phillips-Pula & Pickler, 2011). When generating the questions, it was necessary that they would not display ambiguity in putting across the meaning (Patton, 2002). The interview questions outlined to concentrate in what way race

and gender characteristics enlighten the superintendent growth of Asian American females.

Preparation for the inquiry was in parts to include six central questions probing at categorical sections of past, career, leadership development, characteristics, experiences, and thoughts. The six fundamental questions included follow-up questions to acquire additional data. A total of 23 interview questions were prepared. The six interview questions sections were comprised of life experiences. Every question was intended to structure the response of the leading study questions:

RQ1-Qualitative: What are the experiences of Asian American women in lead roles who encounter race barriers?

RQ2-Qualitative: In what way do gender characteristics influence Asian American women leadership experiences?

The SQs:

SQ1-How do Asian American women in positions of leadership define success?

SQ2-What positive experiences have occurred as a result of being Asian American women in leadership positions?

Following the main interview protocol questions, there were several inquiring questions (see Appendix B). The first section was questions of the women's pasts; the main question asked about the women's childhoods. The question tailored two other questions about family and its influence. The second section was about the career path; the questions pertained to the professional journey. The follow-up questions examined

detail regarding their career paths. In the third section, questions were structured to focus on leadership development. The subjects were probed to converse about their leadership experiences. The fourth section explored their characteristics and similarly included follow-up questions to gain more detail. The fifth section looked into the participants' experiences. The central question asked about experiences and events. The last part focused on the participants' thoughts. The questions were intended to achieve responses to lessons learned as Asian American women in leadership positions.

### **Evidence of Trustworthiness**

#### **Member Checking**

Member checking established reliability, offering the women a chance to evaluate and check the accuracy in addition to validating the truthfulness of the data (Cohen & Crabtree, 2006). Member checking provided credibility and trustworthiness of the research (Bernard & Ryan, 2010). Groenewald (2004) noted after transcript reviewing, the participants should identify their data or suggest changes to improve their responses. The process of member checking offered a way for the women to confirm the legitimacy of the information and to referee the exactness and sincerity of the answers.

Upon completion of the transcripts and validation of participants' responses, every member was given a copy of their word-for-word transcript via email as an attached document to guarantee validation of their replies. Two weeks were provided to the participants to evaluate the transcripts and add or change data.

From the six transcripts sent, three individuals asked for slight changes. The corrections in the transcripts were the position of punctuation, changes in dates cited, and

spelling mistakes of specific terms. Once the women looked over and confirmed the accurateness of their transcription, the data checking process was concluded.

### **Participants' Narratives**

A phenomenological method offers the study of human phenomena and an exploration of the fundamental premise of lived experiences (Creswell, 2007). The study questions were intended to specify the participant's significant insight to the phenomenon under analysis, which helped to recognize the lived experiences. The objective of the questioning was to discover each participant's thoughts and ideas explicitly. Patton (2002) explained that in a phenomenological methodology, participants tell their individual experience in their expressions. This section presents an awareness of the participants' experiences and professional development as leaders. By presenting a background of each participant's description, a picture of her life becomes uncovered, and a complete representation of the participant will become visible. The data provided responses from all participants during the interviews. The narratives presented the significance of understanding by what means race and gender enlightened participants' leadership growth experiences. The researcher assigned a pseudonym to the participants to assure confidentiality.

#### **Nina**

Nina was a divorced, 64-year-old female with two children. She was the eldest in her family with four younger male siblings. From the early age of eight, she noticed her mother would differentiate in gender by having gender-oriented household tasks, which affected her emotionally and mentally. Her father was regularly missing from her life due

to his career in the military. Nina felt accountable for bringing up her other siblings. She recalls having to move around a lot because her father transferred to different locations. Nina described herself as “growing up too fast” and lacking fatherly love. Characteristics established in Nina’s consciousness and experiences were feelings of rejection and a lack of self-satisfaction. While growing up in different neighborhoods, Nina was subjected to mental distractions, as after making friends she would have to move again. At school, she remembered learning about coping skills that helped in dealing with the psychological shock of frequently leaving and adjusting.

As time went by, Nina learned she needed to let go and advance in her life. An individual who had a profound influence on her was a past teacher. This teacher was very encouraging and showed her new horizons that education could bring. She described her as a beautiful, intelligent, independent woman with characteristics that one would relate to a strong individual. Nina recalled when the teacher walked into the classroom, attention was immediately drawn to her. Activities in the classroom were of cooking, sewing, and gardening that confirmed to Nina that she was a special person.

Nina grew up in an atmosphere where girls and boys differed in equality. Girls were supposed to learn new things to contribute to the household, get married, and move on with their own lives. Incomplete jobs would upset her. Nina remembered how her mother was harsh at times and would get verbally abusive. Nina stated, “even though these experiences were painful I did learn from her.” Vocabulary like “hopeless, and nothing can come of you,” were meant to be sarcastic and hurtful comments. These comments were in hopes of creating a change in attitude and manners. Nina constantly



felt under gender disapproval, hurt, and revulsion due to her being a female. She hated that she had to be home at a particular time or that she had more chores compared to her brothers. However, she tried to move beyond the detrimental criticism and used the comments to propel her to a more positive path.

Nina went to college and found that education was going to carve the way for her to feel like she belonged. The training was going to be her catalyst to improve her self-worth. At that moment, there was an awareness of advancing development as a person. Nina understood from education that she desired to assist people to discover their abilities, as she was able to do. Being an Asian American female, she was at times set aside by others due to the color of her skin and gender. After a while, Nina had learned coping skills to disregard the negativity as ignorance; however, they motivated her in becoming more capable of something they thought Nina was not able to become. Nina encountered difficulties but wanted to prosper, showing she had resilience and determination to thrive in her career. It was hard for Nina to live her life to the fullest as she felt deprived of being a girl when younger, yet she wanted to be giving to people. She thought it was important to be passionate toward helping others, therefore, she went into the major of nursing. Nina believed that nursing was something she wanted to do, as it provided one of the essential components of any diversity recruitment campaign aimed at role models who can help individuals foresee themselves in that profession. While increasing internal expertise, she learned to understand different cultures, behaviors, and mannerisms and tried to figure out how to assist them. Nina felt that studying different personalities was very useful as it initiated communication, and she recognized the

foundation of people's needs. She scrutinized patient advocacy, proper treatments, and successful outcomes, which influenced her skill set. Nina alleged that she discovered how to deal with clients in a useful way for their welfare, as she did when she was younger. Her focus was on providing fulfilling and quality services, which gave her a sense of thriving for her betterment.

There were challenges in Nina's past experiences and career path. During the interview, she mentioned experiences where a White co-worker was not happy with her becoming a part of the team. Nina continued her career plan, aspiring to be the finest she could and progress. Despite that experience, she did not believe in giving up and came out stronger. Remembering back to her childhood, she learned from her teacher to rise above any difficulty that may occur.

As an Asian American female leader, she spoke of how she did not manifest bad experiences regarding the belief of being incapable of a leadership position. Shielding these narrow-minded and intolerant beliefs, she learned from these experiences. It provided a sense of respect to her along with others. Nina stated, "what you encounter from these experiences helps us to develop by bringing it to our conscious, for that I respect all because big or small it has taught me to be a better individual."

While Nina dealt with adversities, she did not let pessimism determine her future. She assumed her ascendancy to becoming a registered nurse (RN) was predetermined and led by a superior foundation. By dedicating herself to her patients and their welfare, it made her part of a real community. Her endurance and commitment got her where she is

today. Nina used her identity to advance in her career, not letting race and gender go against her development as a leader (see Table C4 in Appendix C).

### **Edna Mae**

Born in a small town in Vietnam in 1948, Edna Mae attended nursing school at the suggestion of her aunt, a local midwife, who would later provide financial assistance at times. Edna Mae, married with two children, recalled how her life was spent between Vietnam and the United States. She had a Vietnamese and American educational background. Her family included a total of eight brothers and sisters. She was the third oldest sibling and the second oldest girl sibling. Edna Mae's parents and family were very strong-minded and influential in providing educational values and its importance to all the children. Although her mother was quiet, her actions showed more strongly of how she ensured everything was taken care of, which reflected her leadership qualities. Growing up in that atmosphere, Edna Mae observed her mother's leadership traits and felt that she developed early on the importance of becoming a leader.

Edna Mae's mother and aunt played a fundamental part throughout her life. Her aunt was very independent and always encouraged the importance of education; this was an essential thing in her city as women were considered non-achievers in a male predominated surrounding. Edna Mae saw her aunt as a woman of power, which played a significant role in her wish to develop into a leader. Edna Mae's mother and aunt introduced the impression of leadership and the desire to become prosperous.

Edna Mae practiced in several settings, consisting of public health and a private-duty nurse. She continued her education and started working as a clinical instructor after

earning her Bachelor's in Nursing (BSN), and later her Master's of Science in Nursing (MSN). Between the 1960s and 1980s, Edna Mae held several nursing faculty posts. Eventually, in the 1990s onward, she spent her profession in nursing as a Director of Nursing (DON). Edna Mae expressed that a great deal was learned from all of her supervisors, in whatever institute she was employed, especially her leadership style. She revealed how very early on she was interested in nursing and sought change to focus on the patient rather than the diagnosis. In nursing education she recalls that earlier training was more based on the diagnoses than patient care; therefore, she felt that nursing was a relationship between nurse and patient.

From the start of her career development, Edna Mae acknowledged challenges and dealt with sacrifices. One such sacrifice was her health, as well as beginning a family at the same time as finishing her education and growing in her career. She had to give up her position and was demoted from a case manager position when the organization was facing financial setbacks. During those times, Edna Mae worked double shifts and weekends in different institutes to create lateral moves in her career. Her experiences established the expertise and skill for her current job title as a DON. There were times when friends would question her professional choices; however, she knew that these demotions and decisions would reinforce her to progress toward her career steps to success. Her goals were to reunite patients with their families, to uphold a dying patient's self-respect, and to go beyond the diagnosis. Edna Mae's objective was to expand the skill to become a knowledgeable professional to share goals and implement a plan to achieve those goals within a nurse-patient relationship.

In her career, she experienced negativity for her race, which affected her career advancement. Edna Mae mentioned how she was criticized and devalued at times by fellow workers. Coemployees felt that she required more experience and credibility due to her young age or perhaps it was her background. The adverse situation persuaded her not to give up. Her experiences shaped her leadership approach. Disapproving individuals motivated her more. Edna Mae felt being attentive to the progress of others and appreciating them as individuals were essential. Edna Mae received many nursing honors to recognize her mindfulness. She empowered individuals through her lectures, mentoring nursing student and scholars. As a leader, she strove to develop into the finest individual.

Edna Mae sensed being an Asian American woman that her race had been derogatory in her previous standings. She mentioned that times are now changing in that employees are more diverse, yet in those times there were few Asians; the majority of staff were White women. Edna Mae revealed that the White women employees occupied most of the senior level or had the most influential positions. There would be instances she experienced negative feelings, such as disapproving looks and a write up at work because a coworker incorrectly reported that a specific task was not completed or done accurately, which was wrongfully reported toward her. Such incidents gave a sense of unfavorable feelings about her, and she applied these attitudes as prejudice. At times Edna Mae felt like an outsider and expressed how social competition occurred at the workplace. During those instances, she sensed an attack on her intelligence and capability by the White women employees.

Edna Mae mentioned how she dealt with compensation partiality not only due to her gender but her race. Over the years, bilingual pay started increasing, but even though she was translating to Vietnamese clients, wages were not fair. Her duties included overseeing cases, but she received less compensation than her male and other bilingual counterparts who had less responsibility. She felt the basis for the compensation inequity was due to racial bias. She continued to prove herself in her ability to perform by going beyond caring for patients' needs. Edna Mae stated that it is significant to encourage female coworkers and apprentices to support them to recognize that their race or gender should not be a disadvantage to their profession. During the interview, Edna Mae mentioned that as WOC, more hard work is needed to become decision makers. Her identity and role models prepared her to fight the career hurdles. She learned from her experiences and eventually proved herself as an Asian American woman by advancing in her career. Edna Mae expressed the importance of learning from situations to move forward. She revealed a limitation in leadership positions for Asian American females. Therefore, Asian American women need to compete to make sure that more leadership positions show their effort and fight to provide opportunities for prospective individuals (see Table C5 in Appendix C).

### **Rose**

Rose was born in Indonesia with eight family members in a house. She gave her family credit for being a huge contribution to her education and career quest. Both of her parents were diligent workers and cared for the family, which significantly impacted Rose's work ethic. Rose described her childhood experience as an extremely encouraging

family environment. Rose came from a humble village background and was unaware of being underprivileged. When Rose left home, it was then she realized her upbringing was in poor financial conditions compared to others.

Rose acknowledged how she liked educating herself, and her parents supported the significance of education. She professed to be very involved in high school. Her academic abilities led her to receive a college scholarship. The transition to college was very challenging. Rose selected a major in nursing on the conviction that it would financially secure her career. Her academic performance was satisfactory; however, her commute was long and draining, causing her to be tired often. Her determination to complete school did not let her give up. Rose ended up graduating with a 3.8 grade point average in nursing. During her residency, she was given the opportunity to join the hospital in the general ward.

While she was working in the city hospital and living in the nurse's quarters provided, her family brought upon a marriage proposal. She gave it some thought and married a year later. Her husband was encouraging in Rose's desire to advance professionally. Some coworkers had put in an application seeking for nurses in foreign locations (e.g., Norway, the United Kingdom, the United States, etc.). Seeking an opportunity for betterment, she applied for the position overseas and was approved. Rose recalled cultural shock and difficulties when she arrived in the United States. Due to visa issues, her husband was not with her and would join her six months later. She had to share an apartment with four other women and felt it was hard to adjust being the only Asian American.

Joining the hospital in Washington, DC, she realized the enormous responsibility to demonstrate self-confidence in her job performance. She faced subtle biases but was strong-minded to quiet any negative views of those who thought she could not fulfill her required duties. Even though Rose was a full-fledged RN in Indonesia, initially when she came to the United States, she was given lower-ranking jobs as a nurse's aide. She learned that for her to have the same status, she needed to return to school and get her state license as an RN. Going back to community college, she faced other preconceptions and financial challenges. A few months later, her husband joined her, and they struggled to get an affordable apartment. One year later, they had a child. Both of their jobs and hard work got Rose through obtaining her license. Rose was doing well in her position and ultimately advanced in her career.

In Rose's growth, she spoke of how her mother shaped her leadership development. Early on she was introduced to the significance of being independent. Rose reflected on how her mother always felt that if given the opportunity, she could have accomplished more for herself. Her mother aspired more for her children to achieve and become successful.

In Rose's career development, she felt that she learned a lot from her first White American supervisor who acknowledged her skills as an individual and assisted as a mentor who greatly inspired her to become a leader. She later was promoted to supervisor. For Rose, this promotion confirmed her education and dedication led her to a path of a higher position. Her moving up the career ladder made her want to open nursing



homes to serve the community. She fulfilled all the state requirements and earned the privilege of being an owner of three nursing homes as an independent side profession.

A complication that Rose encountered during her career was becoming accustomed to the managing approach for nursing homes. Rose mentioned how that phase was a bittersweet moment for her personally and professionally. That was the stage she was juggling her job at the hospital as a supervisor, her independent nursing homes, and managing her family. That experience helped ascertain her professionalism, persistence, and flexibility. Rose blissfully pointed out how that phase brought realization about her capability to withstand and aspire to become successful in her career.

Rose expressed that as an Asian American woman, she had to show more effort. At that time, she was the only Asian American supervisor in that county. There were occasions when Rose experienced that by being an Asian American female, she was scared, and certain situations made her feel overwhelmed. There was one incident when an employee bad-mouthed her to create apprehension. Another time she was told a promotion was not coming up due to her being reserved. Rose mentioned that she learned how to speak up for herself to be more apparent. For her as a leader, it was vital to value other individuals' points of view. She felt, in a leadership role, it is critical to look at all perspectives; therefore, her approach lines up with a transformational style.

Rose mentioned how a fine leader is encircled by sturdy individuals who are prepared to engage her if needed. Being a leader, Rose was mindful about making appropriate decisions and had confidence in her ethical beliefs. She wished that people

recognized and valued her for being an Asian American female leader (see Table C6 in Appendix C).

### **Rachael**

Rachael was a 53-year-old Asian American woman born in Atlanta, Georgia. Her two immigrant parents from India raised her. Rachael has an older brother and younger sister. Her father was a scientist who was provided an employment opportunity in the United States, while her mother was a nurse. Rachael respectfully obeyed her parents. Reflecting on her family, she mentioned how her parents were the best parents. Her ambition and endeavors were credited to the care and self-confidence she experienced.

Rachael stated how her introduction to leadership developed by observing her parents. In those times, there was a lot of tension due to less tolerance for people of color, but her parents always encouraged and taught her to forgive ignorant people. Rachael recognized her parents' positive role in her life. Her parents imparted values that have carried her until now. Her parents formed the base for structuring her personality. She desired to be just like her mother.

While Rachael was attending nursing school, her mother would have her look over case scenarios and ask her what she would do in different circumstances. Based on Rachael's response, her mother would guide her regarding the correct course of action to take. Using flash cards, her mother taught her and helped with many things, especially learning the proper way to draw blood. Her mother was persistent in guiding her on how to handle a situation in the most upsetting times. A valuable lesson that Rachael's mother taught her was to separate the person from the deed; this was instilled in her and showed

her how to flourish and maintain healthy work morals. Rachael looked up to her mother a great deal and knew this was her career. Her desire to be a nurse was a choice that directed her professional journey. She started out working as an emergency medical technician (EMT) while finishing nursing school.

Once Rachael became an RN, she was sure the intensive care unit (ICU) was her calling. Her EMT training positively affected her. She was assured about her skillfulness to take care of patients under any circumstance. She reflected on how whenever she provided care for a patient, it helped her grow and learn as a person. Working in the ICU provided everything that could be needed to succeed. There were times her supervisors were there to guide and help.

Later Rachael got married and had children. Life changes required transitions and moving around. She began working at a new location as a cardiac care registered nurse (CCRN). Rachael felt at times that she was being left out from the internal groups within the organization. She at times felt excluded from parties or gatherings and also was not being promoted. These experiences gave her a distressing and a lonely feeling.

Eventually, Rachael became promoted as a supervisor. Regarding her leadership method, she took pleasure in serving and supporting individuals along her career journey. She also learned as a leader to adjust with changes and take risk within limits in the organization. Rachael expressed the importance of familiarizing oneself with the organization customs to guide efficiency. She revealed never losing ethics and truthfulness when faced with adversity. There was a time Rachael dealt with a challenging male supervisor. At times to put forth and maintain authority, he would talk

aggressively or show tantrums. Rachael expressed how those experiences taught many things, but one should take it as a challenge.

In her roughly 33-year career in a leadership role, Rachael's difficult challenge was being sincerely respected as an Asian American woman. At times in her career journey, her credibility was questioned. Being raised in the city and parents instilling values early on, Rachael has been thriving in finding ways in the internal organizational hierarchy. Her experiences provided her with a sense to guide her through the organizational network. She has never kept out of the way from being the only Asian American in the group or tried to join in with the males. Rachael mentioned that a person should not become someone they are not just to gain acknowledgment in the organizational society. At present, she is obtaining her MSN and eventually aspires to be an ICU intensivist.

Reflecting on race and gender, Rachael credited her strong points to her being an Asian American woman. Rachael's individuality provided a base in influencing her experiences. She indicated the importance of doing your best; Asian American women should stand their ground on their values. She felt that she had experienced racism and sexism, despite her secure self-confidence.

Many times, Rachael had been the only Asian American in the group or meetings. Additionally, she was invited to networks within the organization. Nevertheless, she focused on advancing her career. Rachel stayed away from work politics. She felt that society and organizations base things on race and gender. She often reflects the spirit ingrained by her parents to deal with unconventional behaviors. Asian American women

need to understand how to promote their uniqueness to become content and lucrative. Rachael expressed the importance of helping and succeeding as a group and standing ground as essential. Because men are typically given primary preference to medical senior level positions, Rachael has felt that Asian American women need to express themselves to communicate in a manner that will help them achieve (see Table C7 in Appendix C).

### **Cindy**

Cindy was a 62-year-old woman, separated with one child. Cindy was born in Vietnam. Early on her parents divorced and her mother and grandparents raised Cindy along with her three younger siblings. Cindy would often feel sad about her father's presence missing, which her grandfather tried to fulfill. Her mother and maternal grandparents provided for her and wanted to keep her happy to fill the void. Her grandparents were farmers in the village. Because the school was far away, her grandfather would come to pick her and her other siblings up daily. Cindy realized how privileged she was to be raised by both of her grandparents and mother. At that point, Cindy felt in charge to care for her siblings.

Cindy did well academically and received a scholarship for college, but she married without delay after high school as her ticket to America. Cindy promised her family that she would get her college degree. Cindy's husband was in the armed forces and would be assigned in different locations for some years. After moving to Ohio, the first thing she did was register herself for college. Because financial conditions were not sufficient, Cindy started working full-time. Later on, her husband relocated to Chicago,

and Cindy began to work as a lab technician while attending evening classes at a nursing college.

Cindy became a mother while working and attending school. Cindy soon decided to complete her state licensing and quickly advanced in higher positions. There were many opportunities for her in the health care organization in the 1970s. She eventually progressed from a lab technician to an RN in a supervisory position within a few years. In the late 1980s still in Chicago, Cindy's White male superintendent was influential in giving her career progression opportunities. During meetings, they would discuss management reassignment at other locations. It was at that time, Cindy recalls her supervisor informing her that he wanted her to take over as the supervisor manager at a different location. Cindy expressed the feeling of excitement and having a great responsibility. She felt encouraged that he thought she was suitable. Cindy took on the challenge of being a supervisor.

Cindy remembers this was her initial experience with her superintendent who was like a guide who had trust in her capability. She mentioned that he always encouraged her and taught the significance of the responsibility for the public. Cindy believed that being employed in the health organization, she must help and dedicate herself to the Asian American population. For Cindy, such an experience was influential in increasing eagerness for her aspiration to develop into a leader.

In discussing her management approach, she stated that leaders were instinctive. Being a leader was inherent; one has to be born to lead. Cindy considered herself as one of those individuals who were born to lead. She always had the wish for wanting to

influence others. That longing was inclined by observing other people in her job in higher positions and representing her leadership method on what was seen. Cindy expressed the importance of people following when one is leading; to be a good leader, a person should guide unreservedly without conditions. Her current position is an RN supervisor working in the Obstetrics and Gynecology (OB/GYN) department. In her many years of experience, an achievement that she prides in is the appreciation shown from most of her co-workers and employees that give honor to her leadership.

Contemplating her race and gender, Cindy reflected on how she hoped that being a female and Asian American did not shape her career. However, she recognized that her identity has unconstructively influenced her career. Being from Vietnam, Cindy never wanted anyone to support or provide her something for her gender or race. She did not just want to be associated with the symbol of diversity, but acknowledged for her work. Cindy mentioned she was the only Asian American woman, along with one other woman of color, in her place of employment in a White-governed organization. Cindy felt the reason for the limitation of race and gender is because one must be determined and take advantage of an opportunity. She believed that there is a higher authority that makes things happen at the right time.

There were limited Asian Americans to climb the professional ladder. In the early 1990s, Cindy recalled being the only Asian American woman attending a health organization meeting in San Francisco that included seminars about public health. Cindy felt that this occupation had a need for minority women and wanted to be a medium for

transformation for other Asian American women to pursue. Cindy was a strong-minded Asian American female and never dismissed her identity.

In her occupation, Cindy gained a lot of leadership experience. Cindy implied that as an Asian American woman, she worked diligently to move forward. In this journey, Cindy sacrificed, accommodated, took on challenges, and never gave up. The opportunities Cindy obtained allowed her to develop as a leader by adding to her identification and improving her self-reliance. Cindy expressed how she learned from her errors and achievement mutually. She acknowledged how she is committed to supporting other women who desire to ascend (see Table C8 in Appendix C).

### **Dorothy**

Dorothy was born to working parents in Oregon. Her family had migrated from Japan to the United States as Japanese laborers were enticed to Hawaii in the hope of better opportunity. Similarly, her grandfather worked in pineapple fields to earn money. Dorothy was the second oldest of five children; the siblings consisted of three boys and two girls including herself. She was very athletic, and sports were a primary aspect of her childhood. Dorothy's mother was a teacher at a Japanese school and instilled the value of education. She and her other siblings went to the same elementary in which their mother was teaching. Early on, Dorothy understood the influence of leadership; therefore, her parents and upbringing were an integral influence on her.

Dorothy's parents encouraged her curiosity and educated her not to trust everything she heard. She revealed how her parents informed her of the value of being a leader. Dorothy's parents had instilled in her the leadership traits of independence and



confidence. Dorothy realized it was essential to provide support and facts; this recognition educated her how to speak her mind. Being the second oldest, Dorothy learned how to stand up for herself among her siblings. Dorothy mentioned that when she was eight, she held a family discussion. In that family gathering, Dorothy showed a diagram of the family tree and pointed out that she had to only listen to her parents that were at the top of the chart, and she explained how the younger ones needed to listen to her.

Dorothy revealed how from the beginning she established a positive mindset. Her parents were her inspiration. Her mother was an educator; her father was now a government employee working in the planning and development sector. Her parents were very diligent people who wanted to provide a better opportunity for their children. Dorothy revealed how she used to hear her parents' conversations and how her father would experience discrimination at work. A supervising position was offered to a White male colleague whom her father had taught. Dorothy's father felt overlooked and discriminated against because of his race.

Her father's situation left a deep impression on Dorothy to take a stand against any unreasonable act regarding social constructs (e.g., race and gender). Dorothy obtained an MSN and eventually a job in a hospital. It was in this situation she experienced the difference among support and was mentored by a minority male supervisor. Dorothy's supervisor explained to her that a mentor gives advice and guides you through; however, the individual is responsible for the professional prospects and his or her promotion. It was soon that Dorothy began taking awareness of the significance of

support. Dorothy trained a female colleague but soon learned that the trainee was two levels above her. Her supervisor stated that she was not able to receive a promotion at that point.

Eventually, Dorothy received a promotion. Later on, another opportunity came her way, and Dorothy decided to move and take that job. She aspired to become a DON, even though there were not any Asian American women at that time holding such a position. She expressed how White men and women would occupy the DON position and it was very hard to obtain. In those few years, Dorothy was working hard and was dedicated to attaining the higher positions. Eventually, Dorothy got promoted as a DON; still, she got a reaction from a White female supervisor who disliked Dorothy's promotion. A drawback was even though her supervisor approved her promotion, a higher compensation was not established. For Dorothy, it was illogical that upon being granted a promotion there was no raise. This made Dorothy remain persistent and, after some time, she was able to make an extensive increase in her earnings. These were a few incidents where Dorothy felt the social constructs (race and gender) were the central reasons contributing toward the resentment encountered by her past superintendents.

Being an Asian American female, Dorothy mentioned that her gender and race are knotted, not separated, in her characteristics. She mentioned there is an unusual behavior that Asian American women encounter that other females do not face. These behaviors can be toward language barrier or accent, cultural formations, or stereotypes, to name a few. In discussing her leadership growth, Dorothy discussed being conscious of and attentive to others especially if they were not being dealt with impartially. Her race and

gender influenced her understanding of fundamental matters in specific circumstances. This extreme sensitivity helped with her judgment to evaluate all sides of the situation. Dorothy's characteristics became instinctive, which she attributes to her being an Asian American female.

Dorothy felt that being an Asian American, she experienced an internal conflict of looking at herself through the eyes of others. Dorothy expressed that her perspective is a relic from past days. In Dorothy's experiences, Asian Americans appear to have a discriminating concern to cultural issues and repercussion. As an Asian American woman, she encountered stereotypical beliefs that are related to minority women. Her honesty was considered aggressive, forceful, and even provoking. Dorothy asserted that if the situation called for her reaction, she could be unpleasantly direct, yet maintain professionalism. In being an Asian American woman, Dorothy affirmed that she would never minimize her principles at any cost (see Table C9 in Appendix C).

### **Vivian**

Vivian was a 62-year-old woman in the health care profession for approximately 43 years. She was born and grew up in North Carolina. Vivian expressed that she had a good upbringing with a fostering and encouraging family. Along with herself, the family consisted of her mother, father, grandmother, two older sisters, and a younger brother. Her grandparents had migrated from China. She mentioned how the women in her family had significant responsibility in her leadership development. Early on, she was one of the first Asian American high school students to join the student council. Her family was very spiritual; therefore, religion was an essential aspect of her life. Going to church

regularly with family was important. Vivian was very involved not only at school but in church activities and being part of the church choir.

Education was significantly highlighted all through Vivian's life. After graduating high school, she joined a community college to get her nursing prerequisites completed before enrolling at Cal State University. Vivian's goal was to become a doctor but, due to financial strains, completed her college and obtained her RN license. She recalled how her grandmother told her that a leader could be in any field. That information remained with Vivian. With that suggestion, Vivian went on to be the best she could in her leadership experience.

After her nursing training, she got a job working in the hospital in the stroke care unit. Vivian was doing well for herself and realized she wanted to obtain more. Eventually, Vivian decided to pursue an MSN degree. Important sponsors in her career showed her career advancement opportunities in her professional path. Vivian reminisced how privileged she was to have good mentors in life. She felt privileged being one of the earliest Asian American females to be working in a leadership role as a Nurse Practitioner (NP) in the stroke unit. Vivian reflected how she would help family and their loved ones' aftercare, which provided a sense of personal satisfaction. She also trained prospective leaders and students. Vivian explained how she, "loved nursing even though it is a stressful career; it's the right choice."

Vivian attested that nursing was her career of choice because she cared. She wanted to provide caring support to those who need it. Vivian worked very hard to overcome a lot of barriers, both in changing directions and afterward, and still in her

current role being manager and stroke program coordinator. In all that Vivian accomplished, she took pride in never negotiating her honesty. Vivian recalled experiencing unethical circumstances, but due to her principles, she avoided giving into wrong choices. Vivian's decisions were rooted in personal satisfaction, entry to the profession, and even though monetary gains are not everything, it counts for a lot. As a leader, Vivian wanted to be a model for others by supporting them to value their principles.

There were challenges that Vivian encountered in her position as an Asian American female leader. At times it is challenging to bring control to situations that are at times out of control. One such case Vivian mentioned was when the staff's spirit was down. Vivian discussed the advancements in stroke care and the need for everyone on the health care team to stay current on best practices; it was her role to bring the team together. Vivian formed an internal method of resolution that allowed workers to note all that they experienced as wrong with the department. Her leadership method was to be clear and keep everyone informed. From this situation, Vivian succeeded in boosting the confidence of the group.

Vivian was the only minority woman in the group for many years. Vivian met with challenges of being known because of her characteristics and leadership role. As an Asian American woman leader, it is useful to set examples for other minority women. Setting standards is crucial as it provides opportunities for others. As a result, Vivian made time to mentor prospective Asian American women. Vivian stated this would

support minority women to achieve positions in leadership. She felt that it is necessary to progress and maintain ethics (see Table C10 in Appendix C).

### **Comparing Findings and Theoretical Framework**

The overlay of racial characteristics and gender assisted in the analysis of the distinction and challenges of intersectionality (McBride, Hebson, & Holgate, 2015). Intersectionality is the interrelation of social categorizations (race and gender), creating a grouping of inequality (Kendal, 2002). Intersectionality developed as a structure that supports the literary theories that looked at feminism shortcomings of Asian American women (Shields, 2008). Conditions were initiated to keep away from the drawbacks ingrained to gender politics in the workplace and aspects of race and gender connecting to different elements of an Asian American female's career experiences (Combs, 2003; Elda & Mehav, 2010).

Race and gender were the theoretical frameworks drawn for this research, structuring two social constructs that influenced these women leaders' experiences. The interconnection of racial and gender characteristics focus on the concept that social categorization interrelates to structure diverse experiences (Warner, 2008). Anyone can recognize advantages or drawbacks contingent to the individual's identity. The Asian American women articulated off-putting incidents of traditional race and gender bias at some point in time during their careers. In spite of everything, Asian American women comprise an inconsiderable percentage of leadership positions. An individual's race and gender reflect on the phenomenon that minority individuals are generally unnoticeable (McBride et al., 2015; Warner, 2008). The research revealed that the Asian American

women interviewed experienced the concept of foregone conclusions due to race and gender, creating a feeling of being insignificant that filtered through their encounters.

Race and gender exposed the authenticity of the phenomenology of the women in the research. The research outcomes indicated that the applicants' racial characteristics and gender influenced how they reacted to their surroundings and reactions. Through the participants' intentionality, the women realized the course of inducing and accepting their race and gender characteristics. Comprehending race and gender characteristics is necessary to reflect toward ideas, social behaviors of society, and system of socioeconomic stratification to explore how individuals familiarize or fix on experiences (Collins, 1990). The Asian American women interviewed signified a distinctive group that productively reached positions of leadership in organizations. Encountering the impediments and barriers, the women interviewed still triumphed in their professional journeys.

### **Data Analysis**

The participants' interviews initiated data analysis. Data analysis included arranging and categorizing the data; sorting the information into themes by a method of coding; and presenting the information in tables, in charts, or as a discussion (Creswell, 2007; Gay, Mills, & Airasian, 2009). In a phenomenological study, the data needed to be consumed with a neutral mindset, looking for meaning that appears (Maxwell, 2005). The participants influence their own experiences in a phenomenological study.

A phenomenological analysis begins with a reflection stage to create a first phenomenological report (Moustakas, 1994). Throughout the data analysis method, the

women's reactions to the study questions were carefully heard and followed by transcribing the information from the recordings. The transcriptions were analyzed to obtain a sense of the experiences as they associated with the phenomenon. An adapted Van Kaam analysis adhered to the method of examining, systematizing, grouping, and relating the data to portray the real meaning of the subjects' experiences; the analysis involved seven steps: horizontalization, reduction and elimination, thematize the invariant constituents, analyzing the themes aligned with the information, textural description, structural description, and synthesize (Moustakas, 1994).

### **Horizontalization**

Horizontalization was the process of writing the words significant to the experience and making initial groupings (Moustakas, 1994; Nowell, Norris, White & Moules, 2017). It was necessary to look over the interview transcripts and underline important statements and quotes that gave insight into the participants' experiences (Creswell, 2007). In this step, it was essential to be responsive to statements that promoted a cadence of language (Moustakas, 1994). Each assertion was considered to have the same importance in horizontalization. In horizontalization, an explanation was looked at in regard to the individual's experience, and then the comments were listed and dealt with as having equal worth and developed into a list marked by the absence of repetition (Creswell, 2007). During horizontalization, the data were examined from different views, and an equal value was applied to the statements that described the experience. The step of horizontalization provided meaning and a representation of the experiences.



### **Reduction and Elimination**

The next stage in the analysis included a method of elimination of unrelated expressions. In elimination, any overlay or recurring expressions were removed or revealed in an accurate explanatory term (Moustakas, 1994). Merriam (2009) explained phenomenological elimination as a mindful opening of the individual to the phenomenon. This stage involved the process of reviewing the phrases and assertions and making a note of important statements, which communicated an exclusive and consistent denotation (Hycner, 1985). Unrelated expressions or repetitive terms not connected to the study inquiry were removed.

In the reduction and elimination process, the analysis of specific themes and statements was desired to provide appropriate significance (Creswell, 2007). This stage implicated literal content, as well as the several times meanings emerged and the number of times they were stated. The main points of the participants' perspectives were considered. When the general meanings were recognized, unrelated statements to the experience were deleted. The comments determined if it was essential or an adequate element of the experience (Creswell, 2007; Merriam, 2009). The transcripts were interpreted to find the necessary, consistent parts, and unconnected or unclear phrases were eliminated.

### **Thematize the Invariant Constituents**

After creating a list not characterized by repetition, the essential meaning was then clustered (Nowell et al., 2017). Hycner (1985) described a general meaning as words or phrases that communicate a distinctive implication. After outlining the general sense

from the interviews, clarity between ambiguous units or general meaning became obvious. Clustering determined if any units of appropriate significance grouped logically. Broad themes developed in this procedure that identified units of related meaning to the formation of the phenomenon.

After carefully analyzing the transcripts, the statements were grouped into themes. After substantial meaning was recognized, the research questions were addressed. NVivo 10© was the qualitative software used in the data analysis. The software manipulated the data to perform searches (Creswell, 2007). This software managed, accessed, and arranged the data. NVivo brought clarity of the transcripts and identified statements to build themes.

NVivo stored groupings that were examined, structured, or altered (Bazeley & Richards, 2000). The transcripts supported the classification of themes. The related material was gathered to collect emerging patterns in the participants' interviews. Labeling and arranging allowed the grouping of the recognized elements.

### **Analyzing the Themes**

Central themes emerged after the clustering of important invariant elements of each experience (see Table C2 in Appendix C). Listening to the recordings assisted in identifying keywords from the participants' experiences to structure clustering. A cluster of themes was essential for the arrangement of the results (Boyatzis, 1998). Boyatzis (1998) further mentioned two approaches in organizing themes: by a conceptual framework and arranging the items in the perspective of additional topics (e.g., independent clusters).

During the validation stage of the analysis, the clusters were examined for meaning to establish how many themes revealed the significance of the groups (Hycner, 1985). Comparing the themes with the recordings offered clarification for accuracy in the transcript, thus creating consistency (Creswell, 2007). In categorizing unique ideas, one can look for common topics for most of the interviews.

During this stage, there was a continuous process of looking at the transcripts and their clusters for meanings. After reviewing the transcripts, themes began to surface. The qualitative analysis software assisted in data categorization and organization from the interviews. Coding assisted in categorizing the data, which provided a classification of the emerging themes. Clustering led to five themes that appeared from the participants' responses (see Table C3 in Appendix C).

### **Textural Description**

The textural description was part of the data analysis that consisted of writing a summary about the women's lived experiences. Data were centered on the women's experiences to the phenomena in the method of textural description. This process included the narratives of the participants' lived experiences while considering each dimension (Moustakas, 1994). The importance was on understanding the extent of the lived experiences for these women, without overlooking any phrases that may have deserved fair consideration. A general narrative of the textures of the participants' experiences in the phenomena was recognized.

### **Structural Description**

A structural description concentrates on how the phenomena occurred and the context of the experiences (Creswell, 2007). The structural description includes consciously thinking, visualizing, and recalling to achieve the main fundamental implication (Moustakas, 1994). This step obtained the primary meanings from the participants. After this process, synthesizing was required to make actual sense from the descriptions.

Imaginative variation was used to achieve basic subjects from the textural descriptions (Creswell, 2007). In an imaginative variation, a reflection of feelings in regard to the phenomena (e.g., the formation of the occasion, physical concerns, & relation to self) was contemplated (Moustakas, 1994). This approach revealed the associations acquired in the phenomenon under study (Polkinghorne, 2005). In theme analysis, the participants' narratives were analyzed for specific themes by grouping data and offering information that supported the topics (Creswell, 2007).

### **Synthesis of Meanings**

In this approach, the combination of the primary textural (what) and structural (how) description was integrated to report the full experience (Creswell, 2007; Moustakas, 1994). Textural and structural meanings of a phenomenon are concise in depicting the experiences in phenomenology, and the connection between texture and structure was noticeable by forming the core of the experience (Creswell, 2007). From obtaining secondary themes from the broad subject of the information, a pattern easily came into sight. Clustering of the experiences had to be clear and well-matched

(Moustakas, 1994). After gathering the subthemes, the significant themes were created to build a description (Aronson, 1994).

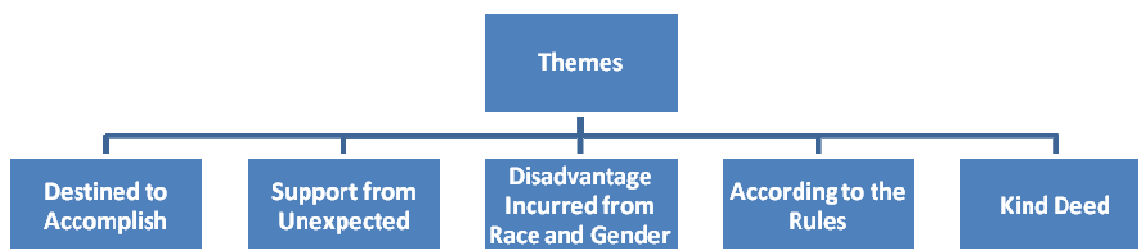
The phenomenological method concentrated on the whole process to stay attentive to the study inquiry; the concluding approach of the modified Van Kaam process involved reporting of the phenomenon including textural and structural descriptions (Moustakas, 1994). Aroson (1994) discussed thematic analysis as a process for programming information and bringing out particular topics. After the encoding of ideas, five themes emerged. These themes presented an understanding of how Asian American women developed as leaders.

### **Construed Themes From Narratives**

A technique for recognizing, reporting, and analyzing themes to explain data in the full element is thematic analysis (Javadi & Zarea, 2016). The thematic analysis method developed patterns and themes that were pooled and combined. Bernard and Ryan (2010) indicated that themes could be derived using the data called the inductive approach, and from previous theoretical perceptives of the phenomena under analysis, known as the deductive method. Taylor and Bogdan (1998) explained that patterns could be derived from themes, for example, as discussion theme, terminology, many behaviors, connotation, and experiences. Grouping of themes was usually created by gathering meanings as one (Creswell, 2007).

The topics were recognized by combining thoughts, ideas, or experiences that may be seen as insignificant when looked at individually (Nowell et al., 2017). It was essential to systematically look at the themes that appeared from the participants'

narratives. Data were carefully explored, and topics were put together to structure a complete representation of the women's experiences. The topics that surfaced from the manner in which these Asian American ladies grew as leaders were analyzed from the interviews of the seven women in the study. The participants established how racial and gender characteristics enlightened leadership growth as leaders in organizations. The women made statements that explained by what means race and gender influenced their leadership growth and professional path. The following were the topics that transpired (see Figure 1).



*Figure 1.* Themes.

### **Destined to Accomplish**

The significance of family and the experiences of early childhood were essential to most of the women in the research. The Asian American women interviewed described their families as traditional, greatly respected, and prominent in their lives. Participants in the study mentioned family affiliation that provided assistance and support that influenced their growth as leaders. The family develops an individual's personality, identity, status, values, and norms (Kendall, 2002). It seems that these Asian American women had specific characteristics accredited to their upbringing. Most women in the study verbalized that a steady base from family refined their capabilities to become fruitful in their careers, sustain honesty, display self-assurance, and stay resilient. Early

on these women revealed they had the persistence to move forward and flourish because of their experiences. These Asian American women were noteworthy in that they accomplished and overcame.

The women emphasized that childhood experiences were fundamental in creating the aspiration to become leaders. The family was an integral part of their lives, engraving characteristics of confidence, and support for their achievements. The women expressed that when they encountered difficulty, their early introduction to self-confidence enabled them to thrive in difficult circumstances. The upbringing for these Asian American women ingrained endurance and discipline, which fostered them reaching achievement. The participants' excerpts indicate their earlier experiences:

Vivian reflected:

I think back on the time my aunt telling me, "there is not only one type of doctor." The women in my family were at good posts, which struck a chord in me. My aunt's statement encouraged me to pursue higher education. My family support was important.

Rose stated:

Much later did I understand the meaning of leadership development. My mother imprinted independence in me and taught me not to depend on others. She would tell us that it was necessary to take care of self and not wait on other's to help.

Reflecting back, she aspired to do more in her life.

A strong mindset of poise and independence charged the women's ambition to direct their future and exhibited in their drive for achievement. Even though the women in the

study came from diverse upbringing and experiences, they felt their family upbringing had a profound influence on the preferences, skill to thrive, and leadership methods.

Rachael expressed:

Early on I was very independent. I remember being given responsibility to doing chores, errands, looking after the house. I did not have any babysitter; my parents were forward-looking. My parents taught me to be independent and value my standards.

Dorothy shared:

My parents taught me early on not to believe everything that I hear. This passage of theirs made me always think about different perspectives and guided me not to follow the crowd without reflecting. Even though my opinions were dissimilar, it did not matter to me. I presume that is a leadership characteristic, doing different things and yet being approachable to certain things. These traits assisted my developmental leadership skills.

Six of the seven women described their childhood experiences as being constructive and nurturing. While one participant was brought up with a single mother, another participant mentioned unconstructive experiences that accelerated her professional path.

Nina stated:

I had gone through a gender-orientated atmosphere, which was off-putting and challenging at times. I grew up in a challenging environment, yet I did not let my conditions label me. Therefore, I navigated myself emotionally and leveraged the negativity to my improvement. Early on, I learned that if someone is dismissive



towards you that they should be disregarded and one should use their knowledge to help progress.

Each participant had family or mentors who directed their advancement. Four participants revealed that these mentors offered chances for their professional development. Vivian stated she was privileged to have the support that offered assistance and encouragement.

Vivian stated:

My superintendent needed a focused individual to take on the responsibility of managing one of the facilities. He offered that position because, he felt I was capable. At that time, he fulfilled a role of a mentor.

Three of the seven participants revealed that principles, self-confidence, and honesty were essential traits in confirming reliability and sustaining their leadership roles.

Rachael learned early on the value of trusting in an individual's capability and skill.

Rachael stated:

My parents set my standards accordingly. I would remember having a great childhood. Our parents did not believe in allowances and wanted us to learn the value of a dollar. My mother was very good at stitching and crocheting and would always teach us. My father was useful around the house and would save us money on doing things himself. Both of my parents were amazing. We were encouraged to take up jobs to lend a hand in staying active and completing our education.

Three participants of the seven specified that their leadership approach was directly associated with effective communication, empathy, awareness, and stewardship known as servant leadership. Edna Mae described herself representing a servant leader approach.

Edna Mae stated:

Being a leader, you are in a position to impact people. As a leader, one must serve and meet the needs of individuals as much as possible. Therefore, as a leader, you are helping in that capacity. You have to feel and live the role, not the title because, any action influences other's lives. In this profession, one needs to be aware of the position and make sure not to use these influences to deride people. As a leader, such critical situations in journey shaped the individual that I have become.

Four participants recognized flexibility as a characteristic that Asian American women must acquire to stay in leadership positions. The women held demanding aspirations early on and worked persistently to reach them. After achieving their goals, vocation reinforced the growth of their strong points, assertiveness, and confidence.

Rachael indicated:

It is important to rise above challenges as an Asian American woman. We need to be taken seriously. I felt that women work harder than men for their judgment to be trusted. Being an Asian American female you can think about it is because, it is your race or because you are a woman, but it is just complicated. It is necessary to understand what to do about that as race and gender will always be challenged. My parents always taught me not to go with the idea that one must work harder to get ahead just because you are a person of color. Growing up my parents expected me to do well to excel. My parents did not believe in that thought, and did not

want me to believe it either. One must set goals and focus on ethics; it's not necessary that something has to be completed a particular way to be victorious. In discussing the ladies' life experiences, they mentioned family, education, professional choices, and challenges were factors in their achievements. For the women, their need and aspiration to become leaders were inclined by purposeful, enlightening experiences. These experiences provided self-assurance, choices, and leadership skills.

### **Support From Unexpected**

The participants recognized that most of them acquired support from White men. Due to their higher status and connections, White men frequently sponsored WOC. Given that White men make up the more significant part of leadership positions within organizations, they have the executive influence to offer the prospect for minority women. White men have the authority in organizations; therefore, the participants developed intentional methods to handle occupational progression. Giscombe (2007) stated that having a White male as support had unique benefits as White men have better admittance to associations of influence. A few participants received support from minority males having a direct affiliation to White male superintendents or could move their profession forward.

Dorothy discussed:

A mentor provides advice about matters and guides you; however, they will not give you a position. That opportunity comes from your knowledge and skill. A mentor can help guide your career opportunity and direct you to advance in your post. Mentorship positively helped me as my promotion was hindered. My mentor

guided me and made me realize it was time that I get promoted. It was through his mentorship that I got a sense of where I should be in the organization, level wise.

Rachael stated:

Your efforts are sufficiently good if one can learn, and adjust from them. A person must be receptive to change. Working at a hospital gave me an opportunity to meet smart people. I learned plenty from a few men that were instrumental.

These men were influential in my profession. I cannot recall and say the same for any women. These men had an excitement for their job and would eagerly offer information without hesitation. I was able to learn just by observing them deal with situations. There were occasions of seeing them deal with different circumstances was impactful, and I valued witnessing that.

Cindy explained:

There are times when situations get demanding; therefore, it is necessary to work with your team. A leader cannot motivate others from behind the desk or by holding nonstop meetings. The group wants to know they are cared for, and that whatever situation they are going through is appreciated. The only way that can be known is by showing up. I recall getting the support from unexpected.

A White male mentor provided support by constantly coaching me with the administration. I remember him mentoring and looking at me to promote. I remember his words, "I would like for you to take it." All I could think was how I was going to handle things. But he believed in me and made me see the same.

Nina expressed:

Seeking strong mentors help you enhance skills, and take on significant tasks better. Never stop learning and progressing in your career. There were times where a particular faculty member did not want me on board because, he wanted me out and I could have bought up the issue that he was racist, but that was not my plan. My purpose was to get exposure from the best. He was among the finest. My agenda was to learn and understand his approach and to perform highly. I do not desire to be a part of a confused world having the thought of being a victim. Through my lens, I see the world, which says that is how it is. I want a solution. I can say that his exposure helped me learn and develop in my career. To be able to listen is the most critical skills of a leader. Therefore, keep seeking opportunity.

The women recognized mentorships as a professional development approach. The skill to develop professional relationships facilitated these women to expand their leadership prospects. Four participants saw such relationships as affiliation that benefitted their career enhancement. Support by men was necessary for these women. The Asian American women experienced that support was imperative to professional development and professional growth. Having the support assisted qualified mentoring and growing careers as expressed by the participants. The support from unexpected individuals was an indication as an explanation of the achievement these females reached.

### **Disadvantage Incurred From Race and Gender**

The interconnected nature of social categorizations (race and gender) stands for the range of ways in which intersectionality works to form the various aspects of Asian American women's professions (Collins, 2003; Terry & Hogg, 1996). The participants

mostly experienced the influence of racial and gender inequalities in their occupations. Because of that, the grouping of racial and gender characteristics for Asian American women may delay the chances of their advancing to a higher status.

Combs (2003) discussed how intersectionality is the overlapping of race and gender identities (e.g., social construct), and experiences to recognize the intricacies of an individual. From understanding the women, their race and gender were attached as one; therefore, these attributes were not detached. Experiences about race and gender partiality echoed with the participants as they reflected in their discussions. In their growth as leaders, these women encountered biases regardless of their leadership capability. These women's narratives provided an outlook into how race and gender enlightened their leadership growth. Their narratives gave different perspectives to integrate and take from their experiences. The women discussed how they faced disrespect at times.

Dorothy reflected:

I have experienced being talked over by White men. I was talking when he just interrupted me and started talking. This behavior stunned me. Several months later, we had another interaction I was speaking when again he started talking over me. I did not stop talking and raised my voice; he also got slightly louder. I mentioned that "I was still talking." He responded, "I thought you were finished." I assertively responded, "as I was saying." That was the last time that happened.

Rose shared:

I am compulsive. It may be because of my gender, race or both combined.

However, I experienced the need to exceed expectations. I was the only Asian

American in my team for a long time. I felt that if I did not speak up, people would not take me seriously.

