

Women in Leadership and Work-Family Integration

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Edited by

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and Kerri Cissna-Heath

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The writing of a book is like birthing a baby. It takes a community of individuals and their support, including the families and friends of each author and contributor. It is with extreme gratitude for those that made major contributions, that this book volume is delivered.

As I was listening to graduate students share some of their struggles, I was reminded of the findings from previous research about university faculty and their adaption to the academy. Teaching, advising and publishing were difficult for the female faculty, particularly those with families (husbands and children). They often mentioned issues of family being a component of their work life, while their male counterparts rarely shared any matters beyond their career adaption to the academy.

This led to further conversations with several doctoral students about the ability to integrate career and family and the conflicts that are persistent in the integration, especially for women. As this project was developing, these doctoral students shared insights and reflections on the findings of current and previous research. These discussions and literature reviews were important in shaping the direction of the research.

In reading the current research on women in leadership, we found that studies on work and family life have been conducted by professional fields, indicating that the conflict was related to each occupation or career. In the legal field, conclusions suggested that the path to which one made partner was the reason that women struggled to be in leadership roles. In the corporate field, it was the method by which corner office positions were appointed. In the academy, it was the way in which tenure was awarded. There were few, if any, studies that looked at the issues of women in the workforce and their opportunities for leadership and the subsequent impact on work-family life balance issues across the professions. This led to the creation of a research project to further explore these topics.

I want to express appreciation for the early work and support of two gifted doctoral students: Elizabeth Krymis Bieler and Kerri Cissna-Heath. They were instrumental in responding to the research instrument, developing the sampling plan, and supporting the interview manual development. Their excitement and enthusiasm were critical as we started the interviews with a sample of wonderful women.

The initial sample for this study explored the lives of female doctoral students and represented a wide range of professions. This satisfied the intent to have broad representation from a breadth of professions. These women ranged from women who were finishing their graduate degrees before starting families, those that had already raised a family, as well as those that were single by design or child-free by choice. Krymis Bieler and Cissna-Heath also played an important role in expanding the sampling process beyond doctoral students to women leaders that were named in publications (i.e. 40 women-leaders in Orange County) and identified through personal recommendations.

Of great importance are the many women who shared their personal lives with us for the purpose of this study. They generously gave of their time for each interview conducted with open-ended questions. Their stories were amazing and presented private experiences, hopes, dreams and intentions to support their own children and grandchildren in reaching their goals. They shared their lives with us – strangers seeking understanding of the issues they faced as they achieved success and meaningfulness in their lives both personally and professionally. We thank each one of them for their graciousness as we intruded in their life stories and we hope that it provided insights, enjoyment and affirmations of their strength and vast accomplishments.

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CHAPTER ONE

AN INTRODUCTION TO LIFE COURSE
RESEARCH:
WOMEN AND WORK-LIFE BALANCE

MARGARET J WEBER

Introduction

With higher levels of education and career aspirations, women are searching for the space and support to combine work and family responsibilities. Giele (2008) describes the dual-career family as one in which both husbands and wives are engaged in work life. This is changing both the workplace composition and the division of family labor. In two-parent households with children under the age of 18, approximately 60% have both parents working outside of the home (data from the Pew Research Center) (Parker and Wang, 2013). There are few institutional norms and policies to support these two-earner families for managing their domestic and work responsibