# Walden University

College of Management and Technology

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Brenda Boyd

has been found to be complete and satisfactory in all respects,
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Walden University
2013

Abstract


The Influence of Increased Upper Management Women on Corporate Culture

by

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MM, University of Phoenix, 2009

MBA, University of Phoenix, 2008

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Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration



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Abstract

Women's leadership positions are not proportionate with the number of women in the U.S. workforce, and leaders might not be prepared to advance the implementation of corporate structure changes with the anticipated growth of women in leadership positions. The purpose of this phenomenological study was to explore lived experiences, concepts, perceptions, and beliefs about corporate cultural changes regarding the anticipated increase of women in upper management positions. Determining the challenges facing women attempting to attain upper management positions involved 4 theoretical foundations: (a) leadership theories, (b) feminist theories, (c) social identity theories, and (d) social role theories. The main research question pertained to the strategies that organizational leaders might implement to prepare for the anticipated corporate changes resulting from a projected growth of women in upper management positions between 2015 and 2020. Twenty-four individuals holding business leadership positions for 5 years in the United States participated in the study. Using an open-ended questionnaire online, the data were retrieved, coded, and analyzed for word frequency, comparative phrases, themes, and patterns. Findings yielded 3 primary results: organizations embraced the changes, women have stopped struggling for positions, and disparities were not intentional. The implications for positive social change are to engage employees to assess corporate culture needs, develop solutions, and aid in the implementation of changes. These changes will strengthen corporate culture from within; empower employees; and encourage growth, loyalty, and innovation to maintain a competitive edge and market share.

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Dedication

I dedicate this dissertation to my parents, Harlow C. Warden, Sr., and Arbules King Warden, for believing in me and encouraging me to challenge myself. Although they did not live to see me accomplish all my goals, I am sure they would have been proud of my accomplishments. They instilled in me deep-rooted personal beliefs that sustain me, as well as my respect for others and my appreciation for learning. I set two goals when I was a small child: learn something different and make a new friend every day. My gratitude is boundless, especially for my father, who stressed to learn is to live and do my best at everything, regardless of success or failure.

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Section 1: Foundation of the Study

The inequity between the genders in upper management positions has become more evident as the number of women in the U.S. workforce increased between 1980 and 2008 (Shepard & Walker, 2008; Stephens & Levine, 2011). In 2008, women comprised 59.5% of the U.S. workforce, consisting of approximately 121 million women, and 15.7% of these women held upper management positions (Solis & Hall, 2009). The number of women in the U.S. workforce increased 16.5% since Krider and Ross's (1997) study in which the researchers noted the number of women in the workforce had increased to more than 43% in the 1980s. Krishnan (2009) found although women were progressing toward the goal of holding positions in upper management, a disparity remained between the increased number of women in the U.S. workforce and the number of women holding positions in upper management.

Realizing an inequity in the representation of women in upper management, the leadership of several organizations set quotas with the intent to increase the presence of women in upper management from 2015 to 2020. Lord Davies, UK Minister of State for Trade, Investment, and Small Business, performed a mandated report, *Women on the Board*, for the British government. The report yielded a recommendation to increase the number of women holding senior management positions up to 25% (McCann & Wheeler, 2011; Villers, 2010). The range for the projected increases set by some corporate leadership organizations is 20% to 30%, which almost doubles the 15.7% of women in upper management in 2008. Governments and leadership in organizations indicated the

need to change corporate cultures and leadership to adapt to and embrace those changes and to move forward, as evidenced by this range.

## Background of the Problem

The increased presence of women in upper management projected to take place from 2015 to 2020 might influence changes in corporate culture.  The use of eight concepts guided the scope of the qualitative phenomenological study: (a) corporate culture and women in business; (b) difference in leadership responses; (c) diversity management; (d) family obligations, stereotyping; (e) female representation in business decision making; (f) gender stereotyping; (g) social identity perception or social role perception; and (h) underestimation of women (see Appendix A).  The use of the eight concepts revealed the concerns of business leaders and possible contributions to corporate cultures changes of the increased numbers or women in upper management positions.

### Corporate Culture and Women in Business

An imbalance exists between the number of women represented in upper management positions and the number of women in the U.S. workforce (Furchtgott-Roth, 2012).  According to statistics, of the 121 million women in the U.S. workforce, only 15.7% are in upper management (Solis & Hall, 2009; Villers, 2010).  The group categorized as single women, consisting of unmarried women between the ages of 25 and 44, comprises approximately 83% of the women in the U.S. workforce (Hoffman, 2009; Smollen & Sayers, 2009; Terjesen, Sealy, & Singh, 2009; Villers, 2010).  Management faces the determination of possible corporate structure change issues and the

incorporation of these changes into the evolving and emerging cultures that result from the projected increase in the number of women in the workforce and upper management positions.  A person in positional power who is proactive instead of reactive to the pending increase of women in upper management might keep an organization on a level path to attain maximum potential and market presence (Cheung & Halpern, 2010; Dencker, 2009; Hawarden & Marsland, 2011; McGregor, 2010).

In the corporate environment, management has the responsibility to ensure the social culture of routine daily interactions among employees is consistent with corporate goals and visions.  Managers might use formal management systems as conduits for providing and receiving information to integrate an organization's strategic practices with values derived from the employee's societal, cultural, and religious experiences (Keyton, 2010; Paarlberg & Perry, 2007).  Leaders use formal management systems such as business process management or workflow management systems to highlight the social interactions within the work environment to motivate employees and to align corporate goals and visions (Davila, Foster, & Li, 2009).

The nature of organizational change is the interplay among cultural identities, shared information, formal and informal partnerships, and relationship influences (Rost, 1991; Terborg, 1977).  Changing beliefs and perceptions in organizations are dependent on collective learning and shared commitment to change.  Interactions among people working together will create a positive learning environment or a hostile learning environment (Rost, 1991; Terborg, 1977).  As more women enter the workforce, leadership will recognize the influence of women on organizational cultures and policies.

The working and learning environment might change from promoting a dominant culture to promoting greater equality and shared commitment. With the growing number of women estimated to be working in managerial levels within organizations, management might evaluate the importance and influence of each anticipated change on the entire organization (Neubert, Carlson, Kacmar, Roberts, & Chonko, 2009).

**Difference in Leadership Responses**

The claim that women might generate different leadership responses than men in the working environment represents a difference in leadership skills between genders (Cunliffe & Eriksen, 2011; Fairholm, 2009; Koenig, Eagly, Mitchell, & Ristikari, 2011; Rosener, 2011; Stoker, Van der Velde, & Lammers, 2012; Tinsley, Cheldelin, Schneider, & Amanatullah, 2009). The traditional consideration within the workforce is that male leaders are more aggressive than female leaders. The converse expectation is that women in leadership positions are calm, which might be beneficial in stressful negotiations or operating circumstances (Koenig et al., 2011).

**Diversity Management**

When hiring or advancing candidates for advanced management positions, management tends to leave women out of consideration and may not give the working environment a sense of community (Maume, 2012). With a sense of community in the working environment, members are responsible for learning and producing diverse contributions that might lead to economic success (Beneria & Permanyer, 2010; Melamed, 2011; Segal, 2011). Organizational leaders found discrimination in the subtle ways of expression and based on perceptions about genders is not as widespread as in

previous years (Gobble & Mehner, 2011; Ruggs, Martinez, & Hebl, 2011). Organizational leaders should be ready to embrace new emerging corporate cultures to succeed and achieve a competitive advantage.

**Family Obligations**

Men and women in the workforce both have family obligations that may be disruptive to the work–life balance. Women, because of their conventional social role, tend to bear more of the emotional and physical burden for family obligations such as care for children or elderly parents, whereas the men have historically borne a greater financial burden (Aisenbrey, Evertsson, & Grunow, 2009). If a woman has a family, her emotional connection to her family obligations may overpower the desire to work. When leaders who control the hiring process for advancing or hiring for management positions hold these beliefs, they influence the hiring process (Aisenbrey et al., 2009; Fernandez-Mateo, 2009; Ortiz & Roscigno, 2009). Childcare and the care of elderly parents and other relatives equally influence the work–life balance of men and women.

**Female Representation in Business Decision Making**

Inequality between the genders in almost every area of life has been a concern since the 1840s (Buchanan, 2009; Catt & Shuler, 2005; Keyssar, 2009; Rajan, 2011). Limited female representation is evident in business decision making, regardless of experience or educational qualifications from the workforce to boardrooms and editorial journals (Ferreria, 2009; Metz & Harzing, 2009; Nielsen & Huse, 2010; Shepard & Walker, 2008). Factors that lead to increased representation and more women-friendly environments included the perceptions of procedural fairness and gender equity (Bosak,

& Sczesny, 2011a, 2011b; Maranto & Griffin, 2011; Wajcman, 2009, 2010). Although procedural fairness and gender equity represent the ideal situation, they are not always predominant in organizational culture.

More than 10 scholars found results from five research studies that yielded three possible contributory concepts to explain the phenomenon of the inequity in gender representation in business. The three possible contributory concepts are (a) societal roles, (b) education, and (c) tenure of female applicants or employees (Hoobler, Wayne & Lemmon, 2009; London, 2011; Orser & Leck, 2010; Taylor & Hood, 2011). The manner in which men perceive women's abilities to fulfill job requirements and employment obligations is a determinant in the number of women who hold management positions (Billing, 2011; Colaco, Myers, & Nitkin, 2011; Mani, 2009). Employers historically chose male applicants over female applicants because of the social role of women, the possibility of women leaving to have children, and the lack of women with the necessary training to perform the duties of a position (Fernandez-Mateo, 2009; McTavish & Miller, 2009). As the number of women in business decision-making increases, leaders in organizations face the task of overcoming this traditional pattern.

**Gender Stereotyping**

Stereotyping is behavior and an attitude that has occurred on a consistent basis (Kaul, 2009). Individuals might offend others by reacting stereotypically. Stereotyping might involve a complex range of ideas, cultures, and concepts such as gender and ethnicity that affects women and men (Kaul, 2009). The stereotypes given to women, mothers, caretakers, and housekeepers are not generally as tough businesspeople or

leaders (Kaul, 2009).  Changing stereotyping behaviors involves the complex process of changing the attitudes and behaviors of members of the organizational environment (Verworn, Schwarz, & Herstatt, 2009).

**Social Role or Social Identity of Women**

During most of the 19th and 20th centuries, the predominant trend in hiring practices was to consider the social role of women instead of an individual woman's qualifications (Hoobler et al., 2009; Kaul, 2009).  The trend has shifted with the increased number of women in the U.S. workforce and men wanting more involvement with the family unit (Shapiro, Ingols, O'Neill, & Blake-Beard, 2009a, 2009b).  Scholars have observed a shift in the desires of professional employees to have a career over a home life in favor of having a life beyond a career (Ballout, 2009; Shapiro et al., 2009a). Individuals within human resource development can make change happen on numerous levels throughout an organization, as a support for the shift in the number of women represented in the U.S. workforce because the primary focus is on workforce dynamics. Combining the strong interdisciplinary roots of human resource development, the mission to link human resource development, and the attainment of strategic-organizational objectives strengthens the process of organizational and corporate changes (Shapiro et al., 2009a, 2009b).  Making changes to corporate culture will involve every facet of an organization.

**Underestimation of Women**

The underestimation of women by men appeared evident when men determined that women could not do a job based solely on their gender, not considering their

qualifications to do the job or their performance history.  The male culture promotes the assumption men are stronger and shrewder than women are (Billing, 2011; Richard, McMillan-Capehart, Bhuian, & Taylor, 2009).  Organizations with female leaders contribute to cultural changes to align these concepts with their individual cultures (Mani, 2009; Thompson & Vecchio, 2009).

The intent of this qualitative phenomenological study was to explore the lived experiences, concepts, perceptions, and beliefs about the increase in numbers of women in upper management and the influence on corporate cultures.  This study involved exploring the influence of the relevant issues on the changes in corporate culture, as the number of women in upper management increases, to determine the options management may use to implement and embrace social changes.  Management may gain a competitive edge in doing business nationally and globally by continually monitoring any developing issues in the corporate culture structure and integrating diversity management.

## Problem Statement

Despite efforts women made to improve representation in upper management and leadership positions, a deficit in women's representation in advanced positions still exists (Berry & Bell, 2011).  Men headed approximately 99% of Fortune 500 companies in 2002 (Peterson & Philpot, 2007).  Female chief executive officers (CEOs) decreased from 15 to 12, which made the percentage of male CEOs 97.6%.  Only 15.7% of women in the labor force in 2009 were corporate officers (Solis & Hall, 2009; Villers, 2010).

The general business problem was organizational leadership might not be able to incorporate the projected increase of women in upper management positions by the end

of 2020 and the resultant changes to the existing corporate culture to maximize competitive advantages (Elgamal, 2011; Ely, Ibarra, & Kolb, 2011). The specific business problem addressed in this study was leadership would not be able to address the organizational culture changes resulting from the anticipated increase in women in upper management (Dencker, 2009; Murray, Kotabe, & Westjohn, 2009; Smollen & Sayers, 2009; Villers, 2010).

## Purpose Statement

The purpose of this qualitative method and phenomenological design was to explore lived experiences, concepts, perceptions, and beliefs about corporate cultural changes regarding the anticipated increase of women in upper management positions (Moustakas, 1994). A qualitative research method does not require the use of variables (Anderson, 2010; Graffigna, Bosio, & Olson, 2010; Hennink, Hutter, & Bailey, 2011; Hunt, 2010; Houghton, Casey, Shaw, & Murphy, 2010; Mahoney, 2010; Pratama & Firman, 2010; Saldana, 2009). I explored eight corporate cultural concepts: (a) corporate culture and women in business; (b) difference in leadership responses; (c) diversity management; (d) family obligations, stereotyping; (e) female representation in business decision-making; (f) gender stereotyping; (g) social identity perception or social role perception; and (h) underestimation of women.

The population for this study included men and women holding positions of management for at least 5 years. Twenty-four participants, which was higher than the expected point of saturation of 20 at which point the responses received did not differ (Marshall & Rossman, 2010; Seidman, 2006), participated in an open-ended

questionnaire format (Gall, Borg & Gall, 2003) online, with their informed consent.  The

manner in which employees reacted to the gender of authority figures in the workplace

might have resulted in tensions and a decrease in productivity.  The existence of a

perceived difference in the effectiveness between the female authority figure and her

male counterpart denoted a need for social change.

## Nature of the Study

The qualitative research method was appropriate for this study because a

qualitative method identifies the perceptions of participants (Marshall & Rossman, 2010,

2011).  Using this research method, researchers might identify themes and constructs from

the language used by participants in response to open-ended questions.  Responding to an

open-ended questionnaire online that promoted sincere responses, provided guidance in

identifying the perceptions of the participants (Graebner, Martin, & Roundy, 2012).  The

qualitative method was appropriate for this research study because the qualitative method

gained insight into the issues, claims, and concerns by identifying views, opinions, and

perceptions of participants.

Since quantitative researchers collect quantifiable data required in statistical

analysis, and the objective of this study revolved around gaining a deeper understanding

of how reality appears to individuals, the quantitative method was not appropriate.  This

research study was a qualitative research method.  Collecting data from the written

responses to an open-ended questionnaire online meant that I might discover more about

the conceptualization of reality that defines the phenomenon, with the intent to discover

problems and possibly ascertain unbiased solutions.

The phenomenological design was appropriate because this research study involved capturing rich descriptions of the phenomena through lived experiences, understandings, and beliefs among participants. The intent of this phenomenological research was to invite participants to describe their lived experiences, perceptions, understandings, and beliefs in response to an open-ended questionnaire online. Heidegger (1927), Husserl (1900), Kierkegaard (1843), and Sartre (1944) were among the philosophers from whom the phenomenology research design emerged.

Using an open-ended questionnaire with the qualitative research method and the phenomenological research design, I investigated participants' responses by exploring the issues, claims, and concerns resulting from the projected increase in the number of women in upper management and the influence this increase could have on corporate change. The scholar used questionnaires to capture the responses to the same questions asked of all participants in an online forum, SurveyMonkey. Since participants wrote in their own words how things appeared in their consciousness, the open-ended questionnaires were appropriate for the online data collection format (Gall et al., 2003). The intent of the study was to seek an understanding of the experiences and beliefs associated with the issues (challenges), rather than just simply affirming that issues, concerns, and positive claims (positive practices) exist by reviewing existing data. The expansion of these claims continues to assist in creating and expanding innovations for social change. This study might be useful to business leaders while developing solutions to business solutions based on understanding corporate change.

**Research Question**

The overarching research question was as follows:  What strategies might organizational leaders implement to prepare for the anticipated corporate cultural changes to take place because of a projected increased number of women in upper management between 2015 and 2020?  The focus of the open-ended questionnaire for this study was on the predominant issues (challenges), positive claims (positive practices), and concerns contributory to the anticipated changes in corporate culture associated with the increase in the quota of women in upper management positions from 2015 to 2020.

1.      What challenges, practices, and concerns will corporate management have with culture changes with the increase of women in upper management?

2.       What issues, claims, and concerns will corporate management consider when implementing cultural changes with the increase of women in upper management?

3.       What issues, claims, and concerns will corporate management have with the skills and expertise of women in upper management contributing to the organizational culture?

**Open-ended questions**

The intent of the open-ended questionnaire for the qualitative phenomenological research study was to invite the volunteer participants to answer nine open-ended questions online related to the corporate changes resulting from an increase in the number of women in upper management.  Each participant that volunteered to participate filled out three documents when participating in the online open-ended questionnaire process:

(a) an invitation to participate (see Appendix B), (b) a demographic questionnaire (see Appendix C), and (c) open-ended questionnaire (see Appendix D). Responding to the open-ended questionnaire, each participant provided written feedback on nine open-ended questions:

1. Given the estimated increase in the number of women in upper management by 2015-2020, what are the issues with management incorporating the change in corporate culture and value changes?

2. Given the estimated increase in the number of women in upper management by 2015-2020, what are the claims with management incorporating the change in corporate culture and value changes?

3. Given the estimated increase in the number of women in upper management by 2015-2020, what are the concerns with management incorporating the change in corporate culture?

4. What are the issues you have with the anticipated cultural changes?

5. What are the claims you have with the anticipated cultural changes?

6. What are the concerns you have with the anticipated cultural changes?

7. What are the issues you have with the skills and expertise that women in upper management might contribute to your organizational culture?

8. What are the claims you have with the skills and expertise that women in upper management will contribute to your organizational culture?

9. What are the concerns you have with the skills and expertise that women in upper management will contribute to your organizational culture?

**Theoretical or Conceptual Framework**

The guiding theories of this research study were leadership theories, feminist theories, social role theories, and social identity theories.  The scholars reviewed for leadership theories were Dewey, James, Jefferson, Mann, and Thorndike.  The feminist theory scholars reviewed were Deutsch, Freud, Freud, Gilligan, Horney, and Klein.  The social role theory scholars reviewed were Ashmore and Del Boca; Beall and Sternberg; Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz; Deaux and Major; McKee and Sherriffs; and Spence and Helmreich.  The social identity theory scholar reviewed was Tajfel.  Each theory had a unique influence and, when blended together to form a stable framework, enabled the expansion into different areas.  Leadership theories, feminist theories, social role theories, and social identity theories were the most appropriate because of the manner in which each theory interacts with the research topic.

The nine different leadership theories reviewed were (a) the great man theory - Carlyle, 1840; Hegel, 1840; Spencer, 1860; (b) trait theory - Bass, 1981; Mann, 1959; Stodgill, 1948); (c) participative theory - Allport, 1993;  Likert, 1961); (d) groupthink theory - Janis, 1977; Whyte, 1952; and (e) situational leadership - Hersey and  Blanchard, 1977; Vroom and Yetton, 1973.  Additional leadership theories reviewed were (f) behaviorist theory - Blake and Mouton, 1964; Maslow, 1943; Pavlov, 1890; Skinner, 1958; Thorndike, 1937; Watson, 1913; (g) contingency theory - Fiedler, 1967; Lawrence and Lorsch, 1970;  Pennings, 1970; Woodward, 1958); (h) transactional theory - Dansereau, Graen, and Haga, 1975; Reichers and Schneider, 1990; and (i) transformational theory - Bass, 1981; Burns, 1978; Kouzes and Posner, 2002.

Given the projected increase in the number of women in upper management positions, the importance of encouraging women to strive to achieve goals to assist them to grow and develop continues to influence every facet of organizations. The following theories served to complement, explain, and support the encouragement of women advancing to senior management positions. Managers used the feminist theory, selected because the theory supported the leadership theory, to encourage women to strive to achieve whatever they dream to achieve (Dean, 2009; Ferree, 2009; Gilligan, 1982). A woman must understand what a leader is before leading. In addition, managers found the social role theory, used to explore attitudes and opinions of cultures and issues within cultures, exposed the suppression of the natural assets women possess that might hinder cultural change and social changes. Business leaders also used the social identity perception theory, because of the interrelation between an individual's perception of group membership and the effect the perception has on his or her value significance for the organization, to gain insight into possible issues and solutions to those issues. Kakarika (2012) linked the individual's emotions to a group: positive emotions for the in-group and negative emotions for out-group. Management needs to understand the intrinsic value of the perceptions essential to exploring the existence of inequity in representation and the possible incorporation of female leaders into the emerging culture.

**Leadership Theory**

People have different beliefs about what leadership entails. Leadership involves more than just bossing people around. Effective leaders must listen, guide, and direct others in a determined manner that encourages cooperation and loyalty (Watt et al.,

2011). Scholars view leadership as an influence relationship among leaders and followers who have a common vision (Burns, 1978; Rost, 1991). Leaders set directions and influence groups, organizations, or communities to follow. Individuals who are leaders are able to select, equip, train, and influence followers; have diverse abilities and skills; and are proficient enough to align followers with organizational mission and goals (Lussier & Achua, 2009; Winston & Patterson, 2006). Lewin (1939) and Bernard (2012) defined leadership behavior as those qualities of leadership taught and not inherent in a person. Rost alluded to nine leadership theories that reflect the emerging leadership trends. In the same manner that scholars do not always agree with one definition of leadership, not all leaders adhere to one leadership theory.

A review of each of the nine leadership theories led to a decision regarding which theories related to this research study on leaders' need to discover how the anticipated increase in the number of women in management may influence existing corporate cultures and how to embrace emerging cultural change and retain a maximum competitive advantage. I designed and created Table 1 to show the theories, the scholars, and the year of the scholar's work from data that I reviewed from Rost (1991). Some scholars receive credit for more than one theory. For example, Bass received credit for the trait and transformational theory.

Table 1

*Nine Leadership Theories*

| Theory | Scholar | Date |
| --- | --- | --- |
| Great man | Hegel; Carlyle | 1840 |
| | Spencer | 1860 |
| Trait | Bass | 1981 |
| | Mann | 1959 |
| | Stodgill | 1948 |
| Participative | Allport | 1993 |
| | Likert | 1961 |
| Groupthink | Boateng | 2012 |
| | Jarvis | 1977 |
| | Whyte | 1952 |
| Situational leadership | Hersey & Blanchard | 1977 |
| | Vroom & Yetton | 1973 |
| Behavioral theories | Blake & Mouton | 1964 |
| | Maslow | 1943 |
| | Pavlov | 1890 |
| | Skinner | 1937 |
| | Thorndike | 1958 |
| | Watson | 1913 |
| Contingency theories | Fielder | 1967 |
| | Lawrence & Lorsch | 1970 |
| | Pennings | 1970 |
| | Woodward | 1958 |
| Transactional leadership | Dansereau, Graen, & Haga | 1975 |
| | Reichers & Schneider | 1990 |
| Transformational leadership | Bass | 1981 |
| | Burns | 1978 |
| | Kouzes & Posner | 2002 |

**Great man and trait theories.** According to the great man theory, leaders are extraordinary people gifted with qualities and leadership skills, are born and not made, and will arise when there is a need (Golden Prior, Humphreys, Taneja, & Toombs, 2011). The foundation of the trait theory is some people are born with desired traits of leadership (Golden Pryor et al., 2011). Scottish historian Thomas Carlyle posited heroes shaped history through their intellect, their art, their leadership, and their divine inspiration

(Russell, 2012).  The behavioral theory of leadership differs from the great man and trait

theories because the concentration of behavioral theory is on the actions of a leader and

not the qualities he or she possesses (Golden Pryor et al., 2011; Thorn, 2012).

     **Situational leadership.**  In contrast, situational leadership is a leadership style

geared to address specific situations, not the actions of the leaders, and might vary among

organizations.  The contingency theory refines the situational viewpoint and identifies the

variables that best predict the most appropriate leadership style for a set of given

circumstances (Thompson & Vecchio, 2009).  The contingency theory indicates the

ability to lead is contingent upon situational factors and the ability to lead (Thompson &

Vecchio, 2009).

     **Transactional leadership.**  Another approach is the transactional theory in which

the value of the relationship between the leader and the followers is stressed, and the

benefits shared from a contract encouraging the leader to reward followers in return for

loyalty and commitment are highlighted (Burns, 1978).  Transactional leadership assists

followers with individual interests and groups without central interests through bargains.

     **Transformational leadership.**  Transformational leadership is a process that

involves a leader who is often charismatic and always possesses a vision and who

constantly attempts to transform issues by convincing followers the vision is right and

should be theirs (Burns, 1978; Rost, 1991; Thompson & Vecchio, 2009).  The

transformational and contingency theories are perhaps the most easily recognized in

organizational change while yielding different results.  The transformational leader is

passionate about the vision and believes he or she is right.  Because this leadership style

involves such deep passion, the vision might be mistaken for the truth by followers (Thompson & Vecchio, 2009).

      **Groupthink theory.** Leaders in business frequently view the groupthink theory less than favorably than other theories because of the nature of the theory (Boone, 2010; Dessel & Rogge, 2009). Leaders in organizations such as Enron and WorldCom used the groupthink theory, and the result was greed and corruption. Umphress and Bingham (2011) and Woolley (2011) noted that Janis in his 1977 book established a basis for a theory of causes and effects of groupthink as a collective pattern of defensive avoidance.

      As leaders grow in a position, the beliefs and methods they use for communication will change. Historically, styles, such as dress, hair, language, and social roles, influenced the social trends from one generation to the next (Schwarz & Ernst, 2009). In addition, the styles may differ according to geographic areas. The social role of women was a homemaker and mother until cultural demands developed a need for women to work outside the home in World War II. Before World War I, styles for women were long dresses with high necks, corsets, and pantaloons. The next era was the Roaring 20s and dresses changed to shorter skirts, more comfortable underclothes, and short haircuts. In the World War II era, women worked in the factories while the men were fighting the war, and the clothing switched from dresses to pants. As the beliefs of each generation changes in areas that include dress style, social roles, politics, and religion, the styles of that generation evolve to reflect the beliefs of that specific generation (Schwarz & Ernst, 2009).

I designed and created Table 2 from data I reviewed by Avolio, Walumbwa, and

Weber (2009).  Table 2 contains a description of leadership theories that evolved from

the great man leadership theory and that merit mention.

Table 2

*Twenty-first Century Leadership Theories*

| Theory | Scholar | Date |
|---|---|---|
| Authentic leadership | Valk, Belding, Crumpton, Harter, & Reams | 2011 |
| Servant leadership | Andersen | 2009 |
| | Van Dierendonck | 2011 |
| New-genre leadership | Bass | 1978 |
| | Burns | 1978 |
| | Fairhurst | 2009 |
| Complexity leadership | Uhl-Bien & Marion | 2009 |
| Shared leadership | Day & Harrison | 2011 |
| | Vecchio, Justin & Pearce | 2010 |
| Leader–member exchange | Cogliser & Schriesheim | 2000 |
| | Harris, Wheeler & Kramer | 2009 |
| Followership and leadership | Agho | 2009 |
| Spirituality and leadership | Fry, Hannah, Noel & Walumbwa | 2011 |
| Cross-cultural leadership | Moran, Harris & Moran | 2011 |
| | Grisham & Srinivasan | 2009 |
| | Minkov & Hofstede | 2012 |
| | Hogg, Van Knippenberg, & Rast | 2012 |
| | House, Hanges, Javidan, Dorfman, & Gupta | 2004 |
| E-leadership | Purvanova & Bono | 2009 |

The 21st-century leadership theories appeared in Table 2.  A leader knows how to

identify his or her work environment and methods for behavior change and decision

making aligned with the environment (Ardichvilli, Mitchell, & Jondle, 2009).  Leaders in

the modern business environment must be able to reach not only their own organization

but also the world.  In an effort to communicate with others, leaders need to establish

common goals, relay intent to change through explanations and actions, and encourage

those with similar beliefs to follow.  The premise of leadership is to define individuals'

ability to bring people, tools, and resources together to solve problems and achieve

results.  E-leadership expanded the limits of a leader to beyond just a position or job due

to the newness to business of worldview of leadership and the flourishing information

and electronic ages (Jaworski, 2011).  Business leadership needs to bring people together

across national, geographic, cultural, and other boundaries using the tools of

communication technology to achieve results

Cross-cultural leadership was particularly relevant to the global business

environment.  Minkov and Hofstede (2012), noted for the cross-cultural theory on the

dimensions of culture, performed a study in which they revealed similarities and

differences across cultural boundaries and recommended leadership be open-minded to

understand the differences in other cultures.  Minkov and Hofstede used five dimensions

of culture to compare cultures in an effort to provide leaders a better understanding to

adjust their leadership styles to achieve maximum success when dealing with other

cultures.  The dimensions were individualism/collectivism, feminine/masculine, power

distance, uncertainty avoidance, and long-term/short-term orientation (Minkov &

Hofstede, 2012).

**Feminist Theory**

The feminist theory is central to issues related to how women interact and react

in business as well as social environments.  Leaders who use the feminist theory might

realize the revelation of immediate needs in terms of long-term goals.  Using alternative

theories might result in social and political consequences (Amenta, Caren, Chiarello, &

Su, 2010).  The feminist method is a type of research that acknowledges the need for

continuous attention to the significance of gender as one of the basic features of social

life (Calàs, Smircich, & Bourne, 2009; Hopcroft, 2009; Lawrence & Maitlis, 2012;

Stephens, Jacobson, & King, 2012; Wajcman, 2010; Williams, 2010).

**Social Identity/Social Role Theory**

The social identity theory, developed at the beginning of the 1970s in Britain by

Henri Tajfel, included the phenomena of prejudice, discrimination, and stereotyping.

Tajfel's scientific and personal interests in social perception, social categorization, social

comparison and prejudice, discrimination, and intergroup conflict led to the development

of the social identity theory (Turker, 2009).  Researchers frequently lump people into

groups or categories in business during the process of categorization.  Because women

and minorities are predominantly in junior positions compared to White males who

dominate the senior or upper management positions, the White males create a niche for

themselves or show favoritism toward a special group for those positions (Herring, 2009;

Joeckel & Chesnes, 2009; Kersten, 2000; Reynolds, 2010; Sharma & Givens-Skeaton,

2012; Yap & Konrad, 2009).  Leaders have found social identity theory predictions

indicate diversity involving ethnicity, gender, region, country, community, and religion

might lead to negative outcomes (Miner-Rubino, Settles, & Stewart, 2009; Pratt et al.,

2009).

The social role theory consists of implications regarding an individual's capacity

to perform specific tasks, such as a woman leader (Schwarz & Ernst, 2009).  Schwarz and

Ernst further clarified the theory by explaining the recognition of the historical division

(in labor) between men and women because of the assumed responsibilities that women

stay at home and men work outside the home.  These assumptions have resulted in

associated sex differences in social behavior, revealing the expectancies for each sex

transmitted to future generations and thus affecting the social behavior of each sex

(Schwarz & Ernst, 2009; Zeffane, 2010).  Table 3 contains a brief list of noted scholars

who contributed to leadership theories between 1775 and 2000

Table 3

*Contributing Scholars to Leadership Theories 1775-2000*

| Scholar | Date |
|---|---|
| Ashmore and Del-Boca | 1986 |
| Beall and Sternberg | 1993 |
| Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz, William James | 1972 |
| Deaux and Major | 1987 |
| Deutsch, Helene | 1924 |
| Dewey, John | 1916 |
| Freud, Anna | 1938 |
| Freud, Sigmund | 1885 |
| Gilligan, Carol | 1982 |
| Horney, Karen | 1967 |
| James, William | 1897 |
| Jefferson, Thomas | 1775 |
| Klein, Melanie | 1923 |
| Mann, Horace | 1927 |
| McKee and Sherriffs | 1957 |
| Spence and Helmreich | 1978 |
| Tajfel, Henri | 2000 |
| Thorndike, Edward | 1913 |

I investigated a conceptual framework based on the lived experiences of the

participants and their individual reactions to the open-ended questionnaire presented

online.  The study involved an attempt to gain a deeper understanding of the issues and

explore the concerns generated by the issues.  The goal was to determine, through the

analysis of patterns that emerge, a solution to help address the problem through active social change.

**Definition of Terms**

*Bias*: The manner in which a person relates mentally to certain issues. This unconscious reaction results directly from an individual's lived experiences based on social acceptance or the correct answer (Damanpour & Schneider, 2009).

*Discrimination*: Partiality or prejudice is discrimination when a deliberate action results in a specific behavior resulting in differential treatment, based on class or category rather than individual merit (Sechrist, 2010).

*Diversity*: Diversity in its most literal form refers to differences, but the term has been transformed into a strategic direction where differences are valued (Melamed, 2011).

*Gender bias*: Gender bias occurs when someone draws attention to gender issues that have nothing to do with official work duties or relations (Nielsen & Huse, 2010; Nilsson, 2010).

*Prejudice*: A set of rigid attitudes toward a particular group or groups formed in disregard of fact (Banks, 2009). Prejudice expressed leads to discrimination and scapegoating (Allport, 1993).

*Scapegoating*: The act of scapegoating has evolved to refer to individuals or peoples symbolically or solidly made to bear the responsibility for the faults or problems of others (Madison, Ullén, & Dixon, 2012). Scapegoating, whether centered on an individual or a group, might begin with influences that stem from the lived experience of

the individual or shared experiences of the group (Brahm, 2004; Madison et al., 2012; Young-Bruehl, 2010).

*Stereotype*: Refers to associating a term to describe a type of action with a particular group in relation to race, nationality, sexual orientation, or social aptitudes. For example, *dumb blondes* or *dizzy redheads* are common stereotypes. Stereotypes that apply to women in employment matters include women as teachers, nurses, or homemakers (Kaul, 2009).

*Storytelling*: A narrative research strategy in conjunction with a qualitative research study is a type of storytelling. An Open-ended questionnaire might lead to a storytelling response. The credibility of narrative research depends on its own capacity, the process of analysis, and the strategy of representation employed (Jessop & Penny, 1999). A qualitative research study involves exploring the lived experiences of the participants. Using the storytelling responses generated by the open-ended questionnaire aligns the narrative against the life history, the story against history, and the teller against the story told, eventually developing a clear viewpoint of the participants about specific occurrences that surfaced from responses to the open-ended questionnaire (Jessop & Penny, 1999). Using the storytelling responses to the open-ended questionnaire and establishing total anonymity will encourage participants to communicate viewpoints with more freedom and spontaneity. Leaders of organizations use storytelling as a function of organizational change to inspire creativity and empower employees (Wines & Hamilton, 2009). The Lacanian perspective indicated organizational changes do not precipitate a lack in organizations, work, and self-lacking (Driver, 2009).

**Assumptions, Limitations, and Delimitations**

This phenomenological research study resulted in a deeper understanding of the study focus, discover concerns, examine issues, and explore possibilities.  The process helped to deepen the understanding of the possible causes behind the phenomenon of how an increase in the representation of women in upper management positions may influence changes in corporate culture.  In 2010, women held 15.7% of Fortune 500 board seats, which increased to 16.1% in 2011.  Less than one fifth of companies had 25% or more women directors (20.7% in 2010 and 21.7% in 2011) and approximately 1/10th had no women serving as board members (Berry & Bell, 2011).  The U.S. Department of Labor projected further growth to reach nearly 63% by 2015, which aligns with the mandates for increased to increase the number of women in upper management positions (Lanier, Tanner, & Guidry, 2009).  Growth in the number of women holding upper management positions has been a slow, steady process.

**Assumptions**

Two primary assumptions formed the foundation for this research study.  The first assumption was leadership would face corporate cultural changes directly related to the increased number of women in upper management that would result in negative reactions to the changes.  The second assumption was an increase in the number of women in leadership, made to correct the inequity in representation, would rectify the issue. Exploring these assumptions might lead into other areas needing further exploration in future studies.

The first assumption was as the number of women in upper management increases and changes occur in corporate culture, leaders might face issues and corporate cultural change directly linked to this influx of women, which might be a negative influence on the organization. Inequality exists in the representation of women in upper management. Women have made strides into leadership at many executive levels; however, regardless of their efforts, the underrepresentation of women still occurs in many organizations, especially in positions of power and leadership (Hoyt, 2010). Assorted reasons behind the lack of women holding upper management positions range from a hiring bias to women simply accepting their perceived role. Some women who work in a male-dominated environment assumed they must present themselves with more masculine qualities, or *do gender,* to gain acceptance, and make progress in the workforce. Individuals struggle with the requirements for fitting in with an organization or with not fitting in at all or ignored, both of which might make their work life difficult (Powell, Bagilhole, & Dainty, 2009). The projected increase in the representation of women in management may lead to discovering the cause of earlier representation inequities, reveal the need for future studies, and encourage leaders to embrace the changes to the corporate culture, conceivably leading to significant social change.

The second assumption was advances made by women in obtaining upper management positions would rectify the problem with inequity in representation. The advances attained by women in obtaining upper management positions inferred that no problems with the advances of women into upper management existed. However, barriers still appear to exist for women advancing to upper management positions (Kim,

Skerlavaj, & Dimovski, 2009). When organization leadership learns how to handle an increase in the number of women in upper management, the organizational leadership will take full advantage of the human capital and encourage members of the organization to embrace the cultural changes brought about by the increase.

**Limitations**

Two limitations in this study were resistance to organizational culture changes and the influence of limiting responses to residents of the United States. Organizations might encounter resistance when implementing cultural changes if the existing corporate culture is deeply rooted in the daily operational status quo of the organization (Kaul, 2009). Limiting the geographic area to the United States disregarded women in the rest of the world who are experiencing similar issues related to career advancement into upper management (Villers, 2010), which limited the depth of responses needed for the study.

**Delimitations**

This research study encompassed issues regarding the representation of women in upper management and the corporate cultural changes that resulted from the projected increase in the number of women in upper management. The study was limited to men and women, 18 years old or older, who had held leadership positions in the United States for at least 5 years. Each participant received and responded to an invitation to participate after expressing an interest on the Walden University Research Participant Pool prior to filling out the demographic questionnaire and responding to the open-ended questionnaire (see Appendices B, C, and D).

**Significance of the Study**

There is a deficit in the representation of women in upper management. There is a projection that organizational leadership might lack preparedness for the increase of women in executive positions within the workforce by 2020.  Leadership often assumes women are less skilled and proficient to do a job, although they are just as educated and withstand the same qualifications as their counterparts (Blum, Fields & Goodman, 1994; Nirenberg & Marvin, 2006). Leaders need to gain a greater understanding of the positive perception of capability of women leaders, how the corporate culture may avert and overcome the misconceptions and resistance to the change process.

Organization leaders face the daunting challenge of maintaining a competitive advantage in a rapidly changing business environment.  Management must realize an organization needs human capital to run efficiently, just as the employees need the organization to provide them with a work environment that accords them a sense of safety and reward for work well done.  To establish a stable corporate culture, leaders must strive to attain competitive advantage by equalizing the management balance between men and women leaders and developing an exclusive bundle or set of resources, difficult to duplicate.  Strong competitive advantages are built around the individuality thereby monitoring opportunities and counterbalancing competitor threats (Barney, 1991; 1997  Leaders do not gain competitive advantage based on the organization structure but on the ability build on the internal resources in vibrant industry environments, changing almost daily (Barney, 1991; 1997).

**Value to Business/Social Impact**

Exploration of possible solutions became significant not only to the individuals involved, but equally essential to humanity, with the involvement of diversity, regardless in what manner, yielding a deeper understanding of barriers, and causes (Koall, 2011). Regardless of the issue, a trickle-down effect might exist that would have repercussions in the areas the issue affected. This research study involved exploring issues regarding the representation of women in upper management and the changes that resulted from the projected increase in the number of women in upper management in an effort to expose underlying causes and posit possible solutions to embrace social and cultural changes.

**Contribution to Business Practice**

Gaps exist in the representation of women in upper management and in a lower classification of jobs (Lanier et al., 2009). The review of the literature and data for the study indicated the number of women working in professions traditionally considered women's jobs, such teachers and nurses, was higher than in professions predominantly considered men's jobs such lawyers or police officers (Levine, 2009). A breach in the gaps in professions began with both men and women working in alternative professions. The effort to overcome these barriers remains unfinished. When more women work in male-dominated professions, women show they are capable of performing the work and this might break through the stereotype of women as homemakers destined to raise their children and to do menial work.

Organizations need human capital to run efficiently, and employees need an organization to provide them with a work environment that accords them a sense of

safety and reward for work well done. Women have sought a resolution for the disparity between the numbers of men and women represented across a broad spectrum of categories in society since the late 1800s (Buchanan, 2009; Catt & Shuler, 2005; Keyssar, 2009; Rajan, 2011). Despite the improvements in women's work environment over the years, management still needs to reduce existing gaps (Hoeber, 2007; Mathieu, 2009). When leaders embrace and implement change, the effect of the changes might include a more creative and empowered employee base that encourages growth and innovation.

**Implications for Social Change**

Inequity exists in the numbers of women and men represented in upper management, and the associated cultural issues might have a trickle-down effect to other aspects of a business (Mohrman & Lawler, 2012). Men and women work together to achieve organizational goals. Perceived or actual inequity might have an adverse effect on the daily operation of a business because of employee perception. Organizational culture consists of the beliefs, behaviors, norms, dominant values, rules, and climate in an organization (Oakland, 2011). Leaders must develop a sense of urgency about the corporate environment, be ready to embrace changes, develop a deeper understanding of how the corporate environment operates within the organizational culture, and be ready to work to achieve positive behaviors.

Business leader and stakeholders do not stereotype women as less competent, and the risk following CEO appointments was significantly lower for female CEO appointments compared to male CEO appointments. Women want to be able to make a difference, be effective, make improvements, and contribute. To decrease the adverse

effects of high risks, firms with high-risk rates may appoint women as CEOs because of the way women address situations. For example, women tend to take less risk than their male counterparts take (Martin, Nishikawa, & Williams, 2009).

## A Review of the Professional and Academic Literature

The following is a review of particular areas of relevant literature directly related to the anticipated increase in the number of women in upper management positions and the influence of the increase on changes in corporate culture. Topics covered include (a) corporate culture and women in management, (b) family obligations, (c) female representation in business decision-making positions, (d) difference in leadership responses or styles, (e) diversity management, (f) gender stereotyping, (g) social role/ social role identity of women, and (h) underestimation of women. I retrieved literature used for the foundation for this study from scholarly books and journals such as *Gender, Work & Ethics* and *Journal of Business Ethic*. I completed the data search using Google Scholar in conjunction with EBSCOhost and ProQuest databases to review the key terms (senior management, women executives, diversity, and hiring inequity). Using this literature review to support the need for social change identified in the problem statement and magnified by the scope of the study into nine areas of interest provided useful information to gain insight into the studies previously conducted in areas related to the problem. Following the paths already traveled by previous researchers has led and continues to lead, to other areas related to the problem that need exploration.

**Corporate Culture and Women in Management**

The management of organizations flourishing in the global arena actively works to maintain a stable organizational culture that incorporates the values of the employees, and reward those employees for embracing the attitudes, behavior, and beliefs of organizational cultures (Neubert et al., 2009; Schein, 1992). Cultures traditionally have been masculine, based upon the goals within the organization developed by the male leaders. Cheung and Halpern (2010) referenced the prediction by the U.S. Department of Labor that women would represent 48% of the entire workforce by 2008, alluding to a tendency that corporate cultures seem to lean towards the women in executive leadership or the softer side of the business world. The projected increase of women in upper management includes organizations in other nations as well as U.S. organizations.

According to McCann and Wheeler (2011), 52% of European businesses and 68% of businesses in the NAFTA countries surveyed had fewer women than men in senior management. The number of women in senior management increased 4% (European) and 6% (NAFTA) since 2007. Only 2% of the leaders of Fortune 500 companies and five of the leaders in the FTSE 100 stock market index are women. In Great Britain, Lord Davies, the government's champion of female board representation, told businesses in 2011 that a quarter of senior bosses should be women within 4 years. Lord Davies suggested organizations should sign up to a voluntary target of 25% board representation by 2015 and afterward FTSE 100 companies increased women board members by recruiting 23 women to their boards in a year, representing about 30% of total board appointments (McCann & Wheeler, 2011).

Corporate culture employee fit is the compatibility between an individual's values and the organization's values and is vital to keeping employees committed (Docksai, 2009). With the projected influx of women into the upper management of organizations, the corporate culture will need to change (Ahern & Dittmar, 2012; Bear, Rahman, & Post, 2010; Dahl, 2009; Dencker, 2009; Ely et al., 2011; Purcell, MacArthur, & Samblanet, 2010; Smollen & Sayers, 2009; Terjesen et al., 2009; Wilson, 2010; Wittenberg-Cox, 2010). Masculine cultures incorporate a code of conduct recognizable to males that might be unfamiliar to females and thus rationalized as less hospitable toward women's careers (Gul, Srinidhi, & Ng, 2011; Hillman, Withers, & Collins, 2009; Tinsley et al., 2009; Toh & Leondardelli, 2012). Corporate culture employee capability related to career satisfaction will result in corporate growth (Beutell, 2010).

Bourgeois, founder and president of her own leadership training company, a presenter at the 2005 American Business Women's Association's (AMBWA) National Women's Leadership Conference, stated that corporations that value the leadership styles of women experienced positive results. Gender relations in organizations appear to reflect foundational context and consequential activities and routines of a patriarchal social structure (Barsh & Cranston, 2011; Colaco et al., 2011; Fine, 2011; Galbraith, 2010; Skaggs, Stainback, & Duncan, 2012). Changes in the philological component of dialogue between the genders provide an opportunity for organizational change and improved gender relations.

Twenty-first century corporate leaders who review the corporate culture on a regular basis ascertain the alignment of employees with the corporate goals and visions

for success (Hicks & Moseley, 2011; Salas-Lopez, Deitrick, Mahady, Gertner, & Sabino, 2011). The increase in the number of women in upper management, and the influence on corporate changes influences change management. Change management as a discipline entered the realm of business in the middle of the 20th century (Masulis, Wang, & Xie, 2012). Influenced by human social, cognitive, and emotional biases, organizations continue to evolve by using knowledge that helps the organization to change and grow with the changes (Ittonen, Miettinen, & Vähämaa, 2010: Kannan, 2009; Mohrman & Lawler, 2012). If change management applies to a business context, then change management might apply to nonbusiness contexts, as well.

As the United Nations and regional bodies begin to be involved in conflicts around the world, leaders need to integrate an appropriate change model for managing the change during the transition planning process. The model that represents the transition from conflict to postconflict also needs to be consistent with current United Nations efforts (Mobekk, 2010). Regional leaders might increase their awareness and understanding of the behaviors, practices, and strategies applicable to the time of transition by using a model for the transition period. An improved understanding and implementation of the conflict-to-postconflict transition process might improve the result and sustainability of the postconflict environment (Rodiguez-Dominguez, Gallego-Alvarez, & Garcia-Sanchez, 2009). A change to accommodate the increased number of women in management and the workforce could enhance the corporate cultures (Maon, Lindgreen, & Swaen, 2009; Torchia, Calabrò, & Huse, 2011; Tseng, 2010).

Society applauds diversity and equality and encourages the advancement of women in business. After years of struggling to overcome obstacles, women appear to be making needed advances toward social change. The perspectives and input of women serve as a balance to corporate culture and have become a viable part of the workforce, but women continue to struggle to reach the upper echelon of management (Rodriguez-Dominguez et al, 2009). Not using human capital fully is wasteful, and businesses risk losing contributions the women leaders might add to social and corporate cultures. Business leaders might profit by using studies to gain knowledge to assist in developing organizational cultures that support women in leadership positions and contribute to the correction of the problem should the problem occur in their organization.

**Differences in Leadership Response**

Gilligan's (1982) contribution to the topic of difference in leadership styles was a book in which she proposed that girls and boys (and women and men) think differently. The works by Gilligan have forced scholars in many disciplines to look at the differences regarding how men and women look at problems (Gilligan, 1982). Men and women lead differently (R. B. Adams & Funk, 2012; Croson & Gneezy, 2009; Eagly & Chin, 2010; Ibrahim, Angelidis, & Tomic, 2009; Jansen, König, Kleinmann, & Melchers, 2012; Jonsen, Maznevski, & Schneider, 2010; Kang, Ding, & Charoenwong, 2010; Melero, 2011: Padma, 2010; Prime, Carter, & Welbourne, 2009; Pullen, 2009; Rosette & Tost, 2010; Seiler & Pfister, 2009). A controversial topic, leadership differences between men and women, might directly influence corporate culture change and the projected increase in the number of women in upper management (Eagly & Chin, 2010).

When people think about a leader, they rarely think about what a male leader and a female leader are or where the terms came.  The term male and female leaders emerged from social condition as an individual grows or sociocultural fabric in our mind (Dev, 2009).  The conditioning of the sociocultural environment of an individual influences them to start positioning people in gender-related perceptions, based on that individual's lived experiences (Dev, 2009).  How a person thinks about a leader's gender mingles with and often overtakes the theories, and becomes a guideline for interactions with others, reflective of the manner in which an individual related to their sociocultural environment.

Koenig et al. (2011) discussed the controversy over the existence of any difference in leadership styles between men and women.  Miller (2012), Paris, Howell, Dorfman, and Hanges (2009), Stoker et al. (2012), and Tinsley et al. (2009) noted a difference in leadership style exists between the genders.  Miller described the existence of masculine and feminine modes of management.  The male mode consists of characteristics or qualities such as competitiveness, hierarchical authority, high control, and unemotional and analytic problem solving.  Miller contended female leaders prefer, and tend to behave in a manner characterized by, cooperativeness, collaboration of managers and subordinates, lower control for the leader, and problem solving based on intuition and empathy, as well as rationality.  Tinsley et al. noted men and women tend to behave stereotypically.   Although a few social scientists have acknowledged the existence of differences in leadership styles between genders, most social scientists have

agreed women and men who hold leadership positions do not differ in styles (Brown, Diekman, & Schneider, 2011; Shakeshift, 1987).

Some scholars believe clear and consistent evidence of a difference in the leadership styles between women and men exists (Bass, 1981).  Contrary to this belief, other scholars have indicated women leaders appear to behave in a similar fashion as their male colleagues (Cashdan, 2011).  Wajcman (2009) summarized that no apparent difference in leadership styles or aptitude was evident.  Scholars have concluded, based on comparatively few studies performed, that differences in the leadership styles of female and male designated leaders exist (Fairholm, 2009).

Male and female managers presumably selected by organizations, and tend to select this type of roles themselves, according to the same set of criteria relevant for the organization, further decreasing the likelihood that men and women who occupy these roles differ substantially in their style (Koenig et al., 2011).  Koenig et al. concluded both sexes have a greater level of concern about managing effectively than about representing sex-differentiated features of societal gender roles.  Thus, reasonable assumptions about socialization into leadership roles and selection for these roles indicate male and female leaders who occupy the same organizational role should differ slightly.

Female leaders have encountered conflict between their gender role and their organizational role (Byron, 2010; Flabbi, 2010a, 2010b; Frame, Roberto, Schwab, & Harris, 2010; Jacobson, Palus, & Bowling, 2010; Maume, 2011; Nadler & Stockdale, 2012; Rubery & Fagan, 2009).  The conflict arises due to the stereotype of a manager and the expectations associated with being an effective manager, which include more male

traits than female traits and qualities (Rosenthal, Guest, & Peccei, 2011). Women encounter a type of gender role spillover onto organizational roles because people who hold positions in organizations tend to have negative attitudes about women occupying managerial roles. Organizational leaders frequently hesitate to have a female supervisor because of the perception that women are somewhat less qualified for leadership and female managers might have negative effects on the moral (Terborg, 1977). Eagly and Sczesny (2009) found men and women leaders previously held positions in lower management with the organization.

When placed in a leadership position, women might exhibit leadership behaviors significantly more relationship-oriented than those of their male counterparts do. The difference in the behavior of women and men in leadership positions indicates a difference in the leadership behaviors, but not necessarily in the leadership styles. Chapman, Hayes, Sloan, and Fitzgerald (2011) found female managers do not have a higher need for fostering good interpersonal relationships nor are they more task-oriented than their male counterparts, contrary to the expected actions of the females. Both male and female leaders, if assured about the recognition of their contributions, may choose to lead in their own distinctive way (Moerschell & Lao, 2012; Rosener, 2011; Rowley, Houssain, & Barry, 2010). If leadership style differences exist between men and women, society perceives an organization that has both men and women in leadership positions as more diverse, balanced, and equipped to embrace emerging corporate culture (Guilaume & Pochie, 2009; Houglum, 2012; Pless & Maak, 2011).

**Diversity Management**

Diversity is a major consideration, or at least it should be, for employers when considering a woman for a leadership position.  Diversity might range from not hiring minorities to including discrimination (Beer, 2009; Dobbins, Kim, & Kalev, 2011; Herring, 2009; King, Hebl, George, & Matusik, 2009; Stephens & Levine, 2011).  Male managers do not see the need for hiring women because they believe women will marry and leave the business.  Diversity is key in the success of any business in the global economy, and women are vital to this success.  Companies whose leaders have successfully chosen to increase the process of hiring, retaining, and promoting female executives have established human resources policies to facilitate the process.  The facilitation process ensures that human resources policies prevent inadvertently biased against women or part-time workers.  Human resources staff might use this process to encourage, mentor, network, establish and consistently monitor targets for diversity at a senior level.  In addition, human resources staff may use this process to find ways to establish better work–life balances for workers (Bøhren & Strøm, 2010; Caprile & Pascual, 2011; Gore & Chakraborty, 2009; Gupta, 2009: McCann, & Wheeler, 2011; T. Miller & del Carmen Triana, 2009; Miner-Rubino et al., 2009; Morales & Rahe, 2009; Porter, 2012; Saxonberg, 2009; Sharma & Givens, 2012; Singh Deo, 2009).  Diverse companies might be more profitable because a balanced number of male and females leaders emphasize a more realistic view of the matters involved in daily business activities (Melamed, 2011).  Diversity is relevant to the problem statement because corporate culture in many global companies appears diversified on the surface, but a deep

vein of antidiversification found embedded in some cultures needs consideration. Increasing the number of women in upper management will influence corporate cultures in a positive manner by correcting the underlying veins of antidiversification.

**Family Obligations**

Family obligations weigh heavier on women than men in most instances. Men might go to work and know that his wife, regardless of whether she works outside the home, will handle any problems with the children. In a report issued by the Families and Work Institute, Bianchi (2011a, 2011b) concluded when employees work long hours boundary lines between office and home become blurred. Sixty-eight percent of the participants in the study revealed having employer problems due to conflicting responsibilities between job and home. A woman's role within the family creates a disadvantage for her in the labor force. Events such as childbearing contribute to the lack of equality (Fernandez-Mateo, 2009). Women are at a distinct disadvantage when attempting to obtain a position in upper management, in part because of their family roles and obligations.

The availability of a maternity leave policy has encouraged more women to return to work after a maternity leave than would have without the policy. Women who find returning to work after the leave difficult are taking longer absences from work. Women, who take leaves longer than 3 years are more apt to have difficulty returning to work. Statistical discrimination is an important fact. Employers often refrain from hiring women for leadership positions if a possibility exists that women could get pregnant and

need an extended maternity leave (Aisenbrey et al., 2009). Miller (2011) noted women face a distinct disadvantage when they return to the workplace after having children.

Women, who take breaks of approximately 2 years from the main path of their career to raise children and care for elderly parents, often, are referred to as off-ramped. Raising children accounted for 45% of off-ramped women, 24% were off-ramped because of an elderly care crisis, and 9% left for personal health issues (Bianchi, 2011a, 2011b; Blake-Beard, O'Neill, Ingols, & Shapiro, 2010; Minguez, 2012; Sidle, 2011; Wetlesen, 2010). When women attempt to come back to the workforce from these off-ramped breaks, they encounter problems and women are vulnerable to criticism for taking breaks. There is a continued expectation in U.S. society that women are the primary caretakers and are responsible for the home sphere (Barnett, Gareis, & Brennan, 2009; Beauregard, 2011; Cheung & Halpern, 2012; Coronel, Moreno, & Carrasco, 2010; Gregory & Milner, 2009; Jyothi & Jyothi, 2011; Lee & Hong, 2011; Lightbody, 2009; Maume, 2011; Moen, 2011; Pedersen, Minnotte, Kiger, & Mannon, 2009; Shapiro et al., 2009a). Women returning to the workforce after having taken a break struggle to find another job and often must take jobs at a lower level than the job they previously held. Women treated in this manner tend to redefine what they expect of themselves, thus organizational leaders lose the opportunity to use human capital (Sidle, 2011). Scholars have established the negative impact of temporarily leaving the workforce on women's long-term economic earnings, which is a phenomenon some have dubbed the mommy tax (Shapiro et al., 2009a, 2009b).

**Female Representation in Business Leadership**

Leaders of the women's right movement in 1848, such as Elizabeth Cady Stanton and Lucretia Mott, notably expressed the desires of women for fair treatment when they wrote the Declaration of Sentiments for the Seneca Falls Women's Rights Convention held in upstate New York. The Declaration of Independence served as a model for the Declaration of Sentiments (Tetrault, 2010), which was one of the earliest recorded outcries of women wanting consideration as more than just a possession of her husband if married. A single woman was subject to taxes so heavy she might not survive (Tetrault, 2010).

The number of women in upper management in business currently is disproportionate to the number of men, regardless of their qualifications (Abbott, Parker, & Presley, 2012; Brammer, Millington, & Pavelin, 2009; Evans, 2011; Ferreira, 2009; Hoyt, 2010; Kulich, Trojanowski, Ryan, Alexander Haslam, & Renneboog, 2011; McGinley, 2009; Persinger, 2012). In 2009, more than 72 million out of 121 million women (59.5%) 16 or older in the United States participated in the labor force (Solis & Hall, 2009). The number of women in leadership positions connects directly to the problem for this research study, which is the influence of the increased presence of women in upper management on corporate culture. Women hold 15.7% of corporate officer positions and 15.2% of board positions. Men still have the majority of roles in business, despite the increasing numbers of women entering the labor force (Ayman & Korabik, 2010; Cohen, Huffman, & Knauer, 2009; Ecker-Blease, Elkinawy, & Stater, 2010; Fine, 2009; Lee, 2011; Ryan & Alexander, 2009; Ryan, Haslam, & Kulich, 2010;

Sanchez-Hucles & Davis, 2010; Shepard & Walker, 2008; Stainback & Kwon, 2012; Tibus, 2010; Villers, 2010; Weidenfeller, 2012).

The phenomenon of disproportionate representation, credited to the *glass ceiling,* continues to exist despite the strides made to shatter it.  Women continue to have difficulty reaching senior levels regardless of  their education, longevity or experience (Beauregard & Henry, 2009; Bernardi, Bosco, & Columb, 2009; Budsworth & Mann, 2010; Grosvold & Brammer, 2011; Henrekson & Stenkula, 2009; Johnston & Teicher, 2010;; Kurtulus & Tomaskovic-Devey, 2012; Lansing & Chandra, 2012; Mahadeo, Soobaroyen, & Hasnuman, 2012; Mandel, 2009; Reynolds, 2011; Roebuck & Smith, 2011; Teljeur & O'Dowd, 2009; Unterhalter & North, 2010).  Bosak and Sczesney (2011a) found the numbers of women CEOs discouraging, with only 2.5% of 1,500 firms represented by women CEOs.

Beauregard and Henry (2009) and Rosenthal et al. (2011) conducted exploratory studies about inequity and concluded women have more trouble than men do have in reaching upper management regardless of similar education levels, years of service, and job performance.  The eligibility of a woman or a man needs consideration based on his or her qualifications for the job unless cultural restrictions exist, as in many global cultures that prohibit women from holding management positions.  Metz and Harzing (2009) determined persistent gender imbalance impedes women from achieving scholarly recognition and advancement.

Two different frameworks, one for the academic level and one for the labor-market economics, reflect the underrepresentation of women at senior levels.  The design

of the academic framework is to argue that the unequal outcome results from unequal

treatment of men and women at work from appointment levels to other factors that

contribute to career advancement (Davis & Greenstein, 2009; Manner, 2010; Terjesen &

Singh, 2008; van den Brink & Benschop, 2012; van den Brink, Benschop, & Jansen,

2010).  The second framework, found throughout the work of labor market economists,

designed to focus on the different levels of human capital of men and women, and the

fact that the two genders make different choices between careers and parenting, reflect

gendered choices rather than unfair treatment (Davis & Greenstein, 2009).

Overcoming complications, ingrained with negative results for business such as

motherhood, remained difficult to overcome and resulted in inequity when considering

male and female candidates for a position (Mishra, 2009).  According to Hoeber (2007),

denying the existence of, or rationalizing, inequities protects the status quo of a situation.

Metz and Harzing confirmed the existence of gaps, despite the fact women had increased

their contribution to management as authors and increased their representation in editorial

boards.  Some steps in home teleworking and telecentres have helped to create

nontraditional economic opportunities, especially for women.  A women-friendly

approach to development benefits women as well as their families, local communities,

productivity, and the nation, which in turn will improve social equality and women's

empowerment (Eyben & Napier-Moore, 2009; Faugoo, 2011; Filsinger & Worth, 2012;

McEldowney, Bobrowski, & Gamberg, 2009).  Organizational leaders have increased the

number of women in management positions to satisfy diversity issues (Acker, 2009;

Adams & Ferreira, 2009; Branson, 2012; Daugherty, 2012; Huse, Nielson, & Hagen,

2009; Johnes, 2009; Moran, Harris, & Moran, 2011; Murray & Syed, 2010; Ross-Smith & Huppatz, 2010; Sen & Metzger, 2010; Simpson, Carter, & D'Souza, 2010; Trauth, Quesenberry, & Haiyan, 2009; Wirth, 2010). Women are successfully using negotiation to help improve their chances of advancement to management positions (Kolb, 2009; Roth, 2009). The increased presence of women in upper management positions will help to change the status quo and help to formulate and realign new emerging corporate cultures.

**Gender Stereotyping**

Inequality between the genders has been an issue since the 1840s (Buchanan, 2009; Catt & Shuler, 2005; Keyssar, 2009; Rajan, 2011; Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2010). Men historically opposed women having a life outside of the home. Employers still subconsciously view most women in the labor market, even if they do not have children, as mothers and suggest via stereotyping that women are not as committed to working for pay as their male counterparts (Berry & Bell, 2012; Ortiz & Roscigno, 2009). Women still struggle to gain equal representation in upper management and leadership position, as exemplified by the number of women in leadership positions. Males dominate the upper ranks of management consultancies and banks.

Stereotyping is perhaps one of the most predominant influences on the hiring of women for upper management positions. Kaul (2009) noted differences identified by researchers between men and women appear constant and do not appear to be diminishing. Employers occasionally cater to these stereotypes when considering women

as employees.  In addition, employers believed retention issues might influence the company in the future due to family obligations (Kaul, 2009).

Classic stereotypes about men and women include the portrayal of men as dominant, aggressive, agentic, power-centric, single-focused, and breadwinners. Conversely, classic stereotypes portray women as subservient, passive, communal, multi-focused, and homemakers (Kaul, 2009).  These stereotypes may contribute to the reasons women leave the workforce.  Classic stereotypes may represent one set of reasons for hiring men for upper management positions before women, regardless of educational qualifications or experience.  Kaul noted men preferred to hire men for upper management positions.  Women frequently noted the inability to fit in with the masculine work culture and merge into the culture through social networking left them feeling alone and under pressure with no obvious release path.  As the number of women in upper management increases, employers who consider such stereotypes should develop a method that will dispel the stereotypes and replace them with changes acceptable to the corporate culture (Channar, Abbassi, & Ujan, 2011; Fisher & Borgida, 2012; Sechrist, 2010; Smith & Reed, 2009; Stephens & Levine, 2011).  After leadership generates a method to overcoming stereotyping, the organization might move forward in strengthening and realigning the corporate culture.

**Social Identity and Social Role Perceptions of Women**

The role women play in society has changed since the early 1900s.  Women play a more active role in the U.S. workforce; however, the viewpoint of society might not reflect the changes women have undergone.  The attitude society holds about women in

business may influence the evaluation technique used for women when both men and women are applying for the same position. The way society perceives a woman (through stereotyping) influences the way employers perceive women regarding employment (Ashraf, 2009; Damaske, 2011; Ford & Harding, 2010; Haveman & Beresford, 2012; Hoobler et al., 2009; Kaul, 2009; Meisenbach, 2010; O'Neil, Hopkins, & Bilimoria, 2008; Sacharin, Lee, & Gonzalez, 2009; Smith & Kwon, 2012). Kakarika noted an emotional connection exists between groups of like-minded individuals, often influencing work environments. If individuals perceive membership in a segment of the corporate culture, they will often reject change or the inclusion of anyone of a different mind-set or gender.

The lack of proper training for women because of such perceptions is another contributing issue to the disparity in the hiring process (Orser & Leck, 2010). Organizational leaders use available resources to take advantage of human capital and talent to train employees, men and women, to develop leadership skills. Educating people will help overcome ill-conceived social perception and allow women to advance at a greater pace (Monahan, Walker, & Mitchell, 2009).

**Underestimation of Women**

A possible link exists between the underestimation of women by men and the perceived social role of women (Thompson, 2008). This underestimation might be due to the way men see women as homemakers, the weaker of the two sexes, more docile, and not suited for too many jobs. A deep bias exists against women who want to invade male territory as workers outside of the home. Gender bias surfaces when a woman works or

attempts to work in a predominantly male business.  Women will often encounter

resistance and on occasion violence (Beneria, 2010).  Clarke (2011) indicated female

leaders might have acceptance difficulties in organizational practice.  One's perceptions

might include female leaders being less capable to lead than male leaders (Richard et al.,

2011).

An ideological bias exists, deeply embedded in society, in which women are

passive or inactive members of society.  Beneria (2010) indicated national accounting

statistics reflected a widespread underestimation of women's participation in economic

activity.  Increasing the number of women in organizations will alter the corporate culture

characteristics of women in decision-making processes and will build a stronger culture

with expanded values.  Table 4 is a breakdown of the specific types of resources used to

gather background data for this study.  The review included 23 journals and periodicals,

19 books, and 37 founding theories from which to gather data, and empirical research

theories throughout the study provided guidance and gave credence to the research.

Table 4

*Title Searches, Articles, Research Documents, and Journals Prior to 2009*

| Category | Scholarly Books | Empirical research & dissertations | Scholarly reviewed articles in journals & periodicals | Websites | Founding theories | Totals |
|---|---|---|---|---|---|---|
| More women in management | | | | | | |
| Affects culture | 2 | 0 | 2 | 0 | 0 | 4 |
| Does not affect culture | 0 | 0 | 0 | 0 | 0 | 0 |
| Women in decision making | | | | | | |
| Increase | 0 | 0 | 0 | 0 | 0 | 0 |
| Decrease | 0 | 0 | 5 | 0 | 0 | 5 |
| Perceived social identity/role | | | | | | |
| Gender based | 1 | 0 | 1 | 0 | 0 | 2 |
| Not gender based | 0 | 0 | 0 | 0 | 0 | 0 |
| Diversity management | | | | | | |
| Positive impact | 0 | 0 | 1 | 0 | 0 | 1 |
| Negative impact | 0 | 0 | 2 | 0 | 0 | 2 |
| Stereotyping | | | | | | |
| Gender based | 0 | 0 | 1 | 0 | 0 | 1 |
| Not gender based | 0 | 0 | 0 | 0 | 0 | 0 |
| Family obligations | | | | | | |
| Gender based | 0 | 0 | 0 | 0 | 0 | 0 |
| Not gender based | 0 | 0 | 0 | 0 | 0 | 0 |
| Difference in leadership response | | | | | | |
| Difference | 2 | 0 | 1 | 0 | 0 | 3 |
| No difference | 1 | 0 | 0 | 0 | 0 | 1 |
| Underestimation of women | | | | | | |
| Gender based | 1 | 0 | 1 | 0 | 0 | 2 |
| Not gender based | 0 | 0 | 0 | 0 | 0 | 0 |
| Research methods and theories | | | | | | |
| Storytelling | 0 | 0 | 1 | 0 | 0 | 1 |
| Social role theory | 0 | 0 | 0 | 0 | 1 | 1 |
| Social identity theory | 0 | 0 | 0 | 0 | 0 | 0 |
| Leadership theory | 0 | 0 | 0 | 0 | 37 | 373 |
| Feminist theory | 0 | 0 | 0 | 0 | 0 | 0 |
| Definitions | 1 | | 1 | 0 | 0 | 2 |
| Reliability and validity | 1 | 0 | 1 | 0 | 0 | 2 |
| Miscellaneous support | 8 | 0 | 7 | 0 | 0 | 15 |
| Qualitative design | 1 | 0 | 0 | 0 | 0 | 1 |
| Totals | 19 | 0 | 23 | 0 | 37 | 79 |

Data from earlier empirical research provided guidance and credence to the

research (see Table 5). I obtained the background data for this study by reviewing 358

scholarly reviewed journal articles or periodicals, 25 books, and 38 founding theories.

Table 5 shows the data from 2009 to 2013 gathered for this study.

Table 5

*Title Searches, Articles, Research Documents, and Journals, 2009-2013*

| Category | Scholarly books | Empirical research & dissertations | Scholarly reviewed articles in journals & periodicals | Websites | Founding theories | Totals |
|---|---|---|---|---|---|---|
| More women in management | | | | | | |
|   Affects culture | 4 | 0 | 54 | 0 | 0 | 58 |
|   Does not affect culture | 0 | 0 | 2 | 0 | 0 | 2 |
| Women in decision making | | | | | | |
|   Increase | 3 | 0 | 37 | 0 | 0 | 40 |
|   Decrease | 5 | 0 | 63 | 0 | 0 | 68 |
| Perceived social identity/role | | | | | | |
|   Gender based | 0 | 0 | 19 | 0 | 0 | 19 |
|   Not gender based | 0 | 0 | 2 | 0 | 0 | 2 |
| Diversity management | | | | | | |
|   Positive impact | 1 | 0 | 4 | 0 | 0 | 5 |
|   Negative impact | 0 | 0 | 23 | 0 | 0 | 23 |
| Stereotyping | | | | | | |
|   Gender based | 2 | 0 | 7 | 0 | 0 | 9 |
|   Not gender based | 0 | 0 | 5 | 0 | 0 | 5 |
| Family obligations | | | | | | |
|   Gender based | 0 | 0 | 23 | 0 | 0 | 23 |
|   Not gender based | 1 | 0 | 13 | 0 | 0 | 14 |
| Difference in leadership response | | | | | | |
|   Difference | 0 | 0 | 33 | 0 | 0 | 33 |
|   No difference | 1 | 0 | 13 | 0 | 0 | 14 |
| Underestimation of women | | | | | | |
|   Gender based | 0 | 0 | 4 | 0 | 0 | 4 |
|   Not gender based | 0 | 0 | 5 | 0 | 0 | 5 |
| Research methods and theories | | | | | | |
|   Storytelling | 0 | 0 | 2 | 0 | 0 | 2 |
|   Social role theory | 0 | 0 | 0 | 0 | 2 | 2 |
|   Social identity theory | 0 | 0 | 0 | 0 | 20 | 20 |
|   Leadership theory | 0 | 0 | 0 | 0 | 9 | 9 |
|   Feminist theory | 0 | 0 | 0 | 0 | 7 | 7 |
| Definitions | 0 | 0 | 11 | 0 | 0 | 11 |
| Reliability and validity | 1 | 0 | 15 | 0 | 0 | 16 |
| Miscellaneous support | 2 | 0 | 14 | 0 | 0 | 16 |
| Qualitative design | 4 | 0 | 10 | 0 | 0 | 14 |
| Totals | 25 | 0 | 358 | 0 | 38 | 421 |

**Transition and Summary**

Section 1 contained a discussion on the background of the study, the problem statement, the purpose statement, the nature of the study, research and open-ended questions, and definitions.  Section 1 also included a discussion on assumptions, limitations, delimitations, and the significance of the study, the reduction of gaps, and the implications for social change.  Previous studies have been conducted, and the longevity of the issue (Dencker, 2009; Dev, 2009; Galbraith, 2010; Hawarden & Marsland, 2011; Iversen & Rosenbluth, 2010; Kaul, 2009; McGinley, 2009; McGregor, 2010; Metz & Harzing, 2009; Neubert et al., 2009; Ortiz & Roscigno, 2009; Shepard & Walker, 2009; Singh Deo, 2009; Terjesen et al., 2009; Thompson, 2008; Villers, 2010) gave relevance to this research study.  Gaining a deeper understanding of the issues related to cultural changes attributable to the increased number of women in upper management positions might result in social change branching out into areas of interest that might need changes and perhaps finally achieve an equitable balance for all.

Section 2 contains a discussion on the role of the individuals performing research, the participants, the research method and design, population and sampling, and reliability and validity.  Section 2 also contains details pertinent to data collection, including (a) instruments, (b) data collection techniques, (c) data organization techniques, and (d) data analysis techniques.  The correct use of these tools enabled a research process that yielded credible work.

Section 2: The Project

Section 2 contains a discussion of the methods of research and the tools used for this research study. As well as the restatement of the purpose of this study, this section contains a discussion on the participants, research method and design, population and sampling, and reliability and validity. Section 2 contains a discussion of the data collection tools and techniques used in relation to the themes.

## Purpose Statement

The purpose of this qualitative phenomenological study was to explore, discover, and determine the causes, claims, and concerns related directly to the increased number of women in upper management positions and the effect the projected increase had on corporate culture using the lived experiences, concepts, perceptions, and beliefs of the participants. The data came from participants who held a leadership position in their organization. The participants who qualified were 18 years old or older. Walden University Research Participant Pool administrators posted a brief description of the study. This description included the title of the study, basic criteria, the name of the researcher, and a button to participate. The hyperlinked button opened the invitation to participate in the study for the potential participant (see Appendix B). The participant chose to continue or withdraw after reading the invitation by choosing from two hyperlinked buttons: one to continue or one to withdraw. The participant made the choice to access the demographic questionnaire (see Appendix C), used to establish the eligibility to participate in the study.

Based upon the responses provided, the demographic study was set up so the individual proceeded to the exit page of the study or to the open-ended questionnaire (see Appendix D). After the completion by the participant of the open-ended questionnaire, SurveyMonkey emailed a notice of the completion. Using the SurveyMonkey tool enabled the exportation of the responses directly into an Excel sheet for analysis to discover similar themes, constructs, and conclusions that subsequently led to possible solutions.

## Role of the Researcher

My role in performing the research study was complex and vital to a successful research study and choosing the research method. Ostrom et al. (2010) noted using qualitative research enables researchers to progress from cross-disciplinary and multidisciplinary approaches to true disciplinary research. After data collection begins, qualitative researchers have a more intricate role in research in comparison to quantitative researchers. Qualitative researchers are primarily a measuring instrument and may become personally involved in the phenomenon under study (Graebner et al., 2012). Quantitative researchers must determine precise procedures for collecting and analyzing data. Quantitative researchers have a limited role in the real data collecting process.

I organized the study from the design phase through university approval, data collection, data analysis, and interpretation of the results. It was necessary to design, plan, and obtain the necessary permissions from the university involved. The Institutional Review Board (IRB) made a request to use the research pool on my behalf after granting approval for the study (IRB approval number: 05-15-12-0192104). After

completing the design of the study on SurveyMonkey, making sure to follow IRB and Walden University guidelines for a research study, I obtained a link for the study to post on the Walden University Research Participant Pool that was hyperlinked to the study in SurveyMonkey. The Walden University Research Participation Pool listed a brief description of my study. Each participant gave his or her consent for me to use the data he or she contributed to the study. Selecting the button, located at the end of the invitation to participate, signified the participant had given implied consent, and began anonymous data collection. The task was less difficult by conducting a completely anonymous study than for a researcher who uses face-to-face observation.

A research scholar must maintain impartiality throughout the research process from gathering data to the analysis process. The researcher plays a vital role in credibility when collecting written data from the participants and ensuring no bias to skew the results. I monitored e-mail daily for notices from SurveyMonkey of responses to the open-ended questionnaire, collected, and analyzed the data from the responses for patterns, themes, similarities, and differences.

It was important to report the results revealed during the data analysis process accurately. After analyzing the themes and patterns, placing the results into spreadsheets, and organizing the results into a table to determine the rankings, the unbiased reporting of the results started. Researchers have the responsibility to present the findings, unbiased and honestly, to enable readers to understand and perhaps encourage someone to pursue an area needing further research.

**Participants**

Men and women 18 years or older holding leadership positions in organizations

for 5 years or more in the United States received an invitation to volunteer to participate

in the research study. Purposeful sampling was appropriate for targeting this population.

This type of sampling had a specific purpose and involved sampling persons with

expertise or perceptible knowledge in a specific area (Denscombe, 2010; Trochim, 2006).

Sample size is a source of controversy, with some researchers saying 20 participants are

necessary and others saying a specific number cannot be determined. Merriam (2009)

shared that an adequate sample size in qualitative research depends upon the judgment

and experience of the researcher when evaluating the quality of collected data and

deciding where to use it, the specific research method, purposeful sampling, and the

research product intended.

Sample size was determined based upon the study being a qualitative

phenomenological study and determined a sample size of 20 would be sufficient.

Researchers might expand sufficiency, the point at which the numbers reflect the range of

participants, and locations that form the populations, to allow for others outside of the

initial populations to relate to the experiences of the participants (Marshall, 2010;

Seidman, 2006). Beskow et al. (2011) noted small-sample size validation depends on

phenomenological assumptions that underwrite investigations of personal experience in

subjectivist context. A sample size might vary depending upon the complexity of the

research; the sample size was determined using the theory of saturation. Researchers

have generally concluded 20 participants was the sample size at which saturation occurs

(Curry, 2009). Saturation or sufficiency is the point at which the data become repetitive and reveal no new data during the coding process for any of the categories.

The Walden University Research Participant Pool administrators had to accept the study before I could begin addressing the potential participants. After acceptance, a brief description of the study and the criteria, men or women ages 18 years or older in management positions for at least 5 years in the United States, posted on the Walden University Research Participant Pool 's secure site. If a user expressed an interest in participating by selecting the button to participate, an invitation to participate opened for the interested individual (see Appendix B). A demographic questionnaire (see Appendix C) opened to those individuals who respond by choosing the participate button at the end of the invitation. The participants had to complete a demographic questionnaire regarding gender, age, educational level, ethnicity, job longevity, career advancement history within the past 5 years, and family size. Participants provided specific responses to the demographic questionnaire that prompted a hyperlink to either the open-ended questionnaire (see Appendix D) or the exit page of the study. I coded all documents connected to each participant to match the data retrieved from the questionnaires and the data will remain in a secure location for 5 years and then destroyed after 5 years by shredding and burning.

If an individual agreed with the information in the invitation, he or she signified agreement with the terms of the agreement or implied consent by accepting the invitation, which indicated his or her willingness to complete the open-ended questionnaire. Participants were able to withdraw at any time from the study by simply choosing the

withdraw button.  After each participant completed an open-ended questionnaire, the compilation and analysis of the data accumulated began.

## Research Method and Design

Qualitative research served to enhance data and to address the themes and generalizations obtained from the demographics and questionnaires of the respondents. The primary goal for the qualitative research method was to explore patterns by establishing the meaning and themes of a phenomenon.  Variable manipulation does not occur in nonexperimental research; rather, variables occur naturally.  Because the qualitative study was not experimental and research variables were not controlled, I chose the qualitative research method for observing the natural occurrences and determining hidden themes from the data.  I generated meanings from the data while building abstractions, themes, and concepts when using the qualitative research process.

Qualitative research became prominent in the 1990s.  Some of the scholars who have performed the research have presented summaries of the following types of research procedures available on specific qualitative inquiry approaches: grounded theory (Moustakas, 1994; Schyns, Kiefer, & Tymon, 2011), ethnographic procedures (Chan & Thong, 2009), and processes involved in case study research (Woodside, 2010). Additional approaches included participatory action research (Dick, 2009) and discourse analysis (Chouliaraki & Fairclough, 2010).

### Method

The need to discover the origin of issues that affect women necessitated the selection of a qualitative method and phenomenological research design because so many

members of society felt the impact. Both the mixed method and the quantitative method received consideration. Researchers consider the mixed method approach for its practical advantages when exploring complex research questions (Botha, 2011; Yin, 2009). The analytic process, which involves combining qualitative and quantitative data by quantitizing the qualitative data, can be time consuming and expensive (Botha, 2011). For this reason, researchers on tight budgets reduce the sample size or limit the time spent gathering responses from participants via interviews or questionnaires (Botha, 2011). The use of case studies was considered in the decision making process. Scholars use case studies when asking how and why questions, the researcher has little control over events, and the focus is on contemporary phenomenon but has boundaries, limiting the scope of the research (Yin, 2009). The qualitative method was appropriate for exploring areas that need further exploration, to gain a deeper understanding of the responses to the questionnaire for the phenomenological study, and to perform a detailed assessment of the pattern of those responses rather than the simple numerical data.

Qualitative and quantitative research differs in several ways. A qualitative method differs from a quantitative method in that one deals with numbers and the other deals with the understanding the causes (Curry, 2009). Quantitative research relies on numbers, and involves counting occurrences and attempts to test hypotheses statistically (Curry, 2009). Quantitative researchers use random or nonrandom and experimental or natural settings (Curry, 2009). The eventual results should be numeric data created by using standardized processes and instruments to generate responses fit into predetermined categories (Curry, 2009).

Conversely, qualitative research involves exploring the intricacy, extensiveness, or range of incidences or phenomena. Researchers perform qualitative research in natural settings with the objective of producing text-based responses and observations to open-ended discussion questions (Curry, 2009). Researchers of qualitative research strive to create hypotheses about a phenomenon, causes, and concerns.

Qualitative researchers stress the socially constructed nature of reality and the intimate relationship between the persons performing the research, the research topic, and the situational constraints shape inquiry (Curry, 2009). In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes. Inquiry is encouraged within a value-free framework (Welch, Piekkari, Plakoyiannaki, & Paavilainen-Mäntymäki, 2010).).

**Research Design**

The intent of the phenomenological design was to describe the lived experiences and beliefs of the participants concerning their perceptions of the organizational culture changes, resulting from the anticipated increase in women in upper management. The qualitative method and phenomenological design aligned best with the intent to discover the influence of the projected increase in the number of women in upper management and corporate culture change. Phenomenology aligned best with the design to achieve the type of results sought and justified the appropriateness of this design.

Phenomenology involves grouping participants' lived experiences into similar categories in relation to the specific phenomenon (Graebner et al., 2012). For example, grouping all participants with similar experiences or beliefs together might reveal specific

phenomenon related to the increased number of women in upper management positions.

The phenomenological design led to a deeper understanding based on individuals'

experiences, beliefs, and perceptions concerning specific issues relevant to the area of

research (Graebner et al., 2012). In phenomenology, researchers with a personal interest

in the research question attempt to eliminate any possible instances that might represent

prejudgments or presuppositions.

The design involved considering things openly, undisturbed by the surrounding

environment or natural world. Meeting the challenges involved determining a method to

reflect the true image of situations as they were and to understand connotations and

principles using intuition and self-reflection. The creation of reality occurs when natural

objects intermingle with an individual's perception of that object (Moustakas, 1994). An

individual intentionally creates a link between the act of consciousness and the object of

consciousness. Intuition is, therefore, essential in describing whatever presents itself, and

in his transcendental philosophy; Husserl preferred using intuition rather than deduction.

Moustakas (1994) noted that Descartes and Husserl believed self was an intuitive-

thinking being that has the ability to doubt, understand, affirm, deny, wish for or against,

sense, and imagine. The intuitive-reflective process used by individuals for clarity

involves a transformation process of objects seen, presented, and clarified through the

conversion of information (Moustakas, 1994). Individuals using the intuitive-reflective

process consider perceptions as the primary source of knowledge. Intentions and

sensations contribute to the full concrete act of perception and allow the object to achieve

full-bodied presence (Graebner et al., 2012). Phenomenological researchers use

descriptions of experiences, not explanations or analysis, to enrich the research process and make the thinking, sensing, and judging of the individual the primary evidence of scientific investigation.

The phenomenological study involved exploring the reasons a particular phenomenon occurs. The research design led to a review of the lived experiences, perceptions, beliefs, and understandings of the participants and enabled the identification of the associations participants had with a specific phenomenon. The use of phenomenology might enable researchers to delve deeper into the reasons for a specific phenomenon and develop solutions for that phenomenon into philosophy as well as a method for use when studying small numbers of individuals to develop patterns (Graebner et al., 2012; Moustakas, 1994). The intent was to isolate emerging patterns, identify the common traits of those patterns, establish common concepts, and gain a better understanding of the triggers that caused these associations in the participants (Hards, 2011). The ethnographic method was reviewed in the decision making process. Ethnography is a systematic study of human cultures done almost entirely with fieldwork. The researcher becomes a part of the culture for at least a year to gain an understanding of how that culture works (Hammersly & Atkinson, 2007). Living among the participants of the study was not feasible for this study since the study was anonymous, and done entirely online there would be no way to meet the requirements for the ethnographic study.

Scholars credit Kant, thought to be the paradigmatic philosopher of the European Enlightenment, with eradicating the last traces of the medieval worldview from modern

philosophy.  Kant combined the key ideas of earlier rationalism and empiricism into a model of the subjective origins of the fundamental principles applicable to both science and morality, forming a basis for much of philosophy in the 19th and 20th centuries (Guyer, 2006).  Kant contended human beings could discover and live up to the fundamental philosophies of knowledge without outside help, specifically divine support or help (Guyer, 2006).

Although Heidegger referenced the work of Kant in as he grew in stature and knowledge as a philosopher, Heidegger began to look at the works of Kant differently. The Kantian positing of time with a subject was Heidegger's chief criticism of Kant (Elden, 2009).  This philosophical move allowed Kant to ignore being as itself the temporal horizon (Elden, 2009).  Heidegger presented his philosophy, not through the temporal horizon, as Kant did, but via freedom (Elden, 2009).  Differences between Heidegger and Kant involve temporality (Elden, 2009).  Heidegger's use of temporality is apparent only after an inquiry into Dasein's experience in the world (Elden, 2009).  In contrast, Kant used the formal-temporal constitution of Dasein as a starting point and not the eventual result (Elden, 2009).

Both Kant and Heidegger used rationalism, empiricism, constructivism, or a combination of them in their works.  Sugarman (2010) concluded that rationalism was superior to the senses regarding learning.   In contrast, empiricism involves sensory perception or ideas that originate from a sensual experience, and knowledge obtained from a universal character comes only from a sensory experience (Neta, 2009).  The use of rationalism, empiricism, and constructivism (truth made and not discovered) might

cause skewed results because each involves categorical thinking in terms of dualities, absolutes, and universal truths (Neta, 2009; Sugarman, 2010). Woven throughout the thoughts of philosophers such as Kant and Heidegger is the assumption about the nature of being, often referred to as ontology, a method of accounting for existence (Staab & Studer, 2009). The nature of being does not categorize the elements of the philosophy involved; instead, the essence of existence runs throughout everyone and everything with three distinct elements: spirit, soul, and body. Grasping the realization that commonplace events and experiences reveal the true inner being in people reinforces the nature of being and is enlightening (Staab & Studer, 2009).

## Population and Sampling

Defining the population from which the participants originated was vital to setting the validity parameters of interference for the study. The population for this study was men and women in upper management positions, in the United States. Responses to the demographic questionnaire and specific criteria for the study guided the selection of the business leaders who volunteered to participate. The use of the demographic questionnaire established the eligibility of business leaders older than 18 with 5 years of experience performing upper management duties. The 20 participants met the requirements of Walden University and comprised a good sampling of responses as determined by reaching the point of saturation. A researcher might calculate the parameters of the results directly if there were no missing data, no refusals, and the measurability of the members of the population. However, there is no guarantee that will happen. Sampling, one of the better methods to establish confidence intervals and ensure

the validity of the results, helps researchers determine differences and similarities

(Boslaugh & Watters, 2008).