By the participants' discussions regarding race and gender, they communicated the social concepts affected their progress as leaders. The women perceived that their race and being women were interrelated groups. These social constructs combined shaped their individuality. From their perspectives, they were Asian American women. The following are excerpts of their experiences as leaders being Asian American and women.

Vivian affirmed:

It was tough to intermingle because I am an Asian American woman. It is essential to be aware of yourself and not get weak in thinking otherwise, it important not to lose yourself. I never forget my struggles that have brought me this far. Those struggles I appreciate and value because that is what made me who I am today. Whenever we have potlucks at work, I proudly share my ethnic food, and I do not feel the need to blend in. I feel comfortable with myself. Now saying that it does not mean that I am going around like an extreme Asian American, it just means I am at ease with me being Asian American.

Nina said:

There is still lack of knowledge were people judge you by your voice on the phone. Many times when I come face to face, people are surprised because they did not match the voice with the face. They perhaps assume that I should be of some other ethnicity. It is not a bad thing; I understand it is curiosity. To me, it presents their assumption about Asian American, as well as different ethnicities in

general, but it makes me feel that for them it is only correct if it was someone else helping them. People have questioned me about, how I came to be at my position? As a female? Of my ethnicity? These are part of my challenges that I face. My equation of life is when people do not behave the way they should; I still hold power to feel nice.

Edna Mae responded:

There were times where race and gender created complications. Society stipulates seniors not regarding age, but appearance (e.g., men & gender). As a result, I faced such challenges; I try to look past them and look at them as learning experiences. People's behavior is out there, one incorrect behavior (e.g., suppress or manipulate), but I can create a right thought irrespective of the other. It is my choice. Such experiences made a stronger individual and more receptive in communication with my co-workers, and other team members. Things have changed a bit; still, one must focus on their work and how they can be their best to move past the negativity.

Dorothy shared:

The labels related with Asian American women are fewer that you may have realized in your research. One may be assertiveness that is misunderstood as argumentative. If I am pushed and disrespected no one can talk to me in that way. I do feel that being direct is important, and should not be perceived in a different way.



When questioned about in what manner race and gender formed their growth as superintendents, the women agreed that being an Asian American female meant they were intended to face situations with mental effort, met head-on, and at times seen as invisible by others.

Nina expressed:

People question how I got to my position of leadership. These things would question my ability as a female, and more so being an Asian American woman. I would feel that they were asking why it happened. I believe in hard work, and that whatever happens, happens for a reason.

Evelyn recollected a time when her supervisor did not hire an Asian American female for certain positions. The next extract revealed how the women's race and gender influenced their growth as superintendents.

Vivian affirmed:

I did have issues, but it is my principles that gave me resilience to overcome. If someone sees me as a woman, then it is their lack of common sense. It is true that I am a woman, but there is much more that. These are the issues why it is crucial to educate people and raise these issues so that change can occur. As a woman, it is necessary and significant to convey understanding and support in certain situations.

Rose stated:

In regards to race and gender, depending on the circumstances I may or may not be willing to compromise. I adapt looking at the situation, as well as the factor

that affects life, and that is related to both race and gender. I feel as an Asian American woman; it is more of a challenge in regards to appearance.

Edna Mae expressed:

Race and gender have prominently shaped me. Gender was a concern in my organization. Although most of the staff were women, the men were in positions of authority, their voices more heard and respected. The way society influences and speaks of the norm is what we at work would often relate this issue too. It is the male voice that is more prominent. In regards to leadership development, I do believe gender influenced my growth.

Cindy stated:

I wish I can say otherwise, but being Asian American woman has affected my career. I never wanted anyone to support me or promote my right due to my race or gender. Honestly speaking, throughout my career during difficult and not so complicated experiences, I never lost my roots of being a minority woman. I recall going to seminars to attend public health topics and would be the only Asian American female in the group.

Rachael acknowledged:

I am a woman of Asian ethnicity, and I embrace it. In reality, there are quotas to fulfill in hiring, because they are seeking someone of color. Someone in that organization attempted to find someone of color, I consider in some examples. My strength is being an Asian American woman. I never tried to be something I

am not. Many times I have worked with men on my team where I was the only Asian American woman or only woman for that matter.

Dorothy revealed:

It is hard to detach race and gender, except if something was to happen to my gender. I think both race and gender are connected. Regarding leadership development, I am aware and receptive to others, and I am making sure people are treated fairly. As a person I am attentive, which I can associate with my experiences as an Asian American woman. This sensitivity assists in being aware, and analyzing the situation. For me it is natural, and I feel it is because of the person I am. I think my values help me in sensing right from wrong. I am sure my personality is set off by my experience as an Asian American woman.

Edna Mae talked about unfairness in pay that she experienced. She distinguished differences in salary when she discussed being paid less than colleagues of equal positions.

Edna Mae expressed:

Regarding pay in my last job, I was less paid than my counterparts. The reasoning stated was because of my experience. However, I had been on board longer than others. Therefore, it was not justified. These to me are only excuses, away from reality. If I may be open, I feel that these biases still exist, maybe not to that extent but they are subtle. I make certain to do my part and do it well. I worked more hours and fought the struggles of equal pay, which was unfair, but it transpires. Asian American women experiences in leadership are frequently

distinguished by encounters of disparities. The Asian American female leaders in this study experienced scrutiny. These women showed flexibility and were not affected by people's inquiry. The women were questioned regarding their thoughts on the explanation of inadequate representation for Asian American women in positions of leadership.

Vivian expressed:

The Asian American female is energetic, and it takes that trait to be at ease with the leadership of an Asian American woman. An active person will always have their opinion, and it requires an able individual to be satisfied in this leadership. Some people find Asian Americans to be opinionated.

Nina stated:

Asian American women do not have to accommodate such pessimistic views and follow their way into leadership. Asian Americans are not assertively chasing these positions. There are opportunities to senior level positions. It is required to educate oneself and pursue such opportunities. If we want the post, we need to create space for them.

Rose implied:

The absence of Asian American women in supervisory roles can be the dependability to create attempts to confirm that other Asian American women get assistance and admittance. I encourage and am prepared to promote individuals that are ready. A role of a leader is to make others go forward and be role models for others to learn.

Cindy stated:

Being aware of the shortage of mentors I associate my role as a being a mentor for others. Mentors are few; therefore, it is even more necessary to help prospective individuals in this career. Even now, the battle to impartiality for women can be credited to opposition or struggle for organizations to give admission to the insufficient group.

Rachael expressed:

There is a need to make efforts in enforcement and policies to raise the seats for minority women in organization leadership positions. To come through the glass ceiling, it is mandatory to promote a climate wide-ranging of diversity. This truth represents the experiences of Asian American women that who pilot diversity.

Issues persist regarding gender and race. To obtain diverse workforce organizations needs to decide to foster such settings. Having access is key.

Dorothy reflected:

The deficient in Asian American women representation in influential positions can be preconceived notions concerning Asian American females not being capable enough or their availability for these roles. What I mean is there is an insufficient amount of Asian American females in lead roles that is why. At times, there are competition streaks such as let me get my opportunity first, and then I will assist you to move forward. These perceptions that I witness in leadership are things like, lack of talent or person is not as educated that is required to mention a

few. These reasonings are just foolish. These perceptions need to be changed to see a change in numbers.

These participants faced a fair amount of racial and gender labels. The women mentioned how race and gender unconstructively affected their profession. Terms reported in regard to their experiences were, “unseen, singled out, cut off, undermined, secluded, not treated fairly, demoralized, and devalued.” These pessimistic encounters of race and gender inequity took over the discussion when the women contemplated their past experiences. These women had a strong point of resilience and willpower that led them to overcome hardship and progress into leadership positions.

### **According to the Rules**

Minority women need to identify the unique position their distinctiveness offers and not support bigoted perspective (Hooks, 1984). The dominant systems in most organizations are typically made up of men and infiltrating these associations is complicated. The findings supported that Asian American woman encountered being left out of these systems and did not have memberships to such unofficial society associations. The women corroborated that obtaining support to advance in their careers provided progress. The support was from White men who made important decisions, holding authority positions. The participants recognized the difference between how men played according to the rules and how they as women should play it. The women expressed how they needed to remain present to make their existence known.

Rose stated:

I recall being the only female Asian American in a leadership position; now there is another minority woman who came on board. However, I recall being the single Asian American female in a higher position at that time. At home, my family would always tell me that I was speaking over them and not allowing others to finish talking. I believe it is because at work I have to voice myself to be heard.

Edna Mae mentioned:

It is essential to make it know that you are interested in more responsibility.

Women need to come up front. Having those discussions are necessary to engage in those responsibilities. A partiality that has been experienced is non-verbal behavior (eye contact or physical closeness). These are subtle biases, I have come across. For me, there were occasions where gender was a significant factor. It is necessary to sharpen the traits of a leader, for instance being indicative and observing. A leader's responsibility is to fight the struggles and ensure other women like me that can create improvement; this is needed for other women that struggle.

Rachael stated:

Our work involves teamwork, and I have worked with many teams. I have been the only Asian American woman. However, in this journey, I have understood how to work with men, and I credit my upbringing for that. I was working with men around me. Growing up, I had a keen sense that guided me through my ascendancy to leadership.

Dorothy recognized:

The office politics is a competition; however, the individual should decide how they are going to handle it, and what will be accomplished from it. From experience, I realized there are losses that I am not prepared to do. I believe organizations are part of a bigger society. These issues still need to be addressed for change to occur.

Harding and Norberg (2005) noted that women look at work as a complete system, but persistently their decisions are not like-minded with the male corporation culture.

Therefore, women need to identify with the regulations to their benefits. Research reveals that WOC learned to recognize how the inner policies function and emerge to interpret the bureaucracy of organizations (Eddy & Cox, 2008). Skillfully learning the fundamentals, these women become politically knowledgeable and found the basis of the organizational systems. Every Asian American female leader experienced that while agreeing to the organizational male set of laws, they would not minimize their principles, and they would maintain honesty without negotiating their ethics.

### **Kind Deed**

Research pointed out that a shortage of training chances can be an obstacle to the development of women and non-Whites (Catalyst, 2011). This study illustrated that Asian American woman were familiar with the crucial part of mentoring other Asian American women, yet limited mentoring interactions are recognized to set up Asian American females for leadership positions.

The participants recommended that women must help others advance to increase their representations in leadership roles. These women accepted wanting to raise the



quantity of Asian American women in senior positions and serving as sponsors with their kind deeds. The kind deed will help and make capable individuals of prospective Asian American women leaders. A few excerpts discussed the significance of the kind deed of giving forward:

Vivian expressed:

The work done is important and has an impact; therefore, mentoring women in different positions is needed. Serving as models for Asian American women is essential. I will continue to do so, and make sure they move on. Asian American has had active leaders during history that it is required, and must be forwarded with kind deeds.

The other women highlighted the significance of Asian American women to provide kind deeds as leaders for other women. Asian Americans must underline their integrity; they need to understand their weaknesses and strengths. Leadership is about recognizing and cultivating an individual's skills to emerge. Leadership is about persuading others to function at an advanced quality. That is why fostering relations is a fundamental measure.

Edna Mae revealed:

Escalating the figure of females in management positions is vital. They need not be kept working in a particular environment. It is necessary to pay it forward. By surrounding yourself with a group of intelligent, bright, and fostering colleagues, you can keep on developing, and in return facilitate others to do the same.

Cindy stated:

Equal opportunity for women is desired. Women are not equally paid like their counterparts. It is important to mentor another woman to advance. One should not be afraid. It is essential to find a mentor and ask productive analysis, and constructive advice. Failures are an opportunity to grow. Do not let disappointment let you down, keep moving ahead. Since there are so few women, it is even that more important to sponsor individuals beginning their career.

Rachael:

I have experience in my career that women do not help each other, and that would always disappoint me. I would expect it to be otherwise, but that was not the case for me. Women should prevent that and guide other women by sharing with others. What is important to remember as leaders is that it is our job is to serve. We serve our organization, we support our team, and most of all we help the patients along with their families. Therefore, it is necessary to look for dedicated mentors that challenge and help you understand your responsibility. I always try to be present and proactive with the team.

When the participants were asked to advise future Asian American women aspiring to develop into leaders, they implemented being prosperous, performing with a purpose, and a promising approach. They all emphasized offering wisdom to others.

Dorothy stated:

I developed a dedicated interest in mentoring and supporting new graduate nurses who came after me. I began serving as a connection between them, and the managers. I had myself experienced how difficult it was to transition from nursing

school to be an actual nurse, and I wanted to help. I was able to give that sort of support for new nurses throughout the hospital, and it was very worthwhile.

Nina posited:

Asian American women require taking the initiative to develop into successful leaders. It is necessary they do not misuse the moment over thinking things, over analyzing is a waste of time. Take the decision, move ahead and achieve. It could be that your options will have outcomes, but it is important not to anticipate anything. One must experience disappointments than one can get ready for accomplishment. Mostly all famous people in history achieved failures before their successes. I feel one must work with all honesty and do their best, the rest will follow. Leave the setbacks behind, and grow from those disappointments.

Empower your staff and serve as a role model.

The women repaid with their deeds whenever possible. The Asian American women leaders' experiences may offer a guide for aspiring Asian American women aiming for high-level positions in organizations. The women in the study underlined the need for guiding other Asian American ladies to include significance in the improvement and achievement of potential Asian American female leaders. The participants' know-how can fulfill the foundation for courses or programs to help future Asian American women who are beginning their professions to have a straightforward exploration of the vocational hierarchy.

### **Significance of the Results**

The findings will support leadership development research as the exploration assisted with comprehending Asian American women's experiences of progression as leaders. Also, the topics that emerged from the analysis will inform aspiring Asian American women on attaining leadership status that can prove helpful for adding to the portrayal of minority women in senior ranks in organizations.

Comparison to other racial groups studies revealed fewer Asian American females as leaders in organizations. The American Nurses Association data present the classification of RNs and the generally employed U.S. population from five racial groups (McMenamin, 2015). The study revealed White female RNs representation of the general population was 68.4%, African Americans 9.1%, Asians noted by both males and females of 4.9%, and Hispanic women 4.3%. California Board of Registered Nursing (2016) conducted a survey addressing the racial composition of employed California RNs, by gender. The study represented the following: White 50.4%, Hispanics 8.6%, African American 4.2%, Filipino 17.8%, Asian American 1.6%, Pacific Islander 8.0%, and Mixed 0.4%. A study by Moore and Continelli (2015) looked into the pay disparities in hospitals of White and minority RNs, suggesting inequity in wages.

The conclusions from this research may be a foundation to describe the female representation of Asian American leaders in organizations and the obstacles they encounter. A rough estimation is that from over 35,000 senior manager positions in the majority of Fortune 500 companies, only 3.2% (or fewer than 800) are minority women; what is distressing is that the amount of Fortune 100 board seats occupied by the minority

is less (The Saint Louis American, 2012). There were six minority CEOs in 2012, around 1% of the CEOs in Fortune 500 corporations (The Saint Louis American, 2012). Another study conducted by Hurtado and Guillermo-Wann (2013) pointed out that Asian Americans encounter more discrimination and bias than some racial groups. This study may assist in comprehending the partiality encountered. Therefore, the aftereffect of this exploration may present awareness of these Asian American women's experiences and the part they played to bring about results to advance in leadership ranks.

### **Implications for Practice**

The references of these women's experiences in leadership could enhance leadership progress prospects for other women as rising leaders in organizations. Research is scarce on Asian American women leaders' lived experiences concerning racial and gender characteristics. For that reason, this research can present support to Asian American women.

Literature remains restricted regarding racial and gender characteristics shaping Asian American women's growth as leaders in organizations. Therefore, this research may give a structure for prospective women pursuing positions of leadership in organizations, and a standard for evaluation for organizations that look at reducing gender and racial barriers that inhibit the recruitment of Asian American females in their institutions.

This analysis addresses the phenomenology of these women who showed flexibility, reliability, distinctiveness, and abilities who were destined to rise in their respective careers as leaders. Having support influenced their advancement to high-level

positions in leadership development. Therefore, Asian American females who seek to become leaders need to be capable of going beyond their familiar territory and set up a connection of individuals who hold positions of authority. Creating a network in the organization is helpful to expand and reach advanced opportunities.

Additionally, Asian American women aspiring leadership ranks frequently require sponsors. Mentoring needs to be used assist Asian American women who are beginning their careers by showing an emergent specialized characteristic (destined to accomplish); looking at issues focused on mentoring (support from unexpected); discussing race and gender (disadvantage incurred from race and gender); developing awareness of customs in organizations (according to the rules); and giving backing by offering support and opportunities to prospective individuals (kind deed). In reference to the five themes of the study, it is necessary that Asian American females provide support by mentoring other women. Organizations can associate with Asian American female leaders to form a business society that promotes occasions for Asian American women to progress. The interviews discussed how organizations need not look at Asian American females as a way to fulfill allocation, but implement diversification. Diversification objectives can be put into service by training and development that center on sustaining capable individuals. Organizations require establishing guidelines and settings for Asian American females to confirm productive relations with mentors at advanced levels that can impact their career advancement.

From the narratives presented, the women acknowledged how their Asian American characteristics formed their experiences and recognized their distinctiveness,

challenges, and prospects. These inspired women prevailed over barriers and effectively obtained leadership titles. This study may be repeated with minority women from different racial backgrounds to determine how racial characteristics and gender influence their leadership expansion in organizations.

### **Chapter Summary**

Themes surfaced from the interviews with the Asian American women leaders in organizations. This phenomenological exploration made use of the interview questions to help understand the factors that race and gender characteristics affected Asian American female leadership growth experiences. These women concluded with a summary of how race and gender related to their experiences in leadership progression. Five themes surfaced from the interviews.

In reflection of the literature review, the following chapter presents findings and the conclusions. The data analysis described the results in detail. The last section discusses the outcomes and recommendations for prospective inquiries.

## Chapter 5: Discussion, Conclusions, and Recommendations

### **Introduction**

The focus of this phenomenological analysis was on racial and gender characteristics and Asian American women's advancement as leaders. The analysis provided the basis for an understanding of experiences and perceptions into how race and gender may impact various factors of success for Asian American women as leaders. The interview process assisted in identifying and describing the leadership development derived from the participants. This chapter includes further discussion of key findings, the limitations of the research, recommendations, and a conclusion to the study.

### **Discussion**

The growth of Asian American women from the perspective of their social and cultural lived experiences was explored. The Asian American women in the study have tried to remove their earlier gender stereotypes and develop a new, positive identity for them. The women were able to go beyond traditional views to an equal orientation on their male counterparts and racial preconceptions. It is significant to recognize Asian American women's concerns and problems that are embedded in cultural and social realities. Asian American women want to create and contribute to social change (Mukkamala & Suyemoto, 2018). In realizing the struggles and cohesion, Asian American women seek to express their mindset and experiences, find their precedence, and develop their approach to leadership. The experiences and mindsets shared by the women materialized into themes, outlining the research and providing a foundation for the upcoming discussion.



## **Interpretation of Results**

### **Destined to Accomplish**

Nearly all the Asian American female participants considered family to be very much respected and essential. The women felt that their families influenced their growth as leaders. This valuing of family is supported in the literature; as Kendall (2002) noted, family forms character, personality, standards, and customs. These Asian American women credited their upbringing for who they have become. A majority of the participants confirmed that their accomplishments, honesty, and resilience were fostered by family.

Participants wanted to accomplish and overcome probability. The family played an integral part in teaching confidence early on and providing a foundation for them to achieve. When these women faced challenges, their self-faith enabled them to succeed. Their upbringing instilled distinctiveness that destined them to accomplish.

### **Support From Unexpected**

The women in the study recognized that having support, in general, played a part in their career to leadership. Many of the participants received sponsorship from White men. Because White men employed high-level positions in organizations, the women developed a means to find a way to advance. Having a male sponsor had an obvious benefit because the participants could obtain associations of influence (see Giscombe, 2007). Support from male mentors was significant for the Asian American women in the study. The women mentioned that the sponsors offered direction and advanced their

careers. Support from unexpected (e.g., a mentor) indicated a substantial part of the success that these women reached.

### **Disadvantage Incurred From Race and Gender**

Social constructs (race and gender) interrelated to outline the diversified elements of experiences for these Asian American women. Most of the women acknowledged the connections of racial and gender biases in their profession. Racial and gender characteristics may deter the possibility of attaining high-level status for Asian American women. Race and gender are linked and unable to be detached (Collins, 1990). Ford and Santry (2010) discussed how male DONs are preferred over women in top hospitals as women are deterred in leadership roles. Ford and Santry noted that factors underlying these preferences could be due to presumptions that women lack leadership qualities. Changes are slowly occurring in the United States and the United Kingdom, but similar findings show a substantial gender disparity in the number of women in senior-level positions within medicine despite increasing numbers overall (Shields, Hall, & Mamun, 2011). The authors further mentioned that men are preferred for senior-level ranks in nursing (Shields et al., 2011). Earlier research by Jagsi et al. (2006) also provided data showing that women are a minority in leadership positions in health care. In their growth as leaders, the participants in the current study encountered a disadvantage incurred from race and gender. Race and gender partiality came across with the women as they spoke about social construct in the organization.

Improvement is needed in minority representation at leadership positions.

Mitchell (2018) explained the metrics in London that measure race equality in health

organizations that included minority staff in leadership positions in NHS organizations being low, 30% of minority staff experienced discrimination from the public, and 15% of London's minority nursing staff experienced discrimination at work, to mention a few. Because of racial and gender characteristics, Asian American women in lead roles encounter inequalities. Unconstructive feelings from these experiences directed the discussion when the ladies thought about their encounters in the workplace. Eventually, the participants' resilience and willpower defined their talents to overcome difficulty and move ahead of inequalities to leadership positions.

### **According to the Rules**

Minority women need to understand the point of view that marginality provides and apply it to disapprove of race and gender inequalities (Hooks, 1984; White et al., 2016). Usually, the high-ranking associations in organizations are occupied by men and admission to such groups is hard to disrupt (Shields et al., 2011). This research supported that Asian American women experienced being left out of such networks. However, acquiring support assisted in forwarding their careers and a chance for advancements. These mentors were White men who had influential positions in the organization. Females look upon work in a holistic approach, although they need to recognize that conclusions will not always be well-matched with the male-dominated culture (Evans, 2000). Therefore, it is necessary to realize the system for their benefit. The results confirmed that Asian American women educated themselves to recognize how organizational politics functioned and created a plan to make out the proper procedure.

**Kind Deed**

A kind deed or giving back by assisting others can benefit prospective Asian American women. Studies reveal that a shortage of mentoring prospects is a common obstacle to progress for women and minorities (Catalyst, 2011). This exploration revealed that Asian American females acknowledge the importance of supporting (e.g., mentoring) other Asian American women. However, limited sponsorship associations are recognized to mentor Asian American women for leadership positions. By giving back, the meaning-making of Asian American women leaders can offer a guide for would-be Asian American females to progress into leadership roles. The women in the study highlighted the meaning of directing other females to advance as leaders. The experiences of these women can provide plans intended to help Asian American women beginning their careers to a less complicated path in career development.

**Theoretical Framework and Findings**

Social constructs were factors that shaped the distinction and hurdles these women faced. Race and gender developed as a framework to assist in discussing the experiences encountered. Race and gender were the outlines applied to this research to structure how both social constructs influenced the lives of Asian American women in lead roles. Shields (2008) stated that social characteristics (race and gender) interrelate to form sense and experiences. The Asian American women in the research articulated different experiences caused by race and gender during their journey.

Even now, Asian American women are limited in management positions. Rudman et al. (2012) mentioned the interweaving of race and gender invisibility signifies the

phenomenon that people with overlapping characteristics are hidden; the study concluded that Asian American women encountered feelings of invisibility leading to the marginalization that passed through their experiences. The females in the exploration expressed that race and gender enlightened how they reacted to their surroundings.

The women accepted their racial and gender individuality through their experiences. The seven women characterized a distinct selection of Asian American women that effectively attained senior-level positions in organizations. Therefore, the exceptional women in this exploration are a singularity, in association with the impediments they surmounted in their profession.

### **Limitations of the Study**

The focus of this analysis was the path to leadership positions and the support that encouraged them to go beyond obstacles. The study displayed leadership behaviors by Asian American women leaders. When working with people, repetition of data can be inaccurate (Bernard & Ryan, 2010). Therefore, the importance should be the data collected on these leaders' experiences. Restrictions of the research may have included the partiality of the researcher and the result of the spectator in the setting of the procedures of the participants. However, field notes were used during the process of data gathering to get accurate descriptions of the interviews and to mitigate limitations in the study (Creswell, 2007).

The representation integrated Asian American women from backgrounds of China, India, Indonesia, Japan, and Vietnam. This study was able to present awareness into these seven participants' lived experiences. The phenomenological exploration

centralized on the women's lived experiences, considering that every situation is distinct relying on its social environment.

Another would-be drawback of this analysis was preventing preconception from influencing the data collection and analysis; however, this was addressed using an Epoché process. Preconceived notions were attempted to be dealt with in the study and understanding to diminish the outcome of preconceptions were established. The intention of the study was on the lived experiences, considering that every case scenario was dependent on the participant's background. Therefore, the different experiences of the participants were presented.

### **Delimitations**

The delimitations of the research were the decisive factor of applicants who joined in the research, the geographic area investigated by the study, and the health care organization concerned. The condition for this exploration was for Asian American women holding leadership positions. Participants were selected with maximum experience of 10 years in a senior position. The findings of the analysis might not be appropriate to alternative geographic regions, but the outcome of this exploration may be generalizable to other occupations.

### **Recommendations**

The motive of the exploration was to increase awareness of how these women construct and infer their personal experiences. This investigation builds to supplement the information on the leadership growth and intentionality of Asian American female leaders who moved up to higher leadership positions in organizations. This

phenomenological analysis described the lived experiences of these Asian American females through the overlap of social constructs (race and gender). Although the research attained a broad understanding of the career trajectory illustration of these women, more exploration can add to the topic. Still, analysis requires discovering and exploring how socioeconomic and social class conditions may be a determinant in the ascendancy for Asian American women to leadership status.

The present topic could further be explored, adding to stronger academic research as to the nature of Asian American women as leaders. This investigation can be recreated with Asian American males and extend widely instead of a limited area. Perhaps, the replication of this study can lead to unique experiences and perceptions of males' professional journeys, obstacles, leadership methods, and the glass ceiling in senior positions. Scholarly research implied that men advance as professionals discordantly and that the leadership position is distinctive from a male perspective (Crouter, Manke, & McHale, 1995; Sadker & Zittleman, 2005). It may be useful if academic studies would sustain or discredit this assumption by a comparative methodology. There needs to be a wide-ranging study of the experiences for both genders of Asian Americans in leadership positions by obtaining information from their family units, sponsors, employees, and neighborhoods.

Extensive qualitative research could give the Asian population a more accurate representation of the minority who has occupied leadership positions. This study might encourage and inspire others who desire to develop into leaders, and it may emphasize the significance of having backing from the family units, sponsors, direct reports, and

neighborhoods. Potential research for an inclusive study of the leadership role is needed to expand leadership diversity (Li & Karakowsky, 2001). Individuals and staffing from diverse backgrounds who seek leadership positions may gain from awareness of what the role of leadership involves and the competencies that are needed to be successful.

This research centralized on Asian American women in organizations; a different study on Asian American women in government as well as corporations would be valuable for other women who desire high-level ranks in those divisions. Their lived experiences may offer useful facts regarding the distinctions of reaching leadership positions in those sectors for other Asian American women. In brief, this study has suggestions intended for corporations that desire to keep and allow prospective Asian American women who, in the past, had been disqualified from these departments.

### **Future Implications**

This exploration can be a reference point for prospective researchers who desire to conduct qualitative research on Asian American experiences and bring it to public attention. This research may contribute to future literature and Asian American studies by exploring Asian American individualities and how race and gender shape leadership development. Further reviews about the lives of Asian American women by an analytic framework designed to study the individual's history can add to research. The life history approach can record the daily experiences of people in their meaning. Chai (1985) implied how women as dynamic planners and initiators of female culture in the social perspective could be practical to discover Asian American women's life experiences.



The discovery that these Asian American women had a background and an individual experience could be empowering to all women. Many Asian American women have developed in their professional work by using their viewpoints to refine their admiration of social correspondence and distinction, to produce new scope for evaluating concerns, for setting up standards, and for representing growth. Asian American women need to appreciate their responsibility as females being diverse, harmonizing, and mutual with similar positions of men.

It may assist if Asian American women developed more relations with other minority women to change and establish universal feminism. From Dr. Chien-Shiung Wu who, in 1958, was the first woman to be president of the American Physical Society (Atomic Heritage Foundation, 2018); to Patsy Takemoto Mink, elected first minority woman to the United States House of Representatives in 1964 (National Women's Hall of Fame, 2018); to Indra Noori, the former PepsiCo CEO (Kennedy, 2018); the strength of Asian American women from past to present endures. Their efforts persist across age groups and societies, and they are headed for accomplishment for themselves, as well as universally.

### **Social Change**

Most often, social change is influenced by collective behavior. One of the goals for implementing social change is to encourage people of all cultures and backgrounds to come together to explore, deepen, and share knowledge. The conversations can help break down obstacles that exist within and between people to take part in doing their roles in creating more leadership opportunities. A woman of power can hold the

information that unlocks the door to authenticity and ascendancy. She sees the limitations of tradition but can take responsibility and reclaim strength.

Women can implement change within an organization and serve as role models. Furthermore, women can support and inspire more women to identify and aspire to leadership positions. It takes braveness to think differently, perceive differently, and behave differently. This research study may help empower and create a future for prospective individuals. It is significant for the organizations to have the perspective to recognize a varied labor force that will consist of equal minority women, to offer leadership competence that can change these endeavors to address the competition of the latest international organizations.

The study can help others understand the limitation in labor force diversity and the need to improve. A diverse culture in the workforce means broader potential, global impact, and community relationship (Brisline & Kim, 2003). The following recommendations are maintaining interprofessional foundations, minority leadership, labor force diversity and leadership openings for the minorities as primary concerns.

### **Conclusion**

There was a desire to take an in-depth look at Asian Americans, especially women in leadership positions that the census described as the fastest growing racial group. However, Asian Americans are a small sample to give a sense of their values and experiences; therefore, it was necessary to look at the effects to explore the changing face of today's world. There was a need to understand the various social constructs that impact the development of successful women leaders in organizations. Chosen literature

about minority leadership discussed the absence of scholarly sources regarding Asian American women to assist with understanding their obstacles.

The categorizations of two social constructs (race and gender) for Asian American women from their intentionality and by what means they progressed as leaders were discovered in this analysis. The literature supports the importance of looking into leadership development to recognize and advance Asian American female leaders. The study explored racial and gender characteristics for Asian American women through their phenomenology and identified with their growth as leaders.

The purpose was to comprehend how these Asian American women leaders made interpretations from their experiences and advanced to leadership. The importance of this exploration initiated from the basis that research was lacking on how race and gender enlightened leadership growth experiences (Catalyst, 2003; Cha & Weeden, 2014; Liang et al., 2002; Yogeeswaran & Dasgupta, 2010). The aspiration for this research was to discover the developmental leadership experiences that facilitated the participants interested in higher-ranking roles and determine what they found from these experiences to possibly repeat them for prospective Asian American women who seek to become leaders. The women felt that differences in behavior based on their racial characteristics and gender affected their leadership development. Studies that discussed the behavior of groups that are sidelined can help create awareness (Sadker, 1999; Sternberg & Grigorenko, 2004).

From the women's points of view, they had a frame of mind through the journey to develop in their careers. The females interviewed had characteristics of power and

energy; they discussed their contentment and achievement as well as personal trouble and grief. The process of interviewing provided a feeling of a kindred spirit with these seven women. The women were genuine and honest about their experiences. The women expressed their sacrifices of relocations, marriage and family decisions, and personal decisions to have children or remain single, to mention a few. These decisions toward their careers made them a representation of strong women.

While there has been considerable progress toward equal opportunity, inequality for Asian American women remains a subject for leadership prospects. Recognizing the standpoint of being an Asian American woman is crucial. Race and gender were selected as the theoretical framework to comprehend the personal experiences of these individuals. It is necessary for people not to apply social constructs to set aside or marginalize women from the custom of equal chances. The framework of the Asian American women's lived experiences offered a comprehension of an ideological viewpoint on how their race and gender affected them. This exploration brought a realization of how these participants encountered the interlocking of being Asian American women in their growth as leaders.

Inequalities continue to create differences in rank and authority between groups. Those who have fought against narrow mindsets have dealt with social sanctions (Heilman & Okimoto, 2007; White et al., 2016; Yogeewaran & Dasgupta, 2010). Studies indicated that the main hurdles to the progression of women and minority women are not due to leadership capabilities, but the need to rise above the cultural view (Higgins & Bhatt, 2001; Li & Karakowsky, 2001; Miller et al., 1990; Sadker &

Zittleman, 2005). These feminist and sociocultural theories offered insight into the critical challenge of the research. The research included a comprehensive literature review, viewpoints, and adversities of Asian American females as leaders.

A phenomenological method was an appropriate way to recognize the insufficiency of research in Asian American female leadership development. This aim of this qualitative research was to expand thoughts inductively, recognize the social environment and characteristics of behavior (e.g., mindset & proceedings), and discover the individual sense that participants connect to experiences. The selection process involved choosing participants appropriate for the criteria and who were willing to present their views. This method relied mainly on the applicants' interviews. Five themes emerged from the data analysis, reflecting from the participants' lived experiences. The analysis and the theoretical framework described leadership growth and feminist and sociocultural theories.

This inquiry may present information to the individuals attracted to the path of these Asian American female leaders. The comprehensive exploration of the Asian American women in leadership experiences could improve realization, offer support, and perhaps give way to other women seeking leadership positions. This investigation was significant due to growing demographic transformations where new prospects can be possible for Asian American women to move upward into leadership status.

Collective behavior and social factors are potential influencers that create a social change. However, some other forces also bring about social change, such as progression, the environment, and social institutions. The study covered the necessary materials to

reflect on different perspectives regarding this social issue. It is important to understand diverse perspectives and ways society can deal with such matters. The study can set an example of stability and flexibility to inspire and sustain positive action. This research aimed to enlighten potential research.