Sampling revolved around two aspects: randomness and size. A representative

sample should be large enough and randomly selected to generate accurate statistics of

any population factors (Boslaugh & Watters, 2008). The sample size used for this study

was 20, which many researchers have indicated is the saturation point (Marshall, 2010;

Seidman, 2006). Random sampling received consideration; but random samples are

difficult, especially in short-term or cross-sectional studies. The purposeful expert

sampling method was appropriate to target the population because of the difficulty

obtaining a random sample for short-term or cross-sectional studies. Random sampling is

often easier to use in long-term studies with high-retention rates than are other sampling

methods. The ability to track sources of variability throughout a participant's life is a

reliable basis for estimating population parameters (Boslaugh & Watters, 2008).

**Sampling Method**

This study involved the purposive sampling method. Purposive sampling is a

method that involves specifying the characteristics of a population and locating

individuals who match those characteristics. A researcher uses purposeful sampling to

reach a targeted sample quickly, and proportionate sampling was not important

(Denscombe, 2010). The expert sampling facet of purposeful sampling involved the

selection of a sample group with expertise in a given area. Expert sampling was the best

way to elicit the views of individuals who had specific expertise, and expert sampling

provided evidence for the validity of another sampling approach that had been selected (Denscombe, 2010; Trochim, 2006).

A brief description of the research study posted in the Walden University Participant Research Pool after site administrators accepted the study. Participants who expressed an interest in the study received an invitation to participate in the study and then a demographic questionnaire via the Walden University Research Participant Pool and SurveyMonkey. The demographic questionnaire verified participants met the criteria for the study. The criteria for this study were men and women 18 years old and older who had held management positions for at least 5 years in the United States. Those participants who indicated they met the criteria for the study received the open-ended questionnaire. After completion, the informed consent form, the demographic questionnaire, and the open-ended questionnaires were stored in a secure location for analysis. The data analysis process enabled sorting the data into themes after the responses from the open-ended question on the open-ended questionnaires were complete.

First, I separated the data into male and female respondents, and divided the categories for participant responses into issues, claims, and concerns, which were then further divided into divisions:

- Issues: (a) issues with management incorporating this change in the corporate culture and value changes, (b) your issues with management incorporating this change in the corporate culture and value changes, and

(c) issues you have with the skills and expertise that women in upper management will contribute to your organization.

- Claims: (a) claims with management incorporating this change in the corporate culture and value changes, (b) your claims with anticipated cultural changes, and (c) claims you have with the skills and expertise that women in upper management will contribute to your organization.

- Concerns: (a) concerns with management incorporating this change in the corporate culture and value changes, (b) your concerns with management incorporating this change in the corporate culture and value changes, and (c) concerns you have with the skills and expertise that women in upper management will contribute to your organization.

This research study involved analyzing the responses from completed open-ended questionnaire to determine similarities and patterns regarding incorporating corporate changes because of the anticipated increase in the number of women in management.

**Sample Size**

The study had a targeted sample size of 20, thought to be the point of saturation by many researchers even though some researchers say a single number cannot pinpoint the exact point at which saturation occurs or exactly when no new themes or concepts occur (Marshall, 2010; Seidman, 2006). Researchers have generally concluded that 20 participants are sufficient for saturation (Curry. 2009). The targeted sample size for this study was 20 participants, but 24 responded. The criteria for participation, based on responses to the demographic questionnaire, specifically focused on men and women

who had held a leadership position in a business for at least 5 years in the United States. To gather participants' responses about their lived experiences, perceptions, and beliefs, the volunteer participants received open-ended questionnaire until reaching the point of redundancy at 20 participants (Yin, 2009). A justification for using the saturation and sufficiency theories to determine the number of participants is in accordance with the qualitative design approach chosen and used the depth of inquiry as a balance. For this reason, men and women 18 years or older who had held leadership positions in large organizations for 5 years or more in the United States received invitations to volunteer to participate in the research study until data were gathered from 24samples and saturation was achieved.

## Ethical Research

### Consent Process

Users of the Walden University Research Participant Pool review available studies and select those studies of interest by reading the brief description of the study and criteria posted in the Walden Research Participant Pool. The users of the participant pool received an invitation to participate in the study. The participant gave his or her implied consent by selecting the option to participate. No signatures were required. After the individual had chosen to continue or participate, he or she received the demographic questionnaire. The participant had to be a man or a woman 18 years or older who had held a leadership position in a business organizations for 5 years or more in the United States. Individuals who met the required criteria as determined by the responses to the demographic questionnaire received an open-ended questionnaire.

Those individuals who were interested but failed to meet the criteria were not able to proceed to the open-ended questionnaire.

**Withdrawal Process**

The invitation to participate included an explanation of the process involved in withdrawing from the study. Each candidate had the option to withdraw from the study at any time he or she felt uncomfortable or was no longer interested in participating. To exit the study, the participant simply needed to select the button to withdraw. The identity of participants remained anonymous, which negated the need for signatures.

**Incentives**

Offering incentives for participation in a study is a common practice. Incentives may range anywhere from cash awards to free vacations. This study contained no compensation for participation.

**Security and Safety**

Precautions, taken throughout the process from the collection of the data to their storage and disposal helped to maintain security and anonymity. Each individual who participated in the study had his or her identity protected, and it was not necessary to request or obtain signatures because the study involved implied consent by participating. The documents were coded M for male participant and F for female and numbered as received. A copy of the demographic questionnaires (see Appendix C) and open-ended questionnaire responses received (see Appendix D) were saved, stored on file, and placed in a secure and locked location where they will remain for 5 years, after which they will be shredded and burned.

### Anonymity

Researchers must establish validity from the collection to the evaluation of the data to ensure an ethical research process. Researchers must establish an understanding that the data provided by a participant to a researcher remain in strictest confidence. The names of the participants remained anonymous, as did the names of the organizations for which the participants work.

### Agreements

The invitation to participate (see Appendix B), the demographic questionnaire (see Appendix C), and the open-ended questionnaire (see Appendix D), were referenced throughout the study. In addition, a copy of each document appears in the appendices. The table of contents includes each document with the appropriate page number.

## Data Collection

### Instruments

The open-ended questionnaire offered via an external survey site used in conjunction with the Walden Participant Research Pool was the primary instrument in collecting data in this research study. Using external sites such as SurveyMonkey has become conventional given the increased access to computers, electronic technology, and the Internet (Marshall & Rossman, 2011). The use of the online technologies in conjunction with the open-ended questionnaire that uses open-ended questions is appropriate for qualitative research. Using an interview involves face to face or phone contact with respondents and orally asking questions, which might be problematic for some potential participants who want confidentiality. Participants, uncomfortable or

unwilling to participate in face-to-face interviews, might feel more at ease using the online questionnaire format that would reduce suspicion and promote sincere responses (Marshall & Rossman, 2011). When the researcher uses open-ended questionnaires via secure online sites, participants remain anonymous. The open-ended questionnaire involved asking the same open-ended questions of all participants (Kvale & Brinkman, 2009). The focus of the open-ended questionnaire was on issues (problems), claims (what is positive), and concerns (what the future might indicate). Using qualitative methods and incorporating problem-centered open-ended questions on questionnaires the researcher might stress the merits, as well as the highlights of crucial issues (Hards, 2011).

Problem-centered open-ended questions focus on patterns of meaning and restructuring alignments within a specific social context. This approach helped to formulate each participant's responses according to his or her perceived relevance setting based upon his or her lived experiences and beliefs (Hards, 2011). Placing the data in more than one Excel spreadsheet as a way of comparing data ensured accuracy and established validity. Section 3 contains the results of the analysis.

Participants agreed to participate in the study by accepting the invitation to participate and then supplied the answers for the demographic study. Qualified respondents had an opportunity to select a button to proceed to the open-ended questionnaire. Answering the open-ended questions was the last requirement for the participants. This qualitative phenomenological study included no variables and involved no revision of instruments.

Ogolsky, Niehuis, and Ridley (2009) conducted a study and found that the use of the Internet and questionnaires allowed for privacy and anonymity and encouraged more honest and open responses from participants. Likewise, McCarter and Caza (2009) and van Deursen and van Dijk (2010) highlighted the use of the Internet and questionnaire method of data collection because of the change in society and the skill levels of users. The online questionnaire was appropriate because my participants accessed the study via the Walden University Research Participant Pool and SurveyMonkey.

**Data Collection Technique**

Walden University Research Participant Pool administrators granted permission to offer the research study questionnaires after receipt of the IRB application for permission. I designed the questionnaires for the study on SurveyMonkey, which included the invitation to participate, the demographic questionnaire based on the demographic data pertinent to the study and the open-ended questionnaire using the research questions. After the completion of the design phase, SurveyMonkey provided a link to the study so that users could access the study from the Walden Research Participant Pool.

The process of filling out the study information on the Walden University Research Participant Pool began after the receipt of approval to offer the study. The first step in the process was to apply for a researcher account. After receiving a researcher account, I began the process of setting up the study before adding it to the system by choosing the type of study. The choices are standard study, two-part standard study, online survey study, and online external study. The study choice was the online external

study because this study used SuveyMonkey as a secure external site for collecting the

data. The addition of the details of the study preceded the addition of the URL for the

link to the study on SurveyMonkey that completed the process of preparation. Future

researchers intending to use this option must give specific attention to the requirements of

the Walden University Research Participant Pool to avoid delays. When designing the

study in SurveyMonkey the researcher made certain the link acquired did not require an

ID code for participants. Last but definitely not least, a timeline was set up that included

start date, end date and the number of participants to meet the desired sample.

After the preparation of the study and Walden University Research Participant

Pool administrators granting permission, a brief description posted, offering the study, on

Walden University Research Participant Pool, linked to SurveyMonkey. The users of the

participant pool site who wished to participate in a research study simply selected this

research study. Individuals in the participant pool who indicated a desire to participate

received an invitation to participate (see Appendix B). If they agreed to participate by

clicking the button to participate (denoted implied consent), they received a demographic

questionnaire (see Appendix C). If the respondents matched the criteria for the study, the

open-ended questionnaire (see Appendix D) opened to the respondent. The responses to

the open-ended questionnaires were collected using Guba and Lincoln's (1989) claims,

concerns, and issues open-ended format and a modified Van Kaam research strategy that

allowed the collection of reflective descriptions and analysis of data from the participant

responses (Moustakas, 1994). Using open-ended questionnaires encourages in a

storytelling-like written response to the open-ended questions from the participants
(Hards, 2011).

The study did not include a pilot study. The total number of respondents to each
of the eight categories divided by the number of the total number of responses for each
category determined the percentage of relevance for each category. The data reviewed
for possible solutions based upon the evaluation of the responses, and, as a further means
of verification, and ensure validity and reliability; I manually placed into Excel
spreadsheets to track of the results of each category.

Table 6 includes a timeline of the data collection process. The timeline,
organized to help keep track of the steps involved throughout the process, aided in the
avoidance of delays. The duration was subject to increase or decrease depending on the
speed or frequency of responses. The overall time reflects the estimated time involved in
the data collection process.

**Data Organization Techniques**

After collecting the completed responses from the Walden University Research
Participant Pool, I coded each response from the data as either a male or a female
response and the number of the response based on the time of receipt. The oldest receipt
time generated the lowest number from 1 to 10 for males and females, and reviewed for
patterns and similarities of responses. After the review of the data was complete, the next
step in the process was to sort the information based on the five themes: (a) gender, (b)
tenure, (c) qualifications, (d) family obligations, and (f) education, placed into an Excel
spreadsheet, and the analysis process began. Finally, I reviewed the responses for future

analysis and weighed them by relevance and importance in the study.  The process of

logging the data in a journal and manually posting them in another Excel spreadsheet

helped to maintain accuracy.

Table 6

*Data Collection Timeline*

| Step | Participant recruitment and data collection steps | Duration | Exact location |
|---|---|---|---|
| 1 | Create demographic questionnaire, invitation to participate, and open-ended questionnaire online | Completed | Home office |
| 2 | Upon approval of the IRB, a brief description of the study will be posted on the Walden University Research Participant Pool | 7-14 day for response from participant | Walden University Research Participant Pool, SurveyMonkey |
| 3 | Interested individuals will click on a link on the research pool to participate in the study and after agreeing to the consent form will participate in a demographic questionnaire and either exit the study or proceed to the open-ended questionnaire | 24 hours for researcher to respond; 7-14 days for response from participant | Walden University Research Participant Pool SurveyMonkey |
| 4 | Participants respond to the open-ended questionnaire online | 45 minutes for participants to answer questions | Walden University Research Participant Pool SurveyMonkey |
| 5 | Collect responses to the open-ended questionnaire online– this will ongoing until the responses no longer offer new information.  Download results from SurveyMonkey into Excel Spreadsheet. saved on desktop, DVD RW, and thumb drives to keep the data safe from loss, password protected, DVD RW and thumb drives will be stored in a locked file cabinet to protect the data | Ongoing process to collect responses until 24 participants or point of saturation is reached | Walden University Research Participant Pool SurveyMonkey, home office |
| 6 | Review for themes and patterns of the responses of participants to the open-ended questionnaire online and stored in Excel spreadsheet. | Ongoing process to collect responses until 24 participants or point of saturation is reached | Walden University Research Participant Pool and Home office |

This particular research study involved the phenomenological method of

Moustakas.  I maintained a log of responses in an Excel spreadsheet upon receipt of a

response and tracked specific terms, results, the gender of respondent, and any relevant

comments made in the journal.  As a countermeasure, I cataloged for future analysis the

numbers of responses to key words such as gender, tenure, qualifications, family

obligations, and education for use in the weighted-average analysis later, as well as for

responses to categories.

Copies of the results kept on the computer and a flash drive for extra backup

provided security of the data. In addition, precautions taken to protect the identities of

participants involved using only numbers and letters to identify each participant and

securely storing any responses. Data were stored for as long as the study was in process

and will remain in a locked box for 5 years, then shredded and burned.

### Data Analysis Technique

Prior to analysis, it was necessary to collect data. Each respondent received an

invitation to participate offered via the Walden Research Participant Pool and

SurveyMonkey. Each respondent received an opportunity to participate by responding to

the answers to the following open-ended questions:

1.  Given the estimated increase in the number of women in upper
    management by 2015-2020, what are issues with management
    incorporating the change in corporate culture and value changes?

2.  Given the estimated increase in the number of women in upper
    management by 2015-2020, what are claims with management
    incorporating the change in corporate culture and value changes?

3.  Given the estimated increase in the number of women in upper
    management by 2015-2020, what are concerns with management
    incorporating the change in corporate culture?

4.      What are the issues you have with the anticipated cultural changes?

5.      What are the claims you have with the anticipated cultural changes?

6.      What are the concerns you have with the anticipated cultural changes?

7.      What are the issues you have with the skills and expertise that women in upper management will contribute to your organizational culture?

8.      What are the claims you have with the skills and expertise that women in upper management will contribute to your organizational culture?

9.      What are the concerns you have with the skills and expertise that women in upper management will contribute to your organizational culture?

I gathered the data via responses generated from respondents using the Walden University Research Participant Pool and SurveyMonkey.  The process of data analysis and interpretation involved uncovering patterns and trends in data sets and explaining those patterns.  After completion of all open-ended questionnaires, I coded each response with an M for male or an F for female and a number to denote the participant.  In this manner, I ensured completeness of the required data because the number helped to track each participant on each document.  For example, after M1234 filled out the demographic form, the response was coded M1234 to match with the demographic questionnaire assigned to the open-ended questionnaire.

After coding, I prepared the data by entering the themes to look for and the coding into the first Excel spreadsheet.  Next, I entered and organized the data by categories. Following the organization of the data by categories, the data analysis process began as a report and then a summary by grouping the data based on themes.

By placing the data into multiple Excel spreadsheets, I created an additional tool for the data analysis process to maintain an accurate overview of the data collected, made a column for each participant, male and female, and assigned a number to identify the data for each participant. I made additional columns for the demographic questionnaire, the invitation, and open-ended questionnaire forms to ensure the completion of all forms. After reviewing each response, I categorized the results by theme and constructs. I analyzed the responses for the lived experiences revealed and categorized them according to the possible influence on the corporate culture changes.

Interpretative phenomenological analysis is the process of reviewing the data collected and organizing and arranging the data into various groups and categories. The process was an inductive approach from the bottom up rather than the traditional top-down process. Participants, who were considered experts about their individual experiences, offered a broad perspective into their responses and stories (McConnell-Henry, Chapman, & Francis, 2009; Reid, Flowers, & Larkin, 2005). Smith (2011) conducted a study to evaluate the contributions of interpretative phenomenological analysis when exploring the experiences that hold the most relevance to the participants. Similarly, Cope (2011) conducted a study to develop a deeper understanding of the process and content learned from venture failure. Finally, Palmer, Larkin, de Visser, and Fadden (2010) conducted a study involving three different cases studies to determine the best approach to use with a focus group. I found using the interpretative phenomenological analysis method to capture and explore the meanings each participant associated with his or her individual lived experiences via the questionnaire method

provided a unique option for participants to discuss in writing a sometimes hotly contested topic freely.

The interpretative phenomenological analysis process involved reviewing the data looking for patterns. I reviewed the data for patterns to gain insight and understanding of the phenomenon. Sectioning the data into groups based on the gender of the participant was the first step in segmenting the database. Dividing each group into sections by responses followed the segmentation by gender of the participant. After I identified an issue, I developed a category around the section. For example, categories included men and women who hire men, and men and women who hire women. I expanded these categories to encompass issues such as bias, diversity, and even social role and social identity.

I divided the data into coded sections after reviewing the patterns to establish a conclusion based on those patterns. The next step was to perform a structural analysis. A researcher conducts a structural analysis to investigate the underlying causes of an issue based on responses collected. Reflective analysis technique involves self-exploration by the participant. Individuals make decisions based on their individual lived experiences. After reviewing data about the lived experiences of the participants, I analyzed the data for patterns to determine the reasons associated with each decision using reflective analysis, and used caution not to incorporate personal preference and bias when preparing the reflective analysis of the data. Based on the emergent patterns I developed a conclusion to explain the patterns. The data collected pertained to the lived experience, beliefs, and perceptions of the participants in relation to the increased number of women

in upper management and any resultant changes perceived in corporate culture.  Section 3

contains the results of the data analysis.  Table 7 shows a rough timeline of the data

analysis process.  The projected time allotted to complete the process varied according to

the complexity and time involved in each step of the analysis.

Table 7

*Data Analysis Timeline*

| Step | Action | Days allocated |
|------|--------|----------------|
| 1 | Collection of  responses | 14 |
| 2 | Code data retrieved | 3 |
| 3 | Categorize data | 3 |
| 4 | Study themes | 3 |
| 5 | Interpretational analysis | 1 |
| 6 | Structural analysis | 1 |
| 7 | Reflective analysis | 1 |
| 8 | Determine reliability and validity of study | 4 |
| 9 | Compose written report | 7 |

**Reliability and Validity**

**Reliability**

Establishing consistency is necessary in a research study to provide the essential

element of reliability of the work.  Credibility, dependability, transferability, and

conformability of a research study establish as a sense of trust (Yin, 2010).  If the

researcher thinks of something as being reliable, the item is dependable and trustworthy.

Research reliability is the consistency of the measurement.  Questions answered the same

way establish a measure of reliability that is estimated, not measured (Malhotra,

Mukhopadhyay, Xiaoyan, & Dash, 2012; Rahman & Post, 2012; Walker & Pettigrew,

2011).  Testing the work of one researcher is necessary to establish consistency.  Finding

a body of work consistent by exploring multiple realities by more than one researcher

provides reliability to the work.

Data collection for this qualitative phenomenological study involved offering

open-ended questionnaire on a secure website. The security and storage of the data

collected helped to ensure authenticity. Each participant remained anonymous by coding

each response with a number and letter to denote the questionnaire and the gender of the

participant. The participants who met the research criteria received an invitation to

participate with a matching number to the demographic questionnaire. The demographic

questionnaire was securely stored along with the responses to the open-ended questions.

The research documents will be stored for 5 years in a secure location a locked box. The

participants' responses helped to categorize the responses, but no names were necessary.

Each participant received information in the invitation to participate regarding how to

contact me if he or she had questions. The intent for the study was to categorize the

responses from the data collected from open-ended questions to search for similarities

and patterns in the areas of gender, social role, stereotyping, and discrimination.

The qualitative research method frequently requires the use of multiple streams of

data. The protocol for observing, recording, and documenting the data collected should

be established and identified. Observational protocol used to record information after the

retrieval of data from the questionnaires.

The research question had three subquestions to clarify the respondents' answer to

the main research question. In addition, when compiling the data notes, I incorporated

data, relevant information about the participants, the time and date of the response, and

ideas, impressions, and suggestions based upon the responses from the participants that would be useful in the data analysis process. Performing these steps enhanced the reliability and value of the data (Hannah & Lautsch, 2010; Kumar, 2011; Qu & Dumay, 2011). During this process, I made a concerted effort to remain neutral and to keep the data factual and confirmable, thus shifting the burden of truth from the investigator to the information itself.

**Validity**

A qualitative phenomenological study was applicable because the focus was on generalizability by establishing similarities and differences in the responses of the participants derived from lived experiences. Qualitative validity means the researcher checked the accuracy of the results by employing certain procedures, and qualitative reliability indicates the approach was consistent across different researchers and different projects. Researchers use validity strategies to enhance the accuracy of results and to convince readers of the accuracy. Validity strategies include triangulating the different data sources, member checking to establish the accuracy, and using rich description to explain findings. Researchers should reveal any bias in the beginning of a study (Bluhm, Harman, Lee, & Mitchell, 2011). A scholar must establish external validity by ensuring the data gathered fits the research expanse covered.