## References

- Adler, N., & Gunderson, A. (2008). *International dimensions of organizational behavior* (5th ed.). Cincinnati, OH: Southwestern.
- Alimo-Metcalfe, B., & Alban-Metcalfe, R. J. (2005). Leadership: Time for a new direction? *Leadership, 1*, 51-71. doi:10.1177/1742715005049351
- Almquist, E. M. (1987). Labor market gender inequality in minority groups. *Gender & Society, 1*, 400-414. doi:10.1177/089124387001004004
- American Council on Education. (2008). *On the pathway to presidency: Characteristics of higher education's senior leadership*. Washington, DC: Author.
- American Council on Education. (2017). Minority presidents. Retrieved from <http://www.aceacps.org/minority-presidents/>
- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Aronson, J. (1994). A pragmatic view of thematic analysis. *The Qualitative Report, 2*, 1-3. Retrieved from <https://nsuworks.nova.edu/tqr>
- Atomic Heritage Foundation. (2018). Chien-Shiung Wu. Retrieved from <https://www.atomicheritage.org/profile/chien-shiung-wu>
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggressions through imitation of aggressive models. *Journal of Abnormal and Social Psychology, 63*, 575-582. Retrieved from <https://www.apa.org/pubs/journals/abn/>

- Bartfay, W. J., & Bartfay, E. (2017). The lived experiences and challenges faced by male nursing students: A Canadian perspective. *GSTF Journal of Nursing and Health Care*, 4(2), 1-9. doi:10.5176/2345-718X\_4.2.136
- Bazeley, P., & Richards, L. (2000). *The NVivo qualitative project book*. Thousand Oaks, CA: Sage.
- Bécares, L., & Priest, N. (2015). Understanding the influence of race/ethnicity, gender, and class on inequalities in academic and non-Academic outcomes among eighth-grade students: Findings from an intersectionality approach. *PLoS ONE*, 10(10), e0141363. doi:10.1371/journal.pone.0141363
- Bell, A. D., & Di Bacco, M. K. (2016). Gender diversity in Silicon Valley: A comparison of Silicon Valley public companies and large public companies. Retrieved from [https://www.fenwick.com/FenwickDocuments/Gender\\_Diversity\\_2016.pdf](https://www.fenwick.com/FenwickDocuments/Gender_Diversity_2016.pdf)
- Berdahl, J. L., & Min, J. A. (2012). Prescriptive stereotypes and workplace consequences for East Asians in North America. *Cultural Diversity and Ethnic Minority Psychology*, 18, 141-152. doi:10.1037/a0027692
- Bernard, H. R., & Ryan, G. W. (2010). *Analyzing qualitative data*. Thousand Oaks, CA: Sage.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). Boston, MA: Pearson Education.
- Boyatzis, R. (1998). *Transforming qualitative information*. Thousand Oaks, CA: Sage.
- Brezinski, M. (2012). *Knowing your value: Women, money, and getting what you're worth*. New York, NY: Weinstein Books.



- Bridges, B. K., Eckel, P. D., Cordova, D. I., & White, B. P. (2007). *Broadening the leadership spectrum: Advancing diversity in the American college presidency*. Washington, DC: American Council on Education.
- Brisline, R., & Kim, E. (2003). Cultural diversity in people's understanding and uses of time. *Applied Psychology: An International Review*, 52, 363-382.  
doi:10.1111/1464-0597.00140
- Brooks-Gunn, J., & Lewis, M. (1984). The development of early visual self-recognition. *Developmental Review*, 4, 215-239. doi:10.1016/S0273-2297(84)80006-4
- Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness*. New York, NY: Atlantic Monthly Press.
- Burke, C. S., Stagl, K. C., Klein, C., Goodwin, G. F., Salas, E., & Halpin, S. M. (2006). What type of leadership behaviors are functional in teams? A meta-analysis. *The Leadership Quarterly*, 17, 288-307. doi:10.1016/j.leaqua.2006.02.007
- California Board of Registered Nursing. (2016). 2016 survey of registered nurses. Retrieved from <https://www.rn.ca.gov/pdfs/forms/survey2016.pdf>
- Catalyst. (2003a). Advancing Asian American women in the workplace: What managers need to know. Retrieved from [http://www.catalyst.org/system/files/Advancing\\_Asian\\_Women\\_in\\_the\\_Workplace\\_What\\_Managers\\_Need\\_to\\_Know.pdf](http://www.catalyst.org/system/files/Advancing_Asian_Women_in_the_Workplace_What_Managers_Need_to_Know.pdf)
- Catalyst. (2003b). 2003 Catalyst census of women board directors a call to action in a new era of corporate governance. Retrieved from

[http://www.catalyst.org/system/files/2003\\_Catalyst\\_Census\\_Women\\_Board\\_Directors\\_Fortune\\_500.pdf](http://www.catalyst.org/system/files/2003_Catalyst_Census_Women_Board_Directors_Fortune_500.pdf)

Catalyst. (2005). Women “take care,” men “take charge”: Stereotyping of U.S. business leaders exposed. Retrieved from <http://www.catalyst.org/knowledge/women-take-care-men-take-charge-stereotyping-us-business-leaders-exposed>

Catalyst. (2011). 2010 Catalyst census: *Financial Post* 500 women senior officers and top earners. Retrieved from [http://www.catalyst.org/system/files/2010\\_financial\\_post\\_500\\_women\\_senior\\_officers\\_and\\_top\\_earners\\_final.pdf](http://www.catalyst.org/system/files/2010_financial_post_500_women_senior_officers_and_top_earners_final.pdf)

Catalyst. (2017). Women’s earnings and income. Retrieved from [http://www.catalyst.org/knowledge/womens-earnings-and-income#footnote17\\_zd3pdgd](http://www.catalyst.org/knowledge/womens-earnings-and-income#footnote17_zd3pdgd)

Center for American Women and Politics. (2018a). Women in U.S. Congress 2017. Retrieved from <http://www.cawp.rutgers.edu/women-us-congress-2017>

Center for American Women and Politics. (2018b). Women of color in elective office 2017. Retrieved from <http://www.cawp.rutgers.edu/women-color-elective-office-2017>

Cha, Y., & Weeden, K. A. (2014). Overwork and the slow convergence in the gender gap in wages. *American Sociological Review*, 79, 457-484. doi:10.1177/0003122414528936

Chai, Y. A. (1985). Toward a holistic paradigm for Asian American women’s studies: A synthesis of feminist scholarship and women of color’s feminist politics. *Women Studies International Forum*, 8, 59-66. [https://doi.org/10.1016/0277-5395\(85\)90034-2](https://doi.org/10.1016/0277-5395(85)90034-2)

- Chambliss, F. D., & Schutt, K.R. (2003). *Making Sense of the social world method of investigation*. Thousand Oaks, CA: Sage.
- Chan, S. (1991). *Asian Americans: An interpretive history*. Boston, MA: Twayne.
- Chaudhry, K. (2015). Often employees, rarely CEOs: Challenges Asian American face in tech. Retrieved from <https://www.npr.org/2015/05/17/407478606/often-employees-rarely-ceos-challenges-asian-americans-face-in-tech>
- Chemers, M. (1997). *An integrative theory of leadership*. Mahwah, NJ: Lawrence Erlbaum.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Cohen, D., & Crabtree, B. (2006). *Qualitative research guidelines project*. Retrieved from <http://www.qualres.org/HomeMemb-3696.html>
- Collins, P. H. (2003). Intersections of race, class, gender and nation: Some implications for Black family studies. *Journal of Comparative Family Studies*, 29, 27-36.
- Combs, G. M. (2003). The duality of race and gender for managerial African American women: Implications of informal social networks on career advancement. *Human Resource Development Review*, 4, 385-405. doi:10.1177/1534484303257949
- Conrad, M. M., & Pacquiao, F. D. (2005). Manifestation, attribution, and coping with depression among Asian Indians from the perspectives of health care practitioners. *Journal of Transcultural Nursing*, 16, 32-40.

- Corcoran, C. F. (2008). *Women college presidents: Leading with authenticity* (Doctoral dissertation). The University of San Francisco. Retrieved from <http://repository.usfca.edu/diss/195>
- Crouter, A. C., Manke, B.A., & McHale, S.M. (1995). The family context of gender intensification early adolescence. *Child Development, 66*, 317-329. <https://doi.org/10.1111/j.1467-8624.1995.tb00873.x>
- Dahlberg, K., Drew, N., & Nystrom, M. (2001). *Reflective lifeworld research*. Lund, Sweden: Studentlitteratur.
- Denmark, F. L., & Klara, A. M. D. (2010). Women mentors and their effect on educational and professional career development. In C. A. Rayburn, F. L. Denmark, M. E. Reuder, & A. M. Austria (Eds.), *A handbook for women mentors: Transcending barriers of stereotype, race, and ethnicity* (pp. 3-20). Santa Barbara, CA: Praeger.
- Diversity Best Practices. (2018). 5 Asian CEOs to know. Retrieved from <https://www.diversitybestpractices.com/5-asian-ceos-to-know#page-2>
- Dworkin, A. G., & Dworkin, R. J. (Eds.). (1982). *The minority report: An introduction to racial, ethnic and gender relations* (2nd ed.). New York, NY: Holt, Rinehart, & Winston.
- Eddy, L. P., & Cox, E. M. (2008). Gendered leadership: An organizational perspective. *New Directions for Community Colleges, 142*, 69-79. doi:10.1002/cc.326

- Elda, P., & Mehav, S. (2010). The role of job assignment and human capital endowments in explaining gender differences in job performance and promotion. *Labour Economics, 17*, 998-1009. doi:10.1016/j.labeco.2010.02.006
- Elfenbein, H. A., & Ambady, N. (2002). Is there an in-group advantage in emotion reorganization? *Psychological Bulletin, 128*, 243-249. Retrieved from <https://web.stanford.edu/group/ipc/pubs/2002ElfenbeinBull.pdf>
- Elmer, V. (2015, April 27). Women in top management. *SAGE Business Researcher*. doi: 10.1177/2374556815586409
- Evans, G. (2000). *Play Like a Man: Win Like a Woman*. New York, NY: Broadway Books.
- Fine, M. G. (2009). Women leaders' discursive constructions of leadership. *Women's Studies in Communication, 32*, 180-202. <http://dx.doi.org/10.1080/07491409.2009.10162386>
- Fisher, M. (2015, April 14). Women of color and the gender wage gap. Retrieved from <https://www.americanprogress.org/issues/women/reports/2015/04/14/110962/women-of-color-and-the-gender-wage-gap>
- Ford, S., & Santry, C. (2010, August 17). Top hospitals show bias for male nurse directors. Retrieved from <https://www.nursingtimes.net/news/hospital/top-hospitals-show-bias-for-male-nurse-directors/5018275.article?sm=5018275>
- Furuto, S. (1992). *Social work practice with Asian Americans*. Newbury Park, CA: Sage.
- Gaetane, J. M., Williams, V., & Sherman, S. (2009). Black women's leadership experiences: Examining the intersectionality of race and gender. *Advances in*

*Developing Human resources*, 11, 562-581. <https://doi.org/10.1177>

/1523422309351836

Gardiner, H.W., & Kosmitzki, C. (2008). *Lives across cultures: Cross-cultural human development* (3rd ed.). Boston, MA: Pearson Education.

Gay, L.R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications* (9th ed.). Upper Saddle River, NJ: Pearson Education.

Ghafoor, A., Qureshi, T., Khan, M. A., & Hijazi, S. T. (2011). Transformational leadership, employee engagement and performance: Mediating effect of psychological ownership. *African Journal of Business Management*, 5, 7391-7403. doi:10.5897/AJBM11.126

Giscombe, K. (2007). Women in corporate leadership: Status and prospects. In B. Kellerman, D. L., Rhode, & S. D. O'Connor (Eds.), *Women and leadership*. San Francisco, CA: Jossey-Bass.

Glesne, C. (2006). *Becoming qualitative researchers: An introduction* (3rd ed.). New York, NY: Longman.

Glick, P., Lameiras, M., Fiske, S. T., Eckes, T., Masser, B., Volpato, C., . . . Wells, R. (2004). Bad but bold: Ambivalent attitudes toward men predict gender inequality in 16 nations. *Journal of Personality and Social Psychology*, 86, 713-728. doi:10.1037/002-3514.86.5.713

- Green, S. G., & Mitchell, T. R. (1979). Attributional processes of leaders in leader-member interactions. *Organizational Behavior and Human Performance*, 23, 429-458. [http://dx.doi.org/10.1016/0030-5073\(79\)90008-4](http://dx.doi.org/10.1016/0030-5073(79)90008-4)
- Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3, 1-27. Retrieved from [http://www.ualberta.ca/~iiqm/backissues/3\\_1/pdf/groenewald.pdf](http://www.ualberta.ca/~iiqm/backissues/3_1/pdf/groenewald.pdf)
- Harding, S., & Norberg, K. (2005). New feminist approaches to social science methodologies: An introduction. *Signs: Journal of Women in Culture & Society*, 30, 2009-2015. doi:10.1086/428420
- Heilman, M. E., & Okimoto, T. G. (2007). Why are women penalized for success at male tasks? The implied communality deficit. *Journal of Applied Psychology*, 92, 81-92. doi:10.1037/0021-9010.92.1.81
- Higgins, N. C., & Bhatt, G. (2001). Culture moderates the self-serving bias: Etic and emic features of casual attributions in India and Canada. *Social Behavior & Personality: An International Journal*, 29, 49-61. <https://doi.org/10.2224/sbp.2001.29.1.49>
- Hofstede, G. (1997). *Cultures and organizations: Software of the mind*. New York, NY: McGraw-Hill.
- Hooks, B. (1984). *Feminist theory: From margin to center*. Boston, MA: South End Press.
- Huang, X., Iun, J., Liu, A., & Gong, Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on

- managerial and non-managerial subordinates. *Journal of Organizational Behavior*, 3, 122-143. doi:10.1002/job.636
- Humes, K. R., Jones, N. A., & Ramirez, R. R. (2011). Overview of race and Hispanic origin: 2010. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>
- Humphreys, J. (2002). The multicultural economy 2002: Minority buying power in the new century. *Georgia Business and Economic Conditions*, 62, 1-27.
- Hurtado, S., & Guillermo-Wann, C. (2013). Diverse learning environments: Assessing and creating conditions for student success: Final report to the Ford Foundation. Los Angeles, CA: Higher Education Research Institute. Retrieved from <https://www.heri.ucla.edu/ford/DiverseLearningEnvironments.pdf>
- Husserl, E. (1962). *Ideas: A general introduction to pure phenomenology*, (W. R. B. Gibson, Trans). London, United Kingdom: Collier, MacMillian.
- Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human Studies*, 8, 279-303. doi:10.1007/BF00142995
- Isaac, C., Griffin, L., & Carnes, M. (2010). A qualitative study of faculty members' views of women chairs. *Journal of Women's Health*, 19, 533-546. doi:10.1089/jwh.2009.1506
- Isaacson, J. (1998). *The development of professional identity of women who attain the superintendency* (Doctoral dissertation). Virginia Polytechnic Institute and State University. Retrieved from <http://hdl.handle.net/10919/30353>
- Jagsi, R., Guancial, E. A., Worobey, C. C., Henault, L. E., Chang, Y., Starr, R., . . .



- . Hylek, E. M. (2006). The “gender gap” in authorship of academic medical literature--A 35 year perspective. *The New England Journal of Medicine*, 355, 281-287. doi:10.1056/NEJMsa053910
- Jaschik, S. (2008). Next generation president. Retrieved from <http://www.insidehighered.com/news/2008/02/07/path>
- Javadi, M., & Zarea, M. (2016). Understanding thematic analysis and its pitfalls. *Journal of Client Care*, 1, 33-39. doi:10.15412/J.JCC.02010107
- Kayworth, T. R., & Leidner, D. E. (2002). Leadership effectiveness in global virtual teams. *Journal of Management Information Systems*, 18(3), 7-40. <https://doi.org/10.1080/07421222.2002.11045697>
- Kemp, A. A. (1994). *Women's work: Degraded and devalued*. Englewood Cliffs, NJ: Prentice Hall.
- Kendall, D. (2002). *Sociology in our times: The essentials* (3rd ed.). Belmont, CA: Wadsworth Thompson Learning.
- Kennedy, M. (2018). PepsiCo CEO Indra Nooyi is stepping down after 12 years. Retrieved from <https://www.npr.org/2018/08/06/635949879/pepsico-ceo-indra-nooyi-is-stepping-down-after-12-years>
- Kerby, S. (2012). The state of women of color in the United States. Retrieved from <https://www.americanprogress.org/issues/race/reports/2012/07/17/11923/the-state-of-women-of-color-in-the-united-states/>
- Kickul, J., & Neuman, G. (2000). Emergence leadership behaviors: The function of personality and cognitive ability in determining teamwork performance and

- KSAs. *Journal of Business and Psychology*, 15, 27-51. <http://dx.doi.org/10.1023/A:1007714801558>
- Kim, U., Triandis, H., Kagitcibasi, C., Choi, A., & Yoon, G. (Eds.). (1994). *Individualism and collectivism: Theory, methods, and applications*. Thousand Oaks, CA: Sage.
- Kirsch, G. E., & Royster, J. J. (2012). *Feminist rhetorical practices: New horizons for rhetoric, composition, and literacy studies*. Carbondale, IL: Southern Illinois University Press.
- Kohn, M. L. (1977). *Class and conformity: A study in values* (2nd ed.). Chicago, IL: University of Chicago Press.
- Leatherwood, L., & Williams, M. (2008). Gender and career paths. *Journal of Women in Educational Leadership*, 6, 261-273. Retrieved from <http://digitalcommons.unl.edu/jwel/15>
- Li, J., & Karakowsky, L. (2001). Do we see eye-to-eye? Implications of cultural differences for cross-cultural management research and practice. *The Journal of Psychology*, 135, 501-517. doi:10.1080/00223980109603715
- Liang, C. T. H., Lee, S., & Ting, M. P. (2002). Developing Asian American leaders. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), *New direction for student services: No. 97. Working with Asian American college students* (pp. 81-89). San Francisco, CA: Jossey-Bass.
- Lips, H. M. (2003). The gender pay gap: Concrete indicator of women's progress toward equality. *Analysis of Social Issues and Public Policy*, 3, 87-109.

- Loo, C., & Ong, P. (1982). Slaying dragons with a sewing needle: Feminist issues for Chinatown's women. *Berkeley Journal of Sociology*, 27, 77-88. Retrieved from <https://www.jstor.org/stable/41035318>
- Lorber, J. (1994). *Paradoxes of gender*. New Haven, CT: Yale University Press.
- Lott, B. (1994). *Women's lives: Themes and variations in gender learning* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Maccoby, E. F., & Jacklin, N. C. (1987). Gender segregation in childhood. *Advances in Child Development and Behavior*, 20, 239-287. doi:10.1016/S0065-2407(08)60404-8
- MacDonald, K., & Parke, D. R. (1986). Parental child physical play: The effects of sex and age of children and parents. *Sex Roles*, 15, 367-378.  
doi:10.1007/BF00287978
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivations. *Psychological Review*, 98, 224-253. <http://dx.doi.org/10.1037/0033-295X.98.2.224>
- Matsumoto, D., & Juang, L. (2008). *Culture and psychology* (4th ed.). Belmont, CA: Wadsworth.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- McBride, A., Hebson, G., & Holgate, V. J. (2015) Intersectionality: Are we taking enough notice in the field of work and employment relations? *Work, Employment and Society*, 29, 331-341. <https://doi.org/10.1177/0950017014538337>

- McMenamin, P. (2015, September 15). Diversity among registered nurses: Slow but steady progress. Retrieved from <http://www.ananursespace.org/blogs/peter-mcmenamin/2015/08/21/rn-diversity-note?ssopc=1>
- Merriam, S.B. (2009). *Qualitative research*. San Francisco, CA: Jossey-Bass.
- Miller, D. (2012). *Managing cultural differences in an international organization conflict management system*. Retrieved from <http://www.hnlr.org/2009/09/managing-cultural-differences-in-an-international-organization-conflict-management-system/>
- Miller, J. G, Bersoff, D. M., & Harwood, R. L. (1990). Perceptions of social responsibilities in India and the United States: Moral imperatives or personal decisions? *Journal of Personality and Social Psychology*, 58, 33-47. <http://dx.doi.org/10.1037/0022-3514.58.1.33>
- Mitchell, G. (2018, October 17). Employers urged to tackle ‘institutional racism’ against nurses in the capital. Retrieved from <https://www.nursingtimes.net/news/workforce/call-to-tackle-institutional-racism-against-london-nurses/7026380.article>
- Moore, J., & Continelli, T. (2016). Racial/ethnic pay disparities among registered nurses (RNs) in U.S. hospitals: An econometric regression decomposition. *Health Research Services*, 51, 511-529. Retrieved from <https://doi.org/10.1111/1475-6773.12337>
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Mulhere, K. (2018, February 27). Women need one more degree than men to earn the

same average salary. Retrieved from <http://time.com/money/5176517/gender-pay-gap-college-degrees/>

Mukkamala, S., & Suyemoto, K. L. (2018). Racialized sexism/sexualized racism: A multimethod study of intersectional experiences of discrimination for Asian American women. *Asian American Journal of Psychology, 9*(1), 32-46. <http://dx.doi.org/10.1037/aap0000104>

National Women's Hall of Fame. (2018). Patsy Takemoto Mink. Retrieved from <https://www.womenofthehall.org/inductee/patsy-takemoto-mink/>

Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Los Angeles, CA: Sage.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*, 1-13. <https://doi.org/10.1177/1609406917733847>

Parker, P. S. (2005). *Race, gender and leadership: Re-envisioning organizational leadership from the perspectives of African American women executives*. Mahwah, NJ: Lawrence Erlbaum.

Parker, P. S., & Ogilvie, D. (1996). Gender, culture, and leadership: Toward a culturally distinct model of African-American women executives' leadership strategies. *The Leadership Quarterly, 7*, 189-214. [http://dx.doi.org/10.1016/S1048-9843\(96\)90040-5](http://dx.doi.org/10.1016/S1048-9843(96)90040-5)

Parkinson, B., Fischer, H. A., & Manstead, S. R. A. (2005). *Emotion in social relations*. New York, NY: Psychology Press.

- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Peck, E. (2015, July 13). Do you realize how few women CEOs exist? These executives don't. Retrieved from [https://www.huffingtonpost.com/2015/07/13/weber-shandwick-female-ceo\\_n\\_7771608.html](https://www.huffingtonpost.com/2015/07/13/weber-shandwick-female-ceo_n_7771608.html)
- Phillips-Pula, L. & Pickler, T. (2011). Understanding phenomenological approaches to data analysis. *Journal of Pediatric Health Care*, 25, 67-71. doi:10.1016/j.pedhc.2010.09.004
- Polkinghorne, D. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52, 137-145. <http://dx.doi.org/10.1037/0022-0167.52.2.137>
- Prasad, K. (2008). Gender sensitive communication policies for women's development: Issues and challenges. In K. Sarikakis & L. R. Shade (Eds.), *Feminist interventions in international communication: Minding the gap*. Lanham, MD: Rowman & Littlefield.
- Reid, N. (2006). Thoughts on attitude measurement. *Research in Science and Technological Education*, 24, 3-27. <https://doi.org/10.1080/02635140500485332>
- Reid, N., & Skyabina, E. (2002). Attitudes toward physics. *Research in Science and Technological Education*, 20, 67-81. <https://doi.org/10.1080/02635140220130939>
- Rimonte, N. (1989). Domestic violence against Pacific-Asians. In Asian Women United of California (Ed.), *Making waves: An anthology of writings by and about Asian American women* (pp. 327-336) Boston, MA: Beacon Press.

- Rudman, L. A., Moss-Racusin, C. A., Phelan, J. E., & Nauts, S. (2012). Status incongruity and backlash effects: Defending the gender hierarchy motivates prejudice against female leaders. *Journal of Experimental Social Psychology, 48*, 165-179. doi:10.1016/j.jesp.2011.10.008
- Ruttiman, J. (2009, May 29). Breaking through the “bamboo ceiling” for Asian American scientists. Retrieved from <http://www.sciencemag.org/careers/features/2009/05/breaking-through-bamboo-ceiling-asian-american-scientists>
- Ryan, J. (2009, April 29). The three fundamentals of effective leadership. Retrieved from <http://www.forbes.com/2009/04/29/vision-communication-judgment-leadership-managing-ccl.html>
- The Saint Louis American. (2012). *Boosting black women in corporate America*. Retrieved from [http://www.stlamerican.com/business/local\\_business/article\\_38c428d4-e19b-11e1-a6f8-001a4bcf887a.html?mode=jqm](http://www.stlamerican.com/business/local_business/article_38c428d4-e19b-11e1-a6f8-001a4bcf887a.html?mode=jqm)
- Sardker, D. (1999). Gender equity: Still knocking at the classroom door. *Educational Leadership, 56*, 22-26.
- Sadker, D., & Zittleman, K. (2005). Gender bias lives, for both sexes. *Education Digest, 70*, 27-30.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York, NY: Teachers College Press.

- Selby, J. M., & Bradley, B. S. (2003). Infants in groups: A paradigm for the study of early social experience. *Human Development, 46*, 197-221. <https://doi.org/10.1159/000070370>
- Schunk, D. H. (1984). Self-efficacy perspective on achievement behavior. *Educational Psychologist, 19*, 48-58. Retrieved from [https://libres.uncg.edu/ir/uncg/f/D\\_Schunk\\_Self\\_1984.pdf](https://libres.uncg.edu/ir/uncg/f/D_Schunk_Self_1984.pdf)
- Shambaugh, R. (2008). *It's not a glass ceiling: It's a sticky floor*. New York, NY: McGraw Hill.
- Shakeshaft, C. (1989). The gender gap in research in educational administration. *Educational Administration Quarterly, 25*, 324-337. doi:10.1177/0013161X89025004002
- Shields, S. (2008). Gender: An intersectionality perspective. *Sex Roles, 59*, 301-311. doi:10.1007/s11199-008-9501-8
- Shields, L., Hall, J., & Mamun, A. A. (2011). The 'gender gap' in authorship in nursing literature. *Journal of the Royal Society of Medicine, 104*, 457-464. doi:10.1258/jrsm.2011.110015
- Skrla, L. (2000). The social construction of gender in the superintendency. *Journal of Education Policy, 15*, 293-316. doi:10.1080/02680930050030446
- Slack, F. J., Orife, J. N., & Anderson, F. P. (2010). Effects of commitment to corporate vision on employee satisfaction with their organization: An empirical study in the United States. *International Journal of Management, 27*, 421-436.



- Smith, T. M. (2013). Fact sheet: The state of Asian American women in the United States. Retrieved from <http://www.lucascountyhealth.com/wp-content/uploads/2016/07/State-of-Asian-American-Women.pdf>
- Srivastava, B. N., & Sett, P. K. (1998). Managerial attribution and response: An empirical test of an attributional leadership model in India. *The Journal of Social Psychology, 138*, 591-597. <https://doi.org/10.1080/00224549809600414>
- Stahly, B. G. (2007). *Gender diversity, equality, and violence: Multidisciplinary prospective through service learning*. Sterling, VA: Stylus.
- Sternberg, R. J. (2006). *Cognitive psychology* (4th ed.). Belmont, CA: Thomson Wadsworth.
- Sternberg, R. J., & Grigorenko, E. L. (2004). Why we need to explore development in its cultural context. *Merrill-Palmer Quarterly, 50*, 369-386. <http://dx.doi.org/10.1353/mpq.2004.0026>
- Stoddard, A., Harmer, A., & DiDomenico, V. (2009). *Providing aid in insecure environments: 2009 Update. Trends in violence against aid workers and the operational response* (HPG Policy Brief 34). London, United Kingdom: Overseas Development Institute. Retrieved from <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/4243.pdf>
- Tavris, C. T. (1982). *Anger, the misunderstood emotion*. New York, NY: Simon & Schuster.
- Taylor, S. J., & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

- Terry, D. J., & Hogg, M. A. (1996). Group norms and the attitude-behavior relationship: A role for group identification. *Personality and Social Psychology Bulletin*, *22*, 776-793. doi:10.1177/0146167296228002
- Tolli, P. A., & Schmidt, M. A. (2008). The role of feedback, casual attributions, and self-efficacy in goal revision. *Journal of Applied Psychology*, *93*, 692-701. doi:10.1037/0021-9010.93.3.692
- Tufford, L., & Newman, P. (2010). Bracketing in qualitative research. *Qualitative Social Work*, *11*, 80-96. <https://doi.org/10.1177/1473325010368316>
- Tuhus-Dubrow, R. (2009, May 3). The female advantage: A new reason for businesses to promote women: It's more profitable. *The Boston Globe*. Retrieved from [http://www.boston.com/bostonglobe/ideas/articles/2009/05/03/the\\_female\\_advantage/](http://www.boston.com/bostonglobe/ideas/articles/2009/05/03/the_female_advantage/)
- U.S. Bureau of Labor Statistics. (2012). Labor force statistics from the current population survey: Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity. Retrieved from <https://www.bls.gov/cps/cpsaat11.htm>
- U.S. Bureau of Labor Statistics. (2014). Women in the labor force: A databook. Retrieved from <https://www.bls.gov/opub/reports/womens-databook/archive/women-in-the-labor-force-a-databook-2014.pdf>
- U.S. Bureau of Labor Statistics. (2017). Current population survey [Not seasonally adjusted data on unemployed persons by duration of unemployment, race, and Hispanic or Latino ethnicity]. Retrieved from [https://www.bls.gov/web/empsit/cpsee\\_e18.pdf](https://www.bls.gov/web/empsit/cpsee_e18.pdf)

- U.S. Census Bureau. (2010a). The Asian Population: Census 2010. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf>
- U.S. Census Bureau. (2010b). Overview of race and Hispanic origin: Census 2010. Retrieved from <https://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>
- U.S. Census Bureau. (2016). Asian/Pacific American heritage month: May 2016. Retrieved from [https://www.census.gov/content/dam/Census/newsroom/facts-for-features/2016/cb16-ff.07\\_asian\\_pacific.pdf](https://www.census.gov/content/dam/Census/newsroom/facts-for-features/2016/cb16-ff.07_asian_pacific.pdf)
- U.S. Department of Labor, Women's Bureau. (2010). Quick stats on women workers, 2010. Retrieved from <http://www.dol.gov/wb/>
- Vandell, D. L., Wilson, K. S., & Buchanan, N. R. (1980). Peer interaction in the first year of life: An examination of its structure, content, and sensitivity to toys. *Child Development, 51*, 481-488. <http://dx.doi.org/10.2307/1129282>
- Warner, L. (2008). A best practices guide to intersectional approaches in psychological research. *Sex Roles, 59*, 454-463. doi:10.1007/s11199-008-9504-5
- Warner, J., & Corley, D. (2017). The women's leadership gap. *Center for American Progress*. Retrieved from <https://www.americanprogress.org/issues/women/reports/2017/05/21/432758/womens-leadership-gap/>
- Weiner, B. (1986). *An attributional theory of achievement motivation and emotion*. New York, NY: Springer-Verlag.
- White, K., Rumsey, K. S., & Amidon, S. (2016). Are we "there" yet? The treatment of gender and feminism in technical, business, and workplace writing studies.

*Journal of Technical Writing and Communication*, 46, 27-58. doi:10.1177

/0047281615600637

Witt, D. S. (1997). Parental influence on children's socialization to gender roles.

*Adolescence*, 32, 253-260.

Woo, D. (2000). *Glass ceilings and Asian Americans: The new face of workplace*

*barriers*. Walnut Creek, CA: AltaMira Press.

Yogeeswaran K., & Dasgupta, N. (2010). Will the "real" American please stand up: The

effect of implicit national prototypes on discriminatory behavior and judgments.

*Personality and Social Psychology Bulletin*, 36, 1332-1345. doi:10.1177

/0146167210380928

Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62,

6-16. <http://dx.doi.org/10.1037/0003-066X.62.1.6>

Zahn-Waxler, C., Friedman, R. J., Cole, P. M., Mizuta, J., & Hiruma, N. (1996). Japanese

and United States preschool children's responses to conflict and distress. *Child*

*Development*, 67, 2462-2477. doi:10.1111/j.1467-8624.1996.tb01868.x

### Appendix A: Invitation to Participate Letter

My name is Vishakha Naresh, and I am a student at the Walden University in Minneapolis, Minnesota working on a Ph.D. in Organizational Psychology. I am conducting research titled, Factors Leading to Successful Asian American Women Leaders in Organizations. I want to interview you and would appreciate if you would consent to participate.

This research intends to look at racial and gender characteristics of Asian American women's lived experiences in the manner in which they developed as leaders. This inquiry will facilitate comprehension of the lived experiences of Asian American females attempting to offer knowledge to prospect individuals inspiring to become leaders.

You are an Asian American woman holding a Bachelor's degree with a maximum of ten years in a senior-level position in an organization, therefore have been selected to participate. An initial interview must be scheduled per your convenience to attain the data required for this research. Interviews will take place face-to-face or by telephone and will last about 1-2 hours. Another meeting can be necessary.

Interviews will be taped and transcribed. An opportunity will be provided to examine the transcripts and make adjustments for accuracy. Participation is voluntary. The interview questions will be shared before the interview if participation is decided. Please be informed, findings will be described in the thesis, and the data participants present will remain confidential.

An advantage of participating is findings from this research can support in extending understanding for individuals aspiring leadership positions. I am excited and look forward to your taking part in this study to discover your lived experiences as a leader. At your expediency, I can meet up in person or by phone.

If interested in participating, please call at [redacted] or email at [redacted]. Please do not wait to contact me for further questions or concerns about participation in this research.

In advance, I would like to convey thanks for your support, and I am eager to hear from you.

## Appendix B: Interview Questions

1. Questions probing past history: What was your childhood like? Did family inspire your development as a leader? Did you have a mentor or role model that impacted your development?
2. Questions probing career history: Tell me about your career decisions? What kind of choices did you make to get to your career level? Throughout your profession who taught you the most? Tell me about the characteristics of the individual that made them distinctive?
3. Questions probing leadership development: Can you tell me about situations that affected you as a leader? What has been your most challenging incident as a leader? Did you learn anything about your self from those critical situations? What has been your most positive experience that influenced you as a leader? What did you learn from that situation?
4. Questions probing characteristics: Did race form your development as a leader? Did gender form your growth as a leader? Has gender determined your profession? Has race affected your career?
5. Questions probing experiences: Being a female in superintendency what information (i.e., lessons) have you experienced? Being an Asian American what lessons have you learned? Did you learn any lessons being an Asian American woman?
6. Questions probing thought: Do you feel minority women are inadequately represented in leadership positions or higher level positions? Do you have any words of wisdom

for women wanting to pursue high-level ranks? Any recommendation for prospect  
Asian American women leaders? Any closing thoughts?