I used the truth-value theory to address the internal validity of the data, specifically using credibility, ultimately related to the perceptions of the individual, triangulation, and thick descriptions. Researchers have agreed on the existence of at least two key dimensions of credibility, trustworthiness and expertise, both of which contribute

to the concept of credibility. Trustworthiness is an important facet of the perception of

credibility (Metzger, Flanagin, & Medders, 2010). Triangulation is one process used in

the corroboration of data and is a rationale that compares the results attained from one

method with the corresponding results attained from using another method. If the results

confirm each other, the rationale for a true answer is strengthened (Harden & Thomas,

2005). Thick descriptions are detailed answers that describe an issue in detail.

**Bias.** To establish validity and observe implications for caution in a study,

researchers should avoid or reveal any bias, the Halo effect, the Hawthorne effect and the

John Henry effect. Each of these issues might result in flawed result evaluations. To

ensure these issues do not influence the results understanding each issue is necessary.

**The halo effect.** The halo effect is a phenomenon in which a person assumes that

if someone is good at doing A, he or she will be good at doing B, C, and D. The reverse,

also assumed, postulated if someone is bad at doing A, he or she will be bad at doing B,

C, and D (Barnes, 2010; Helfrich et al., 2011; Madden, Roth, & Dillon, 2012; Palmer et

al., 2010). Senior-level management tends to make skewed decisions about candidates

by overvaluing certain attributes and undervaluing others, in other words, the halo effect

(Madden et al., 2012). The halo effect undermines studies of company performance.

First identified by U.S. psychologist Edward Thorndike in 1920, the halo effect describes

the tendency to make specific inferences based on a general impression (Madden et al.,

2012).

**The Hawthorne effect.** The Hawthorne effect, named after an experiment

conducted in the 1920s by a group of Western Electric engineers, determined the effect of

illumination on work performance.  The experiment consisted of two rooms: the experiment room and the control room.  The results were puzzling, as they revealed production improved in the experiment room regardless of the illumination, and production in the control room improved as well; however, there was no change in illumination (Lennox, 2009).  The results of the experiment revealed the tendency of participants to change their behavior because they were under scrutiny rather than as a reaction to their physical surroundings or changes to a process.

**The John Henry effect.**  The John Henry effect, named after workers testing a new power tool, determined the feasibility of the tool to improve productivity at the John Henry Company.  Workers, using the old tool, felt challenged to work harder to show they were just as good as the worker using the new tool and should not acquire the new tool.  The John Henry effect is the tendency of people in a control group to take the experimental situation as a challenge and exert more effort than they otherwise would have exerted and attempt to beat the experimental group, thus negating the whole purpose of a control group.  This experimental situation denotes atypical behavior such as behavior that might arise from stress in systems of accountability or administrative pressures (Bell, 2011).  The John Henry effect reflects the individual's perception of consequences of innovation and the ensuing behavior that demonstrates the superiority of traditional methods, avoids negative evaluations, or retains the status quo at work rather than adapt to changes.  This attitude might lead to a modified or atypical behavior that might be a threat to the internal validity of a study (Bell, 2011).

**Transition and Summary**

Section 2 contained the purpose statement; the roles of the researcher performing the research study and the participants; and a description of the research method and design, population and sampling, reliability and validity, data instruments, data collection and organization, and data analysis. The incorporation of Excel for gathering, storing, and analyzing the data made the process of data analysis easier than hand calculations. Walden University Research Participant Pool had knowledgeable candidates who took advantage of the opportunity offered and participated in this research study. Understanding the use of the tools available as well as the protocol involved in the data collection, storage, and analysis was vital to ensure validity, gave credibility to the study, and expedited the analysis process by clarifying any issues prior to beginning the analysis process.

After IRB approval and posting the study, I collected and analyzed the data. The next section contains a review of the problem statement and the research questions, as well as a summary of the findings. I tie the findings to the conceptual framework for the study and discuss the findings concerning practicality and relevance of the applications for business. I also discuss social change initiatives regarding tangible improvements for organizations and the possible results of changes for individuals, communities, institutions, cultures, and societies. Possible solutions, recommendations for future action, and further research suggestions conclude Section 3. The research centered on the experience, biases, perceived ideas, and values of the participants; their influence on the topic; and the perception of these issues within the study.

Section 3: Application to Professional Practice and Implications for Change

The purpose of this qualitative phenomenological study was to explore the lived experiences, concepts, perceptions, and beliefs about the anticipated increase in numbers of women in upper management and the influence on corporate culture. I conducted this study to answer three primary research questions:

1. What are the issues, practices, and concerns that corporate management will have with culture changes with the increase of women in upper management?

2. What are the issues, claims, and concerns that corporate management will have implementing culture changes with the increase of women in upper management?

3. What are the issues, claims, and concerns that corporate management will have with the skills and expertise of women in upper management contributing to the organizational culture?

This section contains a summary of the data and analysis that led to the findings, outlines the findings in relation to the research questions, and includes professional applications of the best practices.

**Overview of Study**

The individuals in positional power must review how management incorporates the best practices of the industry in an effort to maintain market share and achieve or preserve a competitive edge for their organization. Leaders of organizations such as Xerox and Boeing effectively use programs to overcome gender bias and activate

corporate diversity in the corporate culture. The Industrial Research Institute working group Research on Research released *The Gender Diversity Corporate Best Practices* to help businesses of all sizes to address and overcome gender diversity issues, real or perceived (Gobble & Mehner, 2011). I discussed the implications regarding the need for social change, recommendations for action, and further study. I close this section with a brief narrative of my reflections on the process.

Attempting to gain a deeper understanding of the perceptions and beliefs of the participants, I explored the influence of the relevant issues to determine how management should proceed to address the issues revealed and to embrace the social changes. The general business problem was organizational leadership might not be equipped to incorporate the projected increase of women in upper management positions by the end of 2020 and the resultant changes to the existing corporate culture to maximize competitive advantages. Using three main research questions with three subquestions each, I obtained responses from 34 volunteers who filled out the demographic questionnaire (see Appendix C). Of the 34 volunteers that expressed interest, 24 (seven men and 17 women) individuals answered the open-ended questions on the open-ended questionnaire (see Appendix D) regarding the perceptions, lived experiences, and beliefs pertaining to the anticipated increase in the number of women in upper management positions by 2020. I present the findings from the nine questions based on themes, patterns, and relevance related to the conceptual framework of the study, the implications of the findings related to the best practices of businesses, and the need for social change.

**Presentation of the Findings**

The respondents answered questions to interact with the overarching research question. The overarching research question examined the strategies organizational leaders might implement to prepare for the anticipated corporate changes to take place because of a projected increased presence of women in upper management between 2015 and 2020. For each of the three main research questions, I asked three open-ended questions to gain a deeper insight into the perceptions and beliefs of the participants regarding the business problem of the anticipated increase in the number of women in business leadership positions and corporate culture changes. Participants answered with as many responses as they chose to provide.

The findings in three specific areas (issues, claims, and concerns) revealed 12 themes, including the responses for nonrelevance, no issues, no claims, and no concerns. An enlightening picture developed after analyzing the issues, claims, and concerns based on each of the 12 themes. The 12 themes from the data analysis process were as follows:

1. Corporate culture changes

2. Discrimination

3. Diversity

4. Education

5. Family obligations conflict with work responsibilities

6. Gender leadership differences in business leadership positions

7. Glass ceiling

8. Merit versus quota promotions

9.      No issues, claims, or concerns/nonrelevance

10.      Social identity perception/social role perception

11.      Underestimation of women

12.      Women in business leadership positions

Leaders may use these themes to understand the perceptions of the participants and initiate social change in corporate cultures.

I separated the responses by issues, claims, and concerns, centered on the three main research questions. By inserting a brief definition in the study of issues, claims, and concerns in parentheses following the word, I attempted to clarify what might have been confusing for participants. The section on issues included open-ended Questions 1, 4, and 7. The second section, associated with claims, included open-ended Questions 2, 5, and 8. Finally, the section centering on concerns included open-ended Questions 3, 6, and 9. The questions involved responses from the list of 12 themes posited by the respondents. A summary concludes the findings for each section. I will then summarize the findings for the overall study.

**Research Question 1: Culture Change Issues**

Research Question 1 is What are the issues, practices, and concerns corporate management will have with culture changes because of the increase of women in upper management? Participants' answers to three distinct subquestions addressed this question. I based this study and formatted each question on the premise of an estimated increase in the number of women in upper management from 2015 to 2020. Participants answered each open-ended question in the open-ended questionnaire (see Appendix D)

based on their individual beliefs, perceptions, and lived experiences.  Several participants offered more than one response for some of the questions, which generated multiple responses for those participants per theme.

**Open-ended questions 1, 4, and 7: Culture and value challenges.**  Open-ended Questions 1, 4, and 7 were as follows: What are issues with management incorporating this change in corporate culture and value changes?  What are the issues you have with the anticipated cultural changes?  What are the issues you have with the skills and expertise women in upper management will contribute to your organizational culture?  Participants used their individual perceptions, beliefs, and lived experiences to answer these questions, which all related to issues.

Table 8 reflects the participants' responses to the question about issues with management implementing the change to increase the number of women in upper management positions and corporate culture.  I separated the responses into three categories: primary, secondary, and single-response themes.  To understand the relevance of the responses further, I divided the total number of responses for each theme by the total number of responses to the question.  The result was the percentage of relevance for the theme to the question (see Table 8).

When I analyzed the results for Open-ended Question 1, I established two primary themes, and seven secondary themes surfaced in the responses (see Table 8).  The family obligations theme was the primary response (21%), followed by the glass ceiling (15%) and no issues/nonrelevance (12%).  Corporate culture changes, diversity, education,

social identity/social role perception, and women in business leadership themes were all

at 9%. Gender leadership difference had only 6% of the responses.

Table 8

*Results for Open-ended Question 1*

| Themes | Reponses per theme | % of relevance |
|---|---|---|
| Family obligations | 7 | 21 |
| Glass ceiling | 5 | 15 |
| No issues/nonrelevance | 4 | 12 |
| Corporate culture changes | 3 | 9 |
| Diversity | 3 | 9 |
| Education | 3 | 9 |
| Social identity/social role perception | 3 | 9 |
| Women in business leadership positions | 3 | 9 |
| Gender leadership differences | 2 | 6 |

I reviewed the information submitted by participants in response to the following

question: What are issues with the anticipated cultural changes? I totaled the number of

responses, divided each response total by the total number, and entered the percentage

into Table 9 as the percentage of relevance. The responses displayed in Table 9 reveal

the participants' perceptions derived from lived experiences and beliefs.

Table 9

*Results for Open-ended Question 4*

| Themes | Responses per theme | % of relevance |
|---|---|---|
| No issues/nonrelevance | 10 | 38 |
| Diversity | 4 | 15 |
| Corporate culture changes | 3 | 12 |
| Glass ceiling | 3 | 12 |
| Social identity/social role perception | 2 | 8 |
| Underestimation of women | 2 | 8 |
| Gender leadership differences | 1 | 4 |
| Merit versus quota promotions | 1 | 4 |

The data from Open-ended Question 4 contained one primary theme with 10

responses, five secondary themes with two to five responses, and two participants

provided a single-response theme (see Table 9). Thirty-eight percent of the responses to

this question yielded no issues/nonrelevance from the participants. The five secondary

themes were diversity (15%), corporate culture changes (12%), the glass ceiling (12%),

social identity/social role perception (8%), and underestimation of women (8%). The two

single-response themes were gender leadership difference (4%) and merit versus quota

promotions (4%).

     One primary theme, no issues/nonrelevance emerged for Open-ended Question 7

with 11 responses (41%). The high proportion of participants who chose this response

indicated no issues existed with the skills and expertise women in upper management

would contribute to organizational culture (see Table 10). The five secondary themes

received two and three responses, and the remaining five themes received one response.

The secondary themes were discrimination (11%), glass ceiling (7%), gender leadership

differences (7%), merit versus quota promotions (7%), and underestimation of women

(7%). The single-response themes each rated 4%: corporate culture changes, education,

family obligations, social identity/social role perceptions, and women in business

leadership positions.

Table 10

*Results for Open-ended Question 7*

| Theme | Reponses per theme | % of relevance |
|---|---|---|
| No issues/nonrelevance | 11 | 41 |
| Discrimination | 3 | 11 |
| Glass ceiling | 2 | 7 |
| Gender leadership differences | 2 | 7 |
| Merit versus quota promotions | 2 | 7 |
| Underestimation of women | 2 | 7 |
| Corporate culture changes | 1 | 4 |
| Education | 1 | 4 |
| Family obligations | 1 | 4 |
| Women in business leadership positions | 1 | 4 |
| Social identity/social role perception | 1 | 4 |

**Summary of themes for Open-ended Questions 1, 4, and 7.** When combining the results for Open-ended Questions 1, 4, and 7, an interesting phenomenon emerged. Even though each individual question contained single-theme responses, the total results for issues did not yield a single-theme response. Six themes emerged as primary themes with over seven responses each, and each of the seven secondary themes contained three to five responses each. I found no single-theme responses. I discussed the results in order of relevance to stress the impact of each theme for each question and found the 12 themes repeated in each question but not in the same order of relevance. To provide clarity and a brief overview of the responses, Table 11 includes all the information for each theme for Questions 1, 4, and 7. The table includes the theme, the number of responses, the number of participants, and examples of the responses. I totaled the number of responses for all three questions and then divided the number by the total number for each individual theme to arrive at the percentage of relevance for each theme.

Table 11

*Total Results for Issues*

| Themes | No. of responses | No. of participants | Sample responses |
|---|---|---|---|
| No issues/nonrelevance | 26 | 16 | No issues, nonrelevance |
| Glass ceiling | 10 | 9 | Feel resentment, lack of respect to women leaders |
| Family obligations | 8 | 6 | Day care issues, having to take time off for pregnancies, flex time issues |
| Corporate culture changes | 7 | 6 | Conflicts with corporate culture and changes, women contribute knowledge and skills |
| Diversity | 7 | 5 | Implementing diversity, gender, justice, and equality |
| Social identity/social role perception | 7 | 4 | Highly emotional, slower at decision making, accepting women as peers |
| Gender leadership differences | 5 | 3 | Men tend to be focused, women are concerned about feelings and opinions of others |
| Education | 4 | 4 | Consistent training for executive women needed, diversity training and antiharassment training |
| Underestimation of women | 4 | 2 | Cannot withstand the rigors of the position, lack professionalism |
| Women in business leadership positions | 4 | 4 | Majority of leaders at organization are women, men threatened by women bosses |
| Discrimination | 3 | 3 | Aggressive women only considered promotable, non-child-bearing women get promoted |
| Merit vs. quota promotions | 3 | 2 | Many have earned promotion and moved up, person is given a promotion not qualified for |

*Primary themes.* Six primary themes emerged during data analysis: (a) no issues/nonrelevance, (b) glass ceiling, (c) family obligations, (d) corporate culture changes, (e) diversity, and (f) social identity/social role perception. Sixty-seven percent of the participants offered 26 responses of no issues/nonrelevance, giving the impression

the business environment are changing to embrace the anticipated increase in the number of women in upper management prior to the occurrence. The participants stated clearly either they had no issues or found no relevance existed between the increased number of women in upper management and corporate culture changes. Future researchers might deduce the theme of no issues/nonrelevance contradicts the issues expressed in the glass ceiling, family obligations, corporate culture changes, diversity, and social identity/social role themes that surfaced, signifying the need to investigate the issues in more depth.

The second most prevalent theme that emerged was the glass ceiling. Nine participants (38%) offered only 10 responses for this theme. Because of the variety of responses, a researcher might conclude that while some women have begun to move beyond the barrier, others still struggle to conquer the mountain. The remainder of the primary themes that surfaced consisted of seven to eight responses. The family obligations theme yielded eight responses by 25% of the participants. A major concern for participants was the ability to achieve a work–life balance that accommodates them. Seven responses related to the last three primary themes: corporate culture changes, diversity, and social identity perception/social role perception. Seven responses offered by 25% of the participants indicated issues exist regarding the acceptance of women into the corporate culture. Seven responses from 21% of the participants referenced issues with diversity. The data indicated a link exists between pay issues and the participants' perceptions regarding diversity, and the seven responses (17%) regarding social identity perception and social role perception related closely to the responses of the glass-ceiling theme. The relevance of how the social identity perception and social role perception

theme interact with corporate cultures and values should be considered and before attempting to enact successful change.

*Secondary themes.* Six secondary themes surfaced for Open-ended questions 1, 4, and 7 during data analysis: (a) gender leadership differences, (b) education, (c) underestimation of women, (d) women in business leadership positions, (e) discrimination, and (f) merit versus quota promotions. Participants (4% to 17%) offered responses associated with management incorporating changes in corporate culture and value changes that yielded the following seven themes: education, gender, leadership differences, underestimation of women, discrimination, merit versus quota promotions, and women in business leadership. The secondary themes consisted of responses of the participants that revealed some issues. The gender leadership theme included responses by 13% of the participants who displayed a perceived difference in gender leadership responses. I anticipate further investigation and possible social changes to correct the perception. Thirteen percent of the participants offered four responses to the education theme. The responses from the participants alluded to the belief that women need more training in preparation for business leadership positions than currently exists. Eight percent of the participants offered four responses to the theme underestimation of women. The underestimation of a woman's ability to handle leadership positions based on these responses was due to the low numbers of participants and further research is necessary. Thirteen percent of the participants offered three responses to discrimination. The discrimination theme based on candidate selection and seemed to have a close link to the merit versus quota promotion theme. Eight percent of the participants offered three

responses to merit versus quota promotions. Participants' concerns focused on whether

the basis for the choice of a candidate was on gender or merit. Three participants (13%)

offered three responses to women in business leadership.

Responses from the participants ranged widely, which was indicative of increased

numbers of women leaders as well as resentment issues and challenges in the path of

those aspiring toward leadership. The number of women in business leadership positions

appears to be slowly increasing, but the question remains about the acceptance of this

increase by corporate culture and male employees. No single-response themes surfaced

for this section after compiling the results.

**Research Question 2: Implementing Culture Changes**

Research Question 2 was - What are the issues, claims, and concerns corporate

management will have implementing culture changes with the increase of women in

upper management? The design of the open-ended questions 2, 5, and 8 was to address

the claims of the participants associated with management incorporating the change in

corporate culture and value changes. Each participant drew from his or her perceptions,

beliefs, and lived experiences in his or her responses.

**Open-ended Questions 2, 5, and 8: Implementing culture change claims.**

Open-ended questions 2, 5, and 8 were as follows: What are the claims with management

incorporating the change in corporate culture and value changes? What are the claims

you have with the anticipated cultural changes? What are the claims you have with the

skills and expertise women in upper management will contribute to your organizational

culture?  Using their perceptions, beliefs, and lived experiences, participants offered the

responses for this question.

To answer the questions, I retrieved data from participant responses and

developed a table to reflect the information.  I reviewed the information received from

the participants for each question and divided the number by the total number of answers

for the question to attain the percentage of relevance to the overall response basis.  Table

12 depicts the emergent themes from the responses to Open-ended Question 2 and their

percentage of relevance to the overall number of responses.

Table 12

*Results for Open-ended Question 2*

| Theme | Responses per theme | % of relevance |
| --- | --- | --- |
| Social identity/social role perception | 13 | 37 |
| Glass ceiling | 5 | 14 |
| Diversity | 4 | 11 |
| No claims/nonrelevance | 4 | 11 |
| Discrimination | 2 | 8 |
| Family obligations | 2 | 8 |
| Women in business leadership | 2 | 8 |
| Education | 1 | 3 |
| Gender leadership differences | 1 | 3 |
| Merit versus quota promotions | 1 | 3 |

When I analyzed the data for Question 2, I found one primary theme, six

secondary themes, and three single-response themes that developed from the responses of

the participants (see Table 12).  The responses of the participants to this question yielded

one primary theme: social identity/social role perception (37%).  The six secondary

themes were the glass ceiling (14%), diversity (11%), no claims/nonrelevance (11%),

discrimination (8%), family obligations (8%), and women in business leadership (8%).

The three single-response themes consisted of education (3%), gender leadership

differences (3%), and merit versus quota promotions (3%).

Table 13 reflects the data developed from the participants' responses regarding

the anticipated cultural changes.  The 24 participants offered 33 responses, which denoted

more than one response received from one or more participants.  Question 5 had three

primary themes, four secondary themes, and one single-response theme.

Table 13

*Results for Open-ended Question 5*

| Theme | Responses per theme | % of relevance |
|---|---|---|
| Social identity/social role perception | 10 | 29 |
| No claims/nonrelevance | 8 | 23 |
| Corporate culture changes | 6 | 17 |
| Glass ceiling | 4 | 11 |
| Diversity | 2 | 6 |
| Education | 2 | 6 |
| Family obligations | 2 | 6 |
| Gender leadership differences | 1 | 3 |

Participants answered Question 5 regarding the claims they individually had with

the anticipated cultural changes (see Table 13).  Three primary themes emerged from the

information given by the participants.  The themes were social identity/social role

perceptions (29%), no claims/nonrelevance (23%), and corporate culture changes (17%).

The four secondary themes consisted of the glass ceiling (11%), diversity (6%), education

(6%), and family obligation (6%).  The single-response theme was gender leadership

differences (3%).

Table 14 contains the themes, the responses per theme, and the percentage of

relevance for the responses to each theme for Question 8.  As each participant answered

the question regarding his or her perception of the skills women bring to a corporate

culture, a predominate theme developed. Over half of the responses to this question were

relevant to the primary theme, and less than one fourth of the responses were relevant to

the first of four secondary themes.

Table 14

*Results for Open-ended Question 8*

| Theme | Responses per theme | % of relevance |
|---|---|---|
| Social identity/social role perception | 19 | 51 |
| No claims/nonrelevance | 7 | 19 |
| Education | 3 | 8 |
| Gender leadership differences | 3 | 8 |
| Diversity | 2 | 5 |
| Glass ceiling | 2 | 5 |
| Family obligations | 1 | 3 |

Participants answered Question 8 regarding the claims of the participants derived

from the individual perception of the skills women bring to a corporate culture (see Table

14). Two primary themes emerged from the information given by the participants. The

themes were social identity/social role perceptions (51%) and no claims/nonrelevance

(19%). The four secondary themes consisted of education (8%), gender leadership

differences (8%), diversity (5%), and glass ceiling (5%) The single-response theme was

family obligations (3%).

**Summary of themes for Open-ended questions 2, 5, and 8.** Combining the

results for Open-ended questions 2, 5, and 8 revealed four themes that emerged as

primary themes, six secondary themes, and one single-response theme. The primary

themes received between eight and 40 responses from seven to 16 participants (29-67%).

The six secondary themes contained two to five responses each. One single-response

theme emerged.  I discussed the results in order of relevance to stress the impact of each

theme for each question and found 12 themes repeated in each question, but not in the

same order of relevance.  Table 15 includes all the information for each theme for Open-

ended questions 2, 5, and 8, including the theme, the number of responses, the number of

participants, and examples of the responses given.  I totaled the number of responses for

all three questions and then divided the number by the total number of responses for each

individual theme to arrive at the percentage of relevance to the overall number of

responses

   *Primary themes.*  Four primary themes emerged during the data analysis process

for Open-ended questions 2, 5, and 8: (a) social identity/social role perception, (b) no

claims/nonrelevance, (c) glass ceiling, and (d) diversity.  The most predominant theme

that developed around Research Question 2 was social identity perception/social role

perception.  I concluded from this response that as women advance to upper management

positions, they would influence and encourage other women to follow them in advancing

their careers.  Based on the responses, it may be possible to assume the social identity

perception/social role perception directly influences the manner in which the genders

interrelate in the business environment.

Table 15

*Total Results for Claims*

| Themes | No. of responses | No. of participants | Sample responses |
|---|---|---|---|
| Social identity/social role perception | 40 | 16 | Broader reference framework, greater sensitivity to the views of employees, help to empower employees, mentor to other women |
| No claims/ nonrelevance | 19 | 10 | No claims, nonrelevance |
| Glass ceiling | 11 | 8 | Most executives within the corporate environment are men, women might be less likely to accept the status quo and challenge the good old boys' club mind-set |
| Diversity | 8 | 7 | Adds a greater element of diversity to the organization, increase the quality of decision making in an organization, will improve communications and productivity |
| Corporate culture changes | 6 | 5 | Will change the mind-set of the corporate world, contribute to a more cohesive and supportive environment |
| Education | 6 | 5 | Coaching women in leadership positions, proactive about getting education and training, education and skill level do not meet criteria |
| Family obligations | 5 | 3 | Work-life balance, need dual income for families, familial aspect leads increased job loyalty and satisfaction |
| Gender leadership differences | 5 | 3 | Being proactive, help encourage and promote changes by engaging the workforce, women have a different leadership style, might be considered more approachable |
| Discrimination | 2 | 2 | Gender bias, reverse discrimination |
| Women in business leadership positions | 2 | 2 | Many women in upper management already, transition women into upper management |
| Merit versus quota promotions | 1 | 1 | Promotion not based on merit |

Nineteen responses from 42% of the participants, where some offered more than one response, referred to the second of the primary themes (nonrelevance or no claims) with answers that might be reflective of the changing business environment.  Several participants provided responses that quite clearly involved no claims.  In addition, a few participants indicated that they did not see any relevance regarding whether leadership was male or female.  The assumption was that claims or positive practices add value; however, the participants had no claims.

The glass ceiling, which was the next highest theme, consisted of a diverse set of 11 responses from 33% of the participants.  I found the majority of the response positive with the exception of one answer that I found disturbing **-** when management begins incorporating the change in corporate culture and value changes, women employees might receive a false impression that the organization sympathizes and warmly welcomes the influx of women into upper management.  I discerned from this response that talking about change is good, but actually achieving change is not clearly palpable or taken for granted by participants.  Twenty-eight percent of the participants submitted eight responses on diversity regarding claims and the anticipated increase in the number of women in upper management and corporate culture changes.  An observer might perceive diversity in relation to the claims to be positive.  I perceived the level of intensity for the diversity claims to be encouraging, stimulating, and motivating.

*Secondary themes*.  Six secondary themes surfaced during data analysis: (a) corporate culture changes, (b) education, (c) family obligations, (d) gender leadership differences, (e) discrimination, and (f) women in business leadership positions.  Six

responses from 21% of the participants expressed claims regarding corporate changes and management incorporating the corporate changes involved in the increased number of women in upper management. I deduced from these responses the participants were hopeful and saw this change as positive. Six responses from 21% of the participants yielded responses regarding claims for the education theme. The majority of the participants remained positive about the increased number of women in upper management, except for one negative response. Five responses from 13% of the participants revealed a variety of responses with claims about family obligations from both male and female respondents.

During the data analysis, I discovered gender leadership differences involving the responses from 13% of the participants regarding this theme. The participants perceived a difference in leadership responses. Eight percent of the participants offered responses on claims of discrimination. The participants meant the men might have claimed or might still claim reverse discrimination, which requires further research. Eight percent of the participants expressed responses about claims for women in business management. Based on the responses, one might expect a broad gap in perceptions; however, only two participants offered responses, which indicate a need for further examination.

*Single response theme*. One single-response theme emerged from data analysis: merit versus quota promotions. The participant expressed a claim that women receive quota and not merit promotions. This response indicated the participant perceived the basis of a candidate's promotion might be gender and not merit.

**Research Question 3: Skills and Expertise**

Research Question 3 was as follows: What are the issues, claims, and concerns corporate management will have with the skills and expertise of women in upper management contributing to the organizational culture?  I determined the percentage of relevance for each question by totaling the number of responses for all the emergent themes and then divided the number into the number of responses for each question, as I had done in the two previous sections.  Research Question 3 yielded responses regarding the concerns of the participants and the most surprising results.

**Open-ended questions 3, 6, and 9: Skills and expertise concerns.**  Open-ended questions 3, 6, and 9 were as follows: What are the concerns with management incorporating the change in corporate culture?  What are the concerns you have with the anticipated cultural changes?  What are the concerns you have with the skills and expertise women in upper management will contribute to your organizational culture?  Participants offered responses regarding concerns based upon their perceptions, beliefs, and lived experiences.

I next analyzed the information from the participants regarding the concerns management might have when incorporating the change related to increased numbers of women in upper management and corporate culture changes.  The primary theme emerged with 35% of the responses, revealing a deeper concern for this theme than for others.  The relevance of the primary theme was two times higher than the next theme to evolve.

For Question 3, one primary theme, five secondary themes, and three single-response themes emerged (see Table 16). Participants perceived concerns regarding the glass ceiling as more important than other concerns. The participants responded with one primary theme: the glass ceiling (35%). The five secondary themes that emerged consisted of no concerns/nonrelevance (16%), corporate culture changes (13%), family obligations (13%), social identity/social role perception (6%), and underestimation of women (6%). Three single response themes surfaced: discrimination (3%), gender leadership differences (3%), and merit versus quota promotions (3%).

Table 16

*Results for Open-ended Question 3*

| Theme | Responses per theme | % of relevance |
|---|---|---|
| Glass ceiling | 11 | 35 |
| No concerns/nonrelevance | 5 | 16 |
| Corporate culture changes | 4 | 13 |
| Family obligations | 4 | 13 |
| Social identity/social role perception | 2 | 6 |
| Underestimation of women | 2 | 6 |
| Discrimination | 1 | 3 |
| Gender leadership differences | 1 | 3 |
| Merit versus quota promotions | 1 | 3 |

Table 17 reflects the concerns of participants related to implementing the anticipated change to corporate culture resulting from the increased number of women in upper management positions. The percentages for the information gathered from the participant ranged from 38 to 3%, which indicated a diverse spectrum of responses.

Table 17

*Results for Open-ended Question 6*

| Theme | Responses per theme | % of relevance |
|---|---|---|
| No concerns/nonrelevance | 11 | 38 |
| Glass ceiling | 6 | 21 |
| Education | 4 | 14 |
| Social identity/social role perception | 2 | 7 |
| Underestimation of women | 2 | 7 |
| Discrimination | 1 | 3 |
| Family obligations | 1 | 3 |
| Gender leadership differences | 1 | 3 |
| Merit versus quota promotions | 1 | 3 |

For Question 6, I found one primary theme, four secondary themes, and four single-response themes (see Table 17). The primary response of no concerns/nonrelevance (38%) almost doubled the next response, glass ceiling (21%). Based on the strength of the response, participants perceived this theme as important. The next theme, glass ceiling, was a strong response as well. The other three secondary themes were education (14%), social identity/social role perception (7%), and underestimation of women (7%). Four single-response themes surfaced discrimination (3%), family obligations (3%), gender leadership differences (3%), and merit versus quota promotions (3%).

As I analyzed the responses from the participants regarding their concerns for the skills women offer an organization as a leader, I found the primary theme was no concerns/nonrelevance (see Table 18), which denoted a lack of concern for this theme. The result might be indicative of a change toward women, such as the realization that

women possess viable skills necessary for management positions, or a genuine

unawareness of any issues.

Table 18

*Results for Open-ended Question 9*

| Theme | Responses per theme | % of relevance |
|---|---|---|
| No concerns/nonrelevance | 12 | 50 |
| Education | 4 | 17 |
| Glass ceiling | 2 | 8 |
| Merit versus quota promotions | 2 | 8 |
| Social identity/social role perception | 2 | 8 |
| Family obligations | 1 | 4 |
| Underestimation of women | 1 | 4 |

For Question 9, the participants' responses generated one primary theme, four

secondary themes, and two single-response themes (see Table 18). Participants'

submitted information regarding their individual concerns with the skills women bring to

an organization yielded 50% relevance responses to no concerns/nonrelevance theme that

stressed the obvious importance of the them due to the high percentage. The four

secondary themes each failed to reach the halfway point in relation to the importance and

relevance of the primary theme: education (17%), glass ceiling (8%), merit versus quota

promotions (8%), and social identity/social role perception (8%). Two single-response

themes, family obligations (4%) and underestimation of women (4%) seemed to have

little importance to the participants.

**Summary of themes for Questions 3, 6, and 9.** When organizing and analyzing

the responses for Questions 3, 6, and 9, I realized the responses of the participants

contained strong results in two areas and moderate results in the other nine. The two

primary themes contained 27 and 18 responses. Nine secondary themes developed from

the responses of participants, ranging from two to eight responses for each theme (see

Table 19).

Table 19

*Total Results for Concerns*

| Theme | # of responses | # of participants | Sample responses |
|---|---|---|---|
| No concerns/ nonrelevance | 28 | 16 | No concerns, nonrelevance |
| Glass ceiling | 18 | 13 | Male peer support, organizational support of women leaders, male resistance, alienation of current leadership, hire men first, backlash against all women, won't break through boys club mentality |
| Education | 8 | 8 | Do not have education for job, shortage in specific skills needed in women |
| Family obligations | 6 | 6 | FMLA, challenges with child care needs, work-life balance, dealing with child care |
| Social identity/social role perceptions | 6 | 6 | Drive to prove self to men might lead to overcompensating and over demanding, too emotional, overshadowing objectivity, and critical analysis, foreign culture acceptance of women leaders |
| Corporate culture changes | 4 | 4 | Increased attrition of men, change will be prescriptive and inflective, organizational support of women leaders |
| Merit vs. quota promotions | 4 | 3 | Distribution of management position based on merit, gender influenced promotions, quota versus merit promotions, appropriate selection process |
| Underestimation of women | 4 | 2 | Ability to handle the job, women fail to be seen as assets, company puts women into leadership position held previously by less educated men |
| Discrimination | 2 | 2 | Sexual harassment, coaching of women limited to those less likely to become pregnant |
| Gender leadership differences | 2 | 2 | Gender leadership struggle, conflicts |

***Primary themes.*** Two primary themes surfaced during the data analysis of Research Question 3: (a) no concerns/nonrelevance and (b) the glass ceiling. Sixteen participants provided 28 responses of no concerns/nonrelevance to the topic of management concerns incorporating the changes, their personal concerns with the anticipated changes, and their concerns regarding the skills and expertise women in upper management will contribute to corporate culture. The participants' responses of no concerns or no relevance indicated a lack of concern regarding the culture changes.

Eighteen responses from 13 participants expressed responses of concern regarding the glass ceiling. The controversial topic of the glass ceiling bore relevance to both male and female participants. The fact that both genders contributed responses for this theme indicates either a cracked or shattered glass ceiling.

***Secondary themes.*** Eight secondary themes materialized during data analysis: (a) corporate changes, (b) differences in leadership responses, (c) discrimination, (d) education, (e) family obligations, (f) merit versus quota promotions, (g) social identity/social role perceptions, and (h) underestimation of women. In the secondary themes, eight participants submitted concerns about education. The consensus from both male and female participants led me to believe a doubt existed about the educational qualifications of women to perform leadership duties. From the responses gathered, I perceived a need for better preparation of women candidates for upper management positions was important to the respondents.

Twenty-five percent of the participants offered responses regarding family obligations. The participants' main concern was being able to fulfill obligations to work

responsibilities and maintain a balanced home life.  Participant responses of work–life balance might also indicate the issue of parent care was a concern for both male and female participants.

Twenty-five percent of participants contributed responses to the social identity/social role perception theme.  The participants indicated by their responses that women leaders possess a clear understanding of the importance of the perception of women leaders by society and foreign cultures.  These responses indicated women are harder and more critical of women in general than others were of them.

Seventeen percent of the participants (all women) responded with answers regarding corporate culture changes.  These participants indicated, through their responses, a concern for acceptance and real change.  The lack of male responses to the questions regarding corporate changes was perplexing and indicative of a need for further research.

Throughout the study, participants offered responses to the questions, and some provided more than one answer.  The next few themes consisted of this pattern of more than one response per participant.  Thirteen percent of the participants offered four responses regarding merit versus quota promotions.  The participants agreed promotions based on gender and not merit were a concern them.

Eight percent (all female) participants offered responses regarding discrimination. I found these responses disturbing because the women might have responded with lived experiences.  I anticipate future research on the discrimination theme to be forthcoming.

Lastly, 8% of the participants (all men) responded regarding the gender leadership differences. Female participants offered no concerns regarding the gender leadership differences. I perceived the differences in gender leadership differences indicated by the men's responses to be residual of the old cultures and not real issues going forward.

**Summary of Findings**

**Theme 1: No issues, claims, or concerns/nonrelevance.** As I totaled and reviewed the results for all the responses, I found the top result, no issues, claims, or concerns/nonrelevance had 73 total responses consisting of 36% issues, 26% claims, and 38% concerns. I might conclude from this overwhelming response that the attitude regarding women in business leadership no longer presents barriers for women hoping to attain those positions. The ratio of men to women in the study was 29% to 71%. Surprisingly, the ratio for this theme was 38% men to 62% women. In addition, I might deduce from the results that women have the opportunity to crack, if not break, the glass ceiling. I found the results to lend credence to the successful negotiation increasing the probability of the advancement of women to management positions (Kolb, 2009; Roth, 2009).

**Theme 2: Social identity/social role perception.** The social identity /social role perception theme contained 53 responses: 13% issues, 71% claims, and 11% concerns. The participants consisted of 24% men and 76% women. The way society perceives women's role directly influences the way employers approach her employability. I found the responses for this theme linked to the conceptual framework of social identity and social role theories (Kakarika, 2012) and to the literature review for social identity and

social role theories (Hoobler et al., 2009; Kakarika, 2012; Kaul, 2009). The responses indicated the lived experiences, concepts, and perceptions of these participants influenced the manner in which the participants responded.

**Theme 3: Glass ceiling.** Participants' responses placed the glass ceiling theme, which is highly controversial, third. Participants offered 40 responses: 25% issues, 28% claims, and 45% concerns. The ratio of male to female responses was 18% male and 82% female, indicating the theme was vastly more important to women than to men. The male participants' responses focused on women missing work for pregnancy. The female participants noted the lack of respect toward women and hiring men first. This clearly remains an issue to the participants. Whether a perception or a lived experience, the glass ceiling issue linked closely to the feminist theory of the conceptual framework (Dean, 2009; Lawrence & Maitlis, 2012). The theme links to the topics of gender stereotyping (Kaul, 2009; Ortiz & Roscigno, 2009), corporate changes (Barsh & Cranston, 2011; C. Fine, 2011; Hicks & Moseley, 2011; Wittenberg-Cox, 2010), and female representation in business decision-making (McGinley, 2009) discussed in the literature review. The theme remains a subject for further exploration to determine possible solutions.

**Theme 4: Family obligations.** The family obligations themes revealed 19 responses: 42% issues, 26% claims, and 32% concerns. The male–female ratio was 25% male to 75% female, developed from the responses of the participants. I found family obligations directly linked to the social identity theory/social role theory in the conceptual framework (Tajfel, 2000). In addition, I found a link to family obligations (Aisenbrey et al., 2009; Fernandez-Mateo, 2009; Gregory & Milner, 2009; A. R. Miller, 2011; Shapiro

et al., 2009a, 2009b; Sidle, 2011) in the literature review. An observer might assume the ratio displays the female trait of nurturing and raising a family, but the desire to achieve work–life balance and concern for not only child but also parent care normally falls to the female.

**Theme 5: Education.** The theme of education generated 18 responses: 22% issues, 33% claims, and 44% concerns. I determined the ratio of respondents was 22% male to 78% female, developed from the responses of the participants. The participants offered responses indicating that women had enough or lacked enough education to be capable of handling business decision-making positions. The education theme related to the leadership theory (Lussier & Achua, 2009; Winston & Patterson, 2006) and to corporate changes (Oakland, 2011) and family obligations (A. R. Miller, 2011; Mishra, 2009) in the literature review. The participants related to education or the lack of education on a personal level, denoting a connection between the lived experiences, beliefs, and perceptions of those participants.

**Theme 6: Corporate changes.** The participants offered 17 responses identifying the corporate changes theme: 41% issues, 35% claims, and 24% concerns. The gender ratio developed from the responses was 8% male to 92% female. I recognized the link between the corporate culture theme and the conceptual framework of feminist theory (Dean, 2009). I noted a connection to the literature reviewed for both corporate changes (Barsh & Cranston, 2011; Dahl, 2009; C. Fine, 2011; Galbraith, 2010; Hicks & Moseley, 2011; Maon et al., 2009; Smollen & Sayers, 2009; Tseng, 2010) and female representation in business leadership (De Cieri, 2009; Kim et al., 2009; McGinley, 2009;

Shepard & Walker, 2009; Villers, 2010). I found corporate changes might be either one, which denotes acceptance of the change as needed or leadership must embrace change and convey it to the employees. Regardless, corporate changes must align with the corporate vision and goals to guarantee success.

**Theme 7: Diversity.** The diversity theme covered a wider range of possible responses. The participants provided only 15 responses: 47% issues, 53% claims, and no concerns. The male to female ratio developed from the responses was 33% male to 67% female. The diversity theme linked to feminist theory in the conceptual framework (Dean, 2009) and to the literature reviewed for diversity (McCann & Wheeler, 2011; Melamed, 2011; Singh Deo, 2009). Notably, the focus of diversity turned out to be on gender diversity, accepting a person because of gender and not necessarily because of any qualifications that this person may or may not possess.

**Theme 8: Gender leadership differences.** Controversy about the existence of differences in gender leadership exists within the business environment. The gender leadership theme relates to the feminist theory (Dean, 2009) and leadership theories in the conceptual framework. Although I listed nine leadership theories for the framework, I believed three theories relate to this theme: participative theory (Allport, 1993; Likert, 1961), groupthink theory (Janis, 1977; Whyte, 1952), and transformational theory (Bass, 1981; Burns, 1978; Kouzes & Posner, 2002). The theme relates to literature reviewed on gender leadership differences (J. B. Miller, 2012; Paris et al., 2009; Stoker et al., 2012; Tinsley et al., 2009). The participants submitted 12 responses: 42% issues, 42% claims, and 17% concerns. The response ratio of male to female participation was 25% male to

75% female.  The most interesting result of this theme was the perception of male and female participants about a difference in leadership between the genders.  The ideal blend of male and female leadership balances out management and offers a more complex, creative, and innovative corporate culture.

**Theme 9: Discrimination.**  The participants provided nine responses regarding discrimination: 33% issues, 22% claims, and 44% concerns.  The participant ratio developed from the responses for this theme was 20% male to 80% female.  For the theme of discrimination, I found links to the feminist theory of the conceptual framework (Dean, 2009) and links to the literature reviewed for corporate changes (Neubert et al., 2009) and underestimation of women (Thompson, 2008).  The majority of the participants' responses within the discrimination theme were regarding the hiring or promotion process in organizations.  Management should monitor the corporate environment to determine perceptions prior to incorporating women into leadership positions to avoid deeper-rooted problems.

**Theme 10: Merit versus quota promotions.**  I would like to think promotions based on merit prevail in the business environment.  The participants posted eight responses: 38% issues, 13% claims, and 50% concerns.  The gender ratio was 29% male to 71% female.  I linked the merit versus quota promotions theme to the feminist theory (Dean, 2009) of the conceptual framework and to female representation in business decision-making positions (Clough, 2011; Ebyen & Napier-Moore, 2011; Fernandez-Mateo, 2009; Hutchings, De Cieri, & Shea, 2011;Iversen & Rosenbluth, 2010; Kalev, 2009; Kumra & Vinnicombe, 2008; Levine, 2009; Terjesen & Singh, 2008) in the

literature review.  The greatest concern of the participants was that not all promotions reflect the merit of the candidate or the acceptance of the corporate culture environment.

**Theme 11: Underestimation of women.**  The participants submitted eight responses regarding the underestimation of women: 50% issues, no claims, and 50% concerns.  The participant ratio was 40% male to 60% female.  The underestimation of women theme related to the feminist theory of the conceptual framework (Dean, 2009) and directly tied to literature reviewed for the underestimation of women (Thompson, 2008).  Many participants believed women do not get the respect or credit due to a business leader strictly because of gender.

**Theme 12: Women in business leadership.**  The participants submitted six responses concerning women in business leadership: 67% issues, 33% claims, and no concerns.  The male to female response ratio was 20% male to 80% female.  I linked the women in business leadership theme to the feminist theory of the conceptual framework (Dean, 2009).  In addition, the responses linked to the literature for female representation in business decision-making positions (Clough, 2011; Fernandez-Mateo, 2009; Hutchings et al., 2011; Iversen & Rosenbluth, 2010; Kalev, 2009; Kumra & Vinnicombe, 2008; Levine, 2009).  Once considered homemakers and content to be such, the need for women to work outside of the home changed with the increase of divorces, with wars, and with cultural perceptions.  The participants perceived change to be positive and hopefully easily implemented to encourage social change.

Table 20

*Result Totals for Study*

| Theme | # of responses | % of responses |
|---|---|---|
| No issues, claims, or concerns/nonrelevance | 73 | 27 |
| Social identity/social role perception | 56 | 21 |
| Glass ceiling | 40 | 15 |
| Family obligations | 19 | 7 |
| Education | 18 | 7 |
| Corporate culture changes | 17 | 6 |
| Diversity | 15 | 6 |
| Gender leadership differences | 12 | 4 |
| Discrimination | 9 | 3 |
| Merit vs. quota promotions | 8 | 3 |
| Underestimation of women | 8 | 3 |
| Women in business leadership | 6 | 2 |

**Applications to Professional Practice**

Based on the wide range of responses, with percentages ranging from 2% to 27% organizational leadership might use the data from this study to help stabilize business operations and changes associated with the anticipated increase in the number of women in business leadership. Organizations continue to struggle to maintain a competitive edge, and market share in the business environment seems to be changing quickly in the 2013 economy. Businesses may no longer wait for progress, or progress will leave business behind. Aggressive action involves making changes that might not popular but benefit an organization. Incorporating more women into business leadership is just such a change. The ratio of 62% women to 38% men for 27% of the response for no issues, claims, or concerns revealed either women accept the lack of changes or embracing of the by corporate culture. This result might be indicative of three options: the implementation and embracing of change, a lack of understanding of the concept behind this change, or

women feeling unable to overcome barriers to change.  The responses to the social

identity/social role theme, which received 21% of the responses (24% men to 74%

women), indicated the implementation and acceptance of change has begun.  Leadership

continues to work to cultivate a culture of understanding and equal opportunity.  The

leadership role in this change continues to be collaboration, communication, education,

and involvement.

## Implications for Social Change

Stakeholders and those interested in researching the number of women in upper

management positions might benefit from this study by publishing and distributing the

results in industry-related publications, business colleges and universities.  Business

leaders and other interested stakeholders might gain a new understanding of why women

might lead, how women are accepted, and what the perceptions are regarding women

leaders by reviewing this study.  In addition, this study adds to existing research and

enhances the data available by offering a fresh viewpoint to those who have not yet

embraced women as leaders in business decision-making positions.  Organizational

leaders might benefit by embracing the diverse human capital in their organizations.

Women offer a viewpoint that differs from the viewpoint of men, consider a broader

range of options, and work at a slow rate - construed as unable to make a decision (Ortiz

& Roscigno, 2009).  As fast as the business environment changes, leadership needs to use

all assets to succeed.  Leaders tend to appoint women to CEO positions in times of

financial stability and men to CEO positions when firms lack a platform of financial

stability. Organizational leaders view women as steadier and not as apt to make risky

decisions (Adams, Gupta, & Leeth, 2009). Well-balanced leadership offers a more fluid corporate culture to the stakeholders and creates a sense of security and confidence that encourages investment and growth.

## Recommendations for Action

As I reviewed the data collected for analysis, I looked at each individual theme. My first recommendation for any organization would be to acquire a clear picture of where the corporate culture stands on the issue. Leaders might accomplish this by talking to the employees in open-forum meetings, encouraging employees to share their thoughts by putting anonymous opinion boxes in places convenient to the employees, and even conducting surveys.

Second, depending on the chosen method to gather data to clarify the views, management might form employee committees to review the data, come up with ideas, and make suggestions. Employees involved throughout a process tend to develop a sense of ownership, become more loyal, and strive to accomplish the goals. Lastly, I recommend developing a company team to implement, education, communicate, and work with employees from all divisions to implement the change. If employees understand the what, the why, and the how related to organizational change, they are more likely to participate and assist rather than resist and erode progress from the inside.

## Recommendations for Further Study

Keeping in mind the ratio of male to female participants was 29% to 71%, I pondered the possibilities appropriate for the responses. The primary themes needing further research were no issues (problems), no claims (benefits), or concerns (future

concerns)/nonrelevance, social identity/social role perceptions, and the glass ceiling. Although the no issues, claims, or concerns/nonrelevance theme would seem to indicate the participants have realized changes regarding the acceptance of women have begun, the fact that women outnumbered men by more than 2 to 1 does not clearly support the assumption that the changes aligned with the acceptance of women have begun. Organizational leaders might have started the acceptance process, and no ill effect of the corporate culture has developed. A remote possibility (based on 26% of 73 responses) is that women might have decided to stop struggling or there is a definite lack of awareness of the existence of the issue. I recommend conducting further research studies, perhaps one study for men and one study for women and comparing, merging, and analyzing the data from both for themes and patterns to provide the confirmation needed to declare this fact.

How an individual views his or her position in a company or how organizational leaders perceive an individual's abilities directly affects promotability and corporate cultures. The ratio once again represented a lack of male participants, with 4% male and 76% female, or 20% of the total response. A future researcher might conduct a study of social identity/social role perception to gain a deep understanding of this phenomenon and correct any inequities discovered; however, the preponderance of the results does not indicate such action at this time. Based on the data analysis, women and men both appear to be comfortable with their perceptions.

Lastly, the elusive glass-ceiling concept, also a factor in corporate culture, alluded to the lack of equality for women. Women continue to complain they cannot

make progress beyond this invisible barrier. The ratio of men to women was 18% male to 82% female, with only 14% of the responses indicating women have a greater interest in the glass-ceiling concept than men do. The actual responses, however, led me to consider further the need for additional research. I concluded that future research studies might support the reduction in the glass ceiling barrier or might yield additional consideration the barrier exists, as well as generate ideas and solutions to solve this problem, influencing social changes. In addition, a concern surfaced during data analysis that merits further research. While women perceive a positive move toward upper management promotions or positions, a concern surfaced regarding equitable pay. The concern centered on equal pay for equal work. The participants wanted to know if or when they would receive the same pay as their male counterparts. Men, who were once the primary breadwinners, agreed with the women about pay scales needing to level out. I recommend a future study to determine if the inequity in pay still exists despite efforts to rectify the problem and possible methods to address expediting the solutions.

**Reflections**

When I first started this study, I had experienced delays in hiring and considered the possibility of a hidden agenda by male employers. While most women have experienced this at some time, one cannot base the hiring process on those experiences. As I began to collect the data, the results surprised me, especially because the women almost outnumbered the men two to one in the data analysis. The responses, based on the lived experiences, beliefs, and perceptions of the participants, revealed that some men do

have a bias against women leaders. However, I expected to find that women perceived nonacceptance, unfair treatment, and the glass ceiling as dominant issues with women more so than men. I realized the number of women in leadership positions remains a bit lower, but the overall results show women have no issues, claims, or concerns, denoting changes in progress embraced and implemented in corporate cultures.

### Summary and Study Conclusions

I analyzed the information gathered from 24 participants: 17 women and 7 men. Of the 12 themes that emerged during the data analysis process, three primary themes emerged - no issues, claims, or concerns/nonrelevance, social identity/social role perception, and the glass ceiling. The most prevalent of the three themes was no issues, claims, or concerns/no relevance at 27%. The participants' responses for this theme indicated they had no issues, claims, or concerns with implementing women into corporate cultures. The social identity/social role theme (21%) revealed the participants perceived women as more sensitive to employee needs and having broader viewpoints. The glass ceiling theme (15%) consisted of perceptions ranged from men might resent women leaders or not accept them to most leaders in some organizations are already women. This diverse spectrum of responses led to a conclusion that the participants perceived organizational leaders had begun the process of implementing the change with no complications; women had either resigned themselves to their position in society or perceived any inequity as not deliberate or corrected. Settling for a specific societal role did not fit the path to attainment women had traveled for years and was not a viable

option.  A logical conclusion might be the acceptance of women has begun and incorporated into corporate culture.

Women are no longer bound to the house, taking care of their families and doing housework.  The role of women in society no longer allows women the luxury of staying home and taking care of their loved ones and a home.  Prices necessitate both men and women to work to support a home and family and sometimes to survive.  Women were historically bound to menial jobs for minimum wages, but this is no longer the case; wage and job equity appear to be equalizing.  Women are making progress along the path to leadership.  Women gained encouragement and hope as they advanced toward leadership positions.  Executive management could recognize the value of female employees, by guiding, mentoring, and incorporating women into the corporate culture.  A woman can still be feminine and a leader.  As women join with their male counterparts to forge new and progressive business environments and corporate cultures, individuals should reflect on the extensive journey that has led women to the brink of equality with men.

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doi:10.1108/10569211011076938

Appendix A: Eight Guiding Concepts

| Concept | Scholars | Date |
|---|---|---|
| Corporate culture and women in business | Villers | 2010 |
| | Dencker | 2009 |
| | Hoffman | 2009 |
| | Smollen & Sayers | 2009 |
| | Neubert, Carlson, Kacmar, Roberts & Chonko | 2009 |
| Female representation in business decision making | Fernandez-Mateo | 2009 |
| | Kumra & Vinnicombe | 2008 |
| | Levine | 2009 |
| | Metz & Harzing | 2009 |
| | Shepard & Walker | 2008 |
| Social role perception or social role identity | Hoobler, Wayne, & Lemmon | 2009 |
| | Kaul | 2009 |
| | Skinsley | 2008 |
| | Orser & Leck | 2010 |
| Stereotyping | Kaul | 2009 |
| Family obligations | Aisenbrey, Evertsson, & Grunow | 2009 |
| | Fernandez-Mateo | 2009 |
| | Moen | 2009 |
| Difference in leadership responses | Cunliffe & Eriksen | 2011 |
| | Fairholm | 2009 |
| | Rosener | 2009 |
| Underestimation of women | Nirenberg & Marvin | 2006 |
| | Thompson & Vecchio | 2009 |
| Diversity Management | Beneria & Permanyer | 2010 |
| | Segal | 2011 |
| | Melamed | 2011 |

Appendix B: Invitation to Participate in a Research Study

If you are holding a management position in an organization in the United States I would like to invite you to participate in my doctoral research study: The Influence of Increased Upper Management Women on Corporate Culture. You were chosen for the study because, collectively, you represent a broad range of individuals within the leadership of the workforce today. The message that follows is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

I, Brenda Boyd, a Doctoral Candidate at Walden University, am conducting this study. There will be no signatures collected in this study to allow for anonymity in anticipation that you will openly answer the questions without concern of identification. Normally, a study of this nature requires informed consent. When you agree to complete the open-ended questionnaire no additional signatures will be need to be collected because the completion denotes implied consent.

Background Information

The purpose of this study is to explore lived experiences, concepts, perceptions, and beliefs about what effects the projected increase in the number of women in leadership positions will have on corporate cultures.

Procedures

If you agree to participate in this study, which should take approximately 45 minutes, you will be provided a button to participate that will allow you to fill out a demographic questionnaire. Based on your responses to the demographic data, you will be presented either with the open-ended questionnaire or with the exit for the study.

Voluntary Participation

The choice to participate is strictly yours and the need to identify you by name is not a requirement. Using implied consent means that you agree to participate in this study. This means that your decision of whether or not you want to participate in the research study will be respected. Your place of work, worship, or retreat is not required information for this study and therefore, no one at your place of work, worship, or retreat will notified or contacted if you decide not to be in the study. Even if you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study, you may stop at any time. All of your data is coded to your protect your identity. I am the only person that will have direct access for to the data you submit for this study.

Risks and Benefits of Volunteering to Participate in the Study

There is no foreseeable risk to you by participating in this research. All documentation will be stored in a locked cabinet for 5 years, and then destroyed at the end of the storage period. The results of this study might possibly be beneficial to your organization by providing insight into issues, claims, and concerns of other leaders that may assist you in recognizing, correcting, or averting a situation in your organization.

Compensation

I appreciate your participation greatly. I would love to be able to compensate your efforts in some manner, but at this time, I cannot offer an incentive for participation in the research study.

Confidentiality Agreement

I will be conducting this study and will not disclose any confidential and proprietary information pertaining to this study. Confidential information shall include all data, software, financial facts, numbers, and statistics or records. The participants in this study will unknown to the researcher, identified only by a coded number to protect their privacy and confidentiality. The study will be set up to conceal any identifying information, even from the researcher. The data will be stored in a locked cabinet for five (5) years, shredded, and burned after that time. This agreement shall terminate five (5) years after the effective date.

Contact Information and Questions

Do you have any questions? If you have questions later, you may contact me at 336-769-8049 or brenda.boyd@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden's University approval number for this research study is 05-15-12-0192104, and the expiration date is May 14, 2013.

Statement of Consent

I have read the information and I feel I understand the research study well enough to make a decision about my involvement. By clicking the link below, I am agreeing to the terms described above. Please print and retain a copy of this agreement for your records.

Appendix C: Demographic questionnaire

1.  Age:  < 20 - 30 years old ___ 31-40 years old ___  41-50 years old ___ 51-60 years old

    ___ 61-70 years old ___   > 71 years old ___

2.  Gender:  Male ___        Female ___


3.  The level of education you have completed:  Elementary ___ High School ___College

    Degree ___ (2 year) ___ Bachelor's Degree ___ (4 year) Master's Degree ___ Doctoral

    Degree ___

4.  Racial Group:  Caucasian ___   African/American ___  Hispanic/Latino ___  Asian ___

    Other ___

5.  Company Size: 1 – 5000 ____   5001 – 10000____   10001- 50000___   50001 –

    100000___ 100001 and above ____

6.         Professional Title: CEO ___ President ___ Vice President ___ Board of Directors

    Member ___ Director ___Upper-level Management ___ Middle Management ___

           Other ___

7.  Indicate the number  years of experience:   1-10 years ___11-20 years ___21-30

    years___ 31 -50 years ___

8.         Indicate the number of position you have held in last 5 years: 1-3 ___4-7 ___8-11

    ___     12-15 ___

9.  Marital status: Single ___ Married with no children ___ Married with children ___

Appendix D: Open-ended Questionnaire

The following questions are related to your perception of the issues (problems), claims (benefits), and concerns (future concerns) about the influence of women in upper management on your particular organization or industry.

1. Given the estimated increase in the number of women in upper management by 2015 - 2020, what are the issues with management incorporating the change in corporate culture and value changes?

2. Given the estimated increase in the number of women in upper management by 2015-2020, what are the concerns with management incorporating the change in corporate culture?

3. What are the issues you have with the anticipated cultural changes?

4. What are the claims you have with the anticipated cultural changes?

5. What are the concerns you have with the anticipated cultural changes?

6. What are the issues you have with the skills and expertise that women in upper management will contribute to your organizational culture?

7. What are the claims you have with the skills and expertise that women in upper management will contribute to your organizational culture?

8. What are the concerns you have with the skills and expertise that women in upper management will contribute to your organizational culture?

9. Given the estimated increase in the number of women in upper management by 2015-2020, what are the claims with management incorporating the change in corporate culture and value changes?

Appendix E: Matrix: Aligning Research Questions

| Item Number | Page Number | Committee Member Response | Learner Response |
|---|---|---|---|
| | Section 1 | | |
| 1 | 10 | | The overarching research question will use the open-ended questionnaires questions to answer the research question, that link back to the overarching question. |
| 2 | 11 | | Added research questions that the open-ended questionnaires questions are geared to generate a type of response or answer to that relates to the overarching question |
| 3 | 12 | | Open-ended questionnaire questions are designed to evoke a response or an answer to the research questions to link back to answer the overarching question. |
| 4 | Appendix | | Added Appendix H to align research and open-ended questionnaire questions with the overarching question |

Curriculum Vitae

Dr. Brenda Boyd

luvn2learn@gmail.com

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**PROFESSIONAL SUMMARY**

I have twenty years of professional experience, which includes sales, customer service, employee instruction, training, communications, and writing.  As a professional I excel at interfacing with others at all levels to ensure attainment of organizational goals.  I possess excellent interpersonal, analytical, and organizational skills.  I excel within highly competitive environments where leadership skills are the keys to success.  I possess the ability to assimilate and apply new job facets rapidly.  I believe that education is the key to the future and sharing knowledge is rare privilege.

**EDUCATION**

Doctoral of Business Administration                     2009-2013
Walden University                                                Minneapolis, MN
Concentration: Leadership
GPA: 4.00
Expected Graduation ~July 2013
Relevant Coursework: Entrepreneurship, Finance, Global Supply Chain Management, International Business, Leadership, Marketing, Social Impact, and Technology Entrepreneurship

Master in Management                                          2008 - 2009
University of Phoenix                                           Phoenix, AZ
Concentration: Human Resource Management
GPA: 3.97
Relevant Coursework: Managing in a Cross Culture Environment, Corporate Finance, Marketing Management, Human Resources – Problem Solving, Human Resources – Decision Outcomes

Master of Business Administration                        2006 - 2008
University of Phoenix                                           Phoenix, AZ
Concentration: Accounting
GPA: 3.78
Relevant Coursework: Problem Based Learning, Transformational Leadership, Strategic Implementation and Alignment, Managerial Decision Making, Maximizing Shareholder Wealth, Resource Optimization, Enterprise Risk, Sustainable Customer Relationships, Strategies for Competitive Advantage, Accounting Theory, Advanced Accounting Systems, Advanced Cost Accounting, Advanced Business Taxation, Auditing

Bachelor of Science in Business Administration     2003 - 2008
University of Phoenix                               Phoenix, AZ
GPA: 3.78
Relevant Coursework: General Skills for Professional Development, Critical Thinking, Skills for Professional Development, Theory Practice and Application, Organizational Behavior, Thinking Strategies in Decision Making, Economics for Business, Financial Accounting, Corporate Finance, College Mathematics, Account for Decision Making, Accounting Information System, Contemporary Business Law, Intermediate Financial Accounting, Advanced Financial Accounting, Income Tax Accounting, Government and Non-Profit Accounting, Contemporary Auditing.

**TEACHING EXPERIENCE**
Jackson Hewitt Tax Franchises – Face to face      1994 – 2005
Tax Services of America – Face to face            2008 – 2012

**WORK EXPERIENCE**

Boyd's Financial Services                          Winston Salem, North Carolina
Owner                                              1998 - Present
A high-profile management position accountable for soliciting community business accounts and developing strategic alliances with clientele.
Actively communicate with clientele, vendors, and Internal Revenue Service
to insure client satisfaction and be compliance with IRS statutes.
Effectively consult with clients and prospective clients about the financial position and process available to obtain the results that the client wants.
Offer monthly newsletters to those clients that are interested in more information.


Western International University                   Peoria, AZ
Tutor                                             2011 – Current
Tutor students who need assistance in the Accounting Discipline.
Tutor 13 classes in Accounting Discipline, twice a week for two hours each week, using Adobe Connect during the first year. A list of the 13 classes tutored can be provided upon request.
Tutoring changed to on-demand going to the first tutor to see the notice.


Tax Services of America, Inc.                      Winston-Salem, North Carolina
                                                   Mocksville, North Carolina
Tax preparer/Instructor/Store Supervisor
Multi-Unit Supervisor                             2007 - 2013
Conscientiously prepared taxes and performed normal daily operations of office

Carefully printed checks and verified distribution to correct client, printed daily reports and prepared deposit

Effectively organized lessons to teach basic tax preparation to students, graded and posted grades on intranet

Administered final exam and made suggestion re: hiring employees

Proctored students during testing for employment

Scheduled employees for work and monitored daily need for changes in scheduling per forecasts

Jackson Hewitt                                          Winston-Salem, North Carolina
Franchise Office Supervisor/ Instructor/
Night Supervisor/Processor/Tax Preparer          1994 – 2005

Performed daily operating procedures (opening – closing- daily)

Schedule preparers for each hour per home office requirements

Prepared taxes, reports, maintained check stock, printed checks and rectified reject errors.

Diplomatically managed conflicts between clients and preparers, explained the tax laws relating to the client's individual return.

Effectively, closed down the office after tax season was over by packing up files and other data to be transferred to the main franchise office open year round.

Meticulously processed returns for filing and managed office at night

Organized lessons to teach basic tax preparation to students

Excellent rapport with clients

Skilled in solving problems on returns.

Kelly Services                                          Winston-Salem, North Carolina
Customer Service Representative                   2006 – 2007

Position as a temporary at Partners Medicare choice resolving questions and assisting in helping members to understand Part D changes to Medicare Regulations

National Account Coordinator at Pepsi National responsible for making sure that client's new stores had coolers and product prior to opening store.

Made certain that stores with cooler issues get coolers fixed or a new cooler.

National Retail Services                              Winston-Salem, North Carolina
Independent Merchandiser (part time to full time)     1998 - 2002

Serviced clients through field surveys on a semi-monthly or monthly basis,
 resets and product rotations as directed.

Excelled as good will contact between the client and the company.

First Assembly of God                                      Winston-Salem, North Carolina
<u>Accounts Receivable</u>                                  1998 - 2000
Processed charges on student accounts for the Christian School.
Monitored payment applications and corrected errors in application.
Effectively communicated with parents about monthly billing statements, collections, and
year-end statement of accounts.

American Express Travel Related Services           Greensboro, North Carolina
<u>Customer Service Representative</u>                      1994 –1996
Excelled in resolving customer disputes on accounts.
Cross-trained in several departments.

Honors and Positions Held
    Registered Tax Return Preparer (RTRP) – 2012
    Charter President – Alpha Mu Rho – Phi Theta Kappa Chapter – Forsyth Technical
    Community College – 1986 – 1988
    Sigma Iota Epsilon – Zeta Rota Chapter - 2013

    AICPA - 2013
    Mentor – University of Phoenix – 2011 – current
    Member of the *Alumni Current Student* Selection Committee - 2013
    Member of the *I Am A Phoenix* Scholarship Selection Committee – 2012
    Member of the *Pay It Forward* Scholarship Selection Committee – 2011
    Member of the *Pay It Forward* Scholarship Selection Committee - 2012
    Member of the *Focus to the Finish* Selection Committee – 2013
    North Carolina Community College Student Government Association Secretary ~
    1987 – 1988
    NC Executive Woman of the Year – 2011 – National Association of Professional
    Women (NAPW)
    Student Government Association ~ Forsyth Technical Community College ~ 1986 -
    1988

Board of Directors Memberships

    Joshua Camp, Inc. ~ 2002 - 2003
    Cup of Hope, Inc. ~ 2006 ~ Current
    Land of Goshen, Inc. ~ 2009 ~ Current
    Chain the World to the Altar ~ 2010 ~Current