## Appendix C: Tables

Table C2

*Pre-coding Data for Themes*

	Pseudonym	Data	Code categories	Patterns and meanings
Participant 1	Nina	-Education brings better opportunity. -Negativity provided inspiration to achieve. -Destiny played factor in achieving. -Questioned ability due to race and gender.	-Work ethics. -Importance of family. -Ambitious. -Flexibility.	-Destined to accomplish
Participant 2	Edna Mae	-Education brings better opportunity. -Women played influential roles. -Faced obstacles because of gender. -Must carry forward. -Standing firm of values.	-Sought opportunities. -Importance of education. -Learn from others. -Work ethics.	-Support from unexpected -Kind deed
Participant 3	Rose	-Education brings better opportunity. -Stand by values. -Never give up.	-Sought opportunities. -Importance of education. -Ambitious. -Importance of	-Accordance to rules. -Destined to accomplish



		-Honesty. -Provide opportunities.	education.	
Participant 4	Rachael	-Education brings better opportunity. -Assertiveness. -Race issues. -Gender issues.	-Work ethics. -Importance of family. -Sought opportunities. -Importance of education.	-Disadvantage incurred from race and gender. -Destined to accomplish.
Participant 5	Cindy	-Education brings better opportunity. -Giving Back/helping. -Mentor others. -Gender issues.	-Importance of family. -Sought opportunities. -Learn from others. -Work ethics.	-Disadvantage incurred from race and gender. - Accordance to rules.
Participant 6	Dorothy	-Education brings better opportunity. -Stand by values. -Questioned ability due to race and gender. -Destined to achieve.	-Sought opportunities. -Assertiveness. -Flexibility. -Importance of education.	-Destined to accomplish. -Disadvantage incurred from race and gender.
Participant 7	Vivian	-Education brings better opportunity. -Giving back/helping. -Mentor others. -Gender issues.	-Flexibility. -Importance of education. -Work ethics. -Importance of education.	-Kind deeds. -Disadvantage incurred from race and gender.

---

Table C3

*Surfaced Themes*

Themes	Clusters of meanings			
1. Destined to accomplish	Strong family bonds	Hard work ethics	Academically driven	Overcame obstacles
2. Support from unexpected	Importance of education	Sought opportunities	Males provided opportunities	Good mentors
3. Disadvantage incurred from race and gender	Gender issues	Race issues	Strong values/ethics	Assertiveness
4. Accordance to rules	Stand by your values	Never give up	Network	Understand that it is a competition and apply it to your benefit
5. Kind deeds	Serve as a sponsor	Provide opportunities	Pay it forward and give back	Mentor others

Table C4

*Nina's Description*

Past
<ul style="list-style-type: none"> <li>• Grew up in gender biased atmosphere</li> </ul>
<ul style="list-style-type: none"> <li>• Used her subjective upbringing as a motivator to succeed</li> </ul>
<ul style="list-style-type: none"> <li>• Realized importance of education for betterment</li> </ul>
<ul style="list-style-type: none"> <li>• Encouraged to progress</li> </ul>
Career
<ul style="list-style-type: none"> <li>• Maintains a positive attitude</li> </ul>
<ul style="list-style-type: none"> <li>• Inspired by negativity to do better</li> </ul>
<ul style="list-style-type: none"> <li>• Encourages feedback and constructive teamwork</li> </ul>
<ul style="list-style-type: none"> <li>• Enthusiastic about education</li> </ul>
<ul style="list-style-type: none"> <li>• Ignores pessimism and focuses on work</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>• Concentrates on her instincts</li> </ul>
<ul style="list-style-type: none"> <li>• Obtained RN license and BSN to prepare herself for leadership position</li> </ul>
<ul style="list-style-type: none"> <li>• Networked with individuals that provided prospect</li> </ul>
<ul style="list-style-type: none"> <li>• Predestined to be a leader</li> </ul>
<ul style="list-style-type: none"> <li>• Encountered partiality in her career</li> </ul>
Characteristics
<ul style="list-style-type: none"> <li>• Believes there is nothing lacking in her in comparison to other individuals</li> </ul>
<ul style="list-style-type: none"> <li>• Realized people will question her capabilities due to gender and race</li> </ul>
<ul style="list-style-type: none"> <li>• Gender and race establishes individuality</li> </ul>
<ul style="list-style-type: none"> <li>• Believes characteristics is a false impression of peoples conception</li> </ul>
Experiences
<ul style="list-style-type: none"> <li>• Started to believe in herself</li> </ul>
<ul style="list-style-type: none"> <li>• Listened to other's point of view and insights</li> </ul>
<ul style="list-style-type: none"> <li>• Feels leaders need to show clarity in their roles</li> </ul>
<ul style="list-style-type: none"> <li>• Believes that knowing your values and influencing your strength is power</li> </ul>
<ul style="list-style-type: none"> <li>• Not taking anyone for granted</li> </ul>

Table C5

*Edna Mae's Description*

Past
<ul style="list-style-type: none"> <li>• Grew up in Vietnam</li> </ul>
<ul style="list-style-type: none"> <li>• Received education from Vietnam and America</li> </ul>
<ul style="list-style-type: none"> <li>• Third oldest of eight siblings</li> </ul>
<ul style="list-style-type: none"> <li>• Role model was her aunt</li> </ul>
<ul style="list-style-type: none"> <li>• Family encouraged the importance of education</li> </ul>
Career
<ul style="list-style-type: none"> <li>• Male served as mentor</li> </ul>
<ul style="list-style-type: none"> <li>• Women did not bond or offer opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• Supervisor sponsored in her career progress</li> </ul>
<ul style="list-style-type: none"> <li>• Sacrificed on personal level to obtain advanced degree</li> </ul>
<ul style="list-style-type: none"> <li>• Encountered reduction in status</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>• Observing other and asserts that for her leadership style</li> </ul>
<ul style="list-style-type: none"> <li>• Wants to influence others</li> </ul>
<ul style="list-style-type: none"> <li>• Obstacles influenced her leadership development</li> </ul>
<ul style="list-style-type: none"> <li>• Felt her gender and race were challenges in her journey</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a plan when encountering complicated scenarios</li> </ul>
Characteristics
<ul style="list-style-type: none"> <li>• Ignored due to her racial and gendered characteristics</li> </ul>
<ul style="list-style-type: none"> <li>• Had to express her self more than others to be heard</li> </ul>
<ul style="list-style-type: none"> <li>• Continuously had to confirm her capability</li> </ul>
<ul style="list-style-type: none"> <li>• Felt she experienced more challenges than other contemporaries</li> </ul>
Experiences
<ul style="list-style-type: none"> <li>• Be aware of your self and never lessen your identity</li> </ul>
<ul style="list-style-type: none"> <li>• Perseverance is important to succeed</li> </ul>
<ul style="list-style-type: none"> <li>• Struggling is a necessity to create a path for others</li> </ul>
<ul style="list-style-type: none"> <li>• Doing your best is what counts</li> </ul>

Table C6

*Rose's Description*

Past
<ul style="list-style-type: none"> <li>• Born in Indonesia</li> </ul>
<ul style="list-style-type: none"> <li>• Did well in school</li> </ul>
<ul style="list-style-type: none"> <li>• Grew up to understand the importance of education</li> </ul>
<ul style="list-style-type: none"> <li>• Her mother played important role in her life</li> </ul>
Career
<ul style="list-style-type: none"> <li>• Watching others would teach her a great deal</li> </ul>
<ul style="list-style-type: none"> <li>• Male mentor empowered her progress</li> </ul>
<ul style="list-style-type: none"> <li>• Obtained a degree that assisted in her advancing career</li> </ul>
<ul style="list-style-type: none"> <li>• Focuses on results</li> </ul>
<ul style="list-style-type: none"> <li>• Hard-working and strong work ethics</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>• Affirms her principles and values</li> </ul>
<ul style="list-style-type: none"> <li>• Believes in her credibility and integrity</li> </ul>
<ul style="list-style-type: none"> <li>• Assertively challenges authority</li> </ul>
<ul style="list-style-type: none"> <li>• Dislikes and stays away from work politics</li> </ul>
<ul style="list-style-type: none"> <li>• Good leaders need to be real and transparent</li> </ul>
Characteristics
<ul style="list-style-type: none"> <li>• Race and gender hindered certain opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• In a position of leadership was the only Asian American women</li> </ul>
<ul style="list-style-type: none"> <li>• Does not like using race or gender to move forward</li> </ul>
<ul style="list-style-type: none"> <li>• Lets her self be heard at times found as insistent</li> </ul>
<ul style="list-style-type: none"> <li>• Race and gender shaped her leadership style that guides individuals regarding their ability</li> </ul>
Experiences
<ul style="list-style-type: none"> <li>• Women do not need to follow men</li> </ul>
<ul style="list-style-type: none"> <li>• Women have many roles to play (i.e., mother, wife, etc.) or job title</li> </ul>
<ul style="list-style-type: none"> <li>• Realized that this is a competition where one needs to stay strong to progress</li> </ul>
<ul style="list-style-type: none"> <li>• Value yourself</li> </ul>

Table C7

*Rachael's Description*

Past
<ul style="list-style-type: none"> <li>• Grew up in Atlanta, Georgia</li> </ul>
<ul style="list-style-type: none"> <li>• Brought up by both parents, along with her siblings</li> </ul>
<ul style="list-style-type: none"> <li>• Independence and autonomy was taught early on</li> </ul>
<ul style="list-style-type: none"> <li>• Respected her parents and instilled their values that were taught</li> </ul>
<ul style="list-style-type: none"> <li>• Looked up to her parents, especially her mother</li> </ul>
Career
<ul style="list-style-type: none"> <li>• Her first job was as EMT</li> </ul>
<ul style="list-style-type: none"> <li>• Mom taught her many things that would help her in her career</li> </ul>
<ul style="list-style-type: none"> <li>• Wanted to progress and grow in the field of nursing</li> </ul>
<ul style="list-style-type: none"> <li>• Working in the ICU as RN supervisor</li> </ul>
<ul style="list-style-type: none"> <li>• Encouraged and developed as a person</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>• Helps others</li> </ul>
<ul style="list-style-type: none"> <li>• Taking chances is important</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding is the key to being a leader</li> </ul>
<ul style="list-style-type: none"> <li>• At times was taken lightly due to her race and gender</li> </ul>
<ul style="list-style-type: none"> <li>• Important to stand for your rights and to be heard</li> </ul>
Characteristics
<ul style="list-style-type: none"> <li>• Proud of her Asian American female individuality</li> </ul>
<ul style="list-style-type: none"> <li>• Her strengths lie in her being Asian American</li> </ul>
<ul style="list-style-type: none"> <li>• Was the only Asian American woman in a position of leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Learned along the way and guided herself through the organization</li> </ul>
Experiences
<ul style="list-style-type: none"> <li>• Confidence is important</li> </ul>
<ul style="list-style-type: none"> <li>• Networking is essential to move forward</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain a good attitude</li> </ul>
<ul style="list-style-type: none"> <li>• Value teamwork</li> </ul>

Table C8

*Cindy's Description*

Past
<ul style="list-style-type: none"> <li>• Grew up in Vietnam</li> </ul>
<ul style="list-style-type: none"> <li>• Was raised by mother and grandparents. Grandfather filled father's role</li> </ul>
<ul style="list-style-type: none"> <li>• Grandparents played important role in her life</li> </ul>
<ul style="list-style-type: none"> <li>• Graduated from high school</li> </ul>
<ul style="list-style-type: none"> <li>• Married a military man for a better life</li> </ul>
Career
<ul style="list-style-type: none"> <li>• Stationed in Chicago for many years</li> </ul>
<ul style="list-style-type: none"> <li>• Worked while attending college</li> </ul>
<ul style="list-style-type: none"> <li>• Family commitments hindered education and work location for a while</li> </ul>
<ul style="list-style-type: none"> <li>• Advanced quickly at work</li> </ul>
<ul style="list-style-type: none"> <li>• Experienced job changes</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>• Supervisor supported her manager position</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership style developed from experience and watching others</li> </ul>
<ul style="list-style-type: none"> <li>• Feels leaders are born</li> </ul>
<ul style="list-style-type: none"> <li>• Inspires others to progress</li> </ul>
<ul style="list-style-type: none"> <li>• Importance of open communication with others</li> </ul>
Characteristics
<ul style="list-style-type: none"> <li>• Negatively affected her career being an Asian American woman</li> </ul>
<ul style="list-style-type: none"> <li>• Upheld her principles and individuality</li> </ul>
<ul style="list-style-type: none"> <li>• Felt obstacles and challenges being Asian American woman</li> </ul>
<ul style="list-style-type: none"> <li>• Assertive was necessary in her career</li> </ul>
Experiences
<ul style="list-style-type: none"> <li>• Worked harder to be recognized</li> </ul>
<ul style="list-style-type: none"> <li>• Stays active and supports prospect Asian American woman in the community</li> </ul>
<ul style="list-style-type: none"> <li>• Is committed to her work</li> </ul>
<ul style="list-style-type: none"> <li>• Signifies the importance of mentoring other minority women, and providing opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• Expanded skills to strengthen abilities</li> </ul>

Table C9

*Dorothy's Description*

Past
<ul style="list-style-type: none"> <li>• Born and raised in Oregon</li> </ul>
<ul style="list-style-type: none"> <li>• Was very involved in sports and enjoyed athletics</li> </ul>
<ul style="list-style-type: none"> <li>• Brought up in a working-class family</li> </ul>
<ul style="list-style-type: none"> <li>• Parents shaped her leadership skills</li> </ul>
<ul style="list-style-type: none"> <li>• Learned how to be assertive early on</li> </ul>
<ul style="list-style-type: none"> <li>• Encountered race and gender unfairness in school</li> </ul>
Career
<ul style="list-style-type: none"> <li>• Father's unfair treatment at work left a deep impression</li> </ul>
<ul style="list-style-type: none"> <li>• Supervisor build her self-confidence</li> </ul>
<ul style="list-style-type: none"> <li>• Opportunities provided for advancement</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrated hard work ethics</li> </ul>
<ul style="list-style-type: none"> <li>• Experienced racism at work</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>• Leadership style was build by observing others</li> </ul>
<ul style="list-style-type: none"> <li>• Mindful how to treats others</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding towards others</li> </ul>
<ul style="list-style-type: none"> <li>• Importance of moral principles as a leader</li> </ul>
Characteristics
<ul style="list-style-type: none"> <li>• Because of her identity experiences has become attentive of how to treat others</li> </ul>
<ul style="list-style-type: none"> <li>• Culturally aware of the work environment</li> </ul>
<ul style="list-style-type: none"> <li>• Race and gender partiality encountered in the workplace</li> </ul>
Experiences
<ul style="list-style-type: none"> <li>• Essential to manage and deal with situations accordingly</li> </ul>
<ul style="list-style-type: none"> <li>• Be true to self</li> </ul>
<ul style="list-style-type: none"> <li>• Advocate yourself</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize the importance of education</li> </ul>



Table C10

*Vivian's Description*

Past
<ul style="list-style-type: none"> <li>• Was born and raised in North Carolina</li> </ul>
<ul style="list-style-type: none"> <li>• Family represented an important part in her development</li> </ul>
<ul style="list-style-type: none"> <li>• Females were role models to respect and follow</li> </ul>
<ul style="list-style-type: none"> <li>• Involved in school and church</li> </ul>
Career
<ul style="list-style-type: none"> <li>• Mentors directed her career</li> </ul>
<ul style="list-style-type: none"> <li>• Male encouraged and supported in career opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• Loves the profession of nursing</li> </ul>
<ul style="list-style-type: none"> <li>• Integrity is something she takes prides in</li> </ul>
<ul style="list-style-type: none"> <li>• Affirms her values and standards</li> </ul>
Leadership
<ul style="list-style-type: none"> <li>• Advocated for prospective nursing students</li> </ul>
<ul style="list-style-type: none"> <li>• Enforces open communication and being clear in understanding</li> </ul>
<ul style="list-style-type: none"> <li>• Respects her employees</li> </ul>
<ul style="list-style-type: none"> <li>• Encountered conflicts because of her honesty</li> </ul>
Characteristics
<ul style="list-style-type: none"> <li>• Only Asian American woman in leadership position</li> </ul>
<ul style="list-style-type: none"> <li>• Came across hurdles due of her race and gender</li> </ul>
<ul style="list-style-type: none"> <li>• Perceived as inferior because of gender and race identity</li> </ul>
<ul style="list-style-type: none"> <li>• Role model for other minority women</li> </ul>
<ul style="list-style-type: none"> <li>• Has stood firm in her convictions</li> </ul>
Experiences
<ul style="list-style-type: none"> <li>• Take work seriously</li> </ul>
<ul style="list-style-type: none"> <li>• Mindful that she is minority wanting to make change</li> </ul>
<ul style="list-style-type: none"> <li>• Go beyond, never look back</li> </ul>
<ul style="list-style-type: none"> <li>• Bring compassion to her leadership approach</li> </ul>
<ul style="list-style-type: none"> <li>• Proud of her identity of being an Asian American woman</li> </ul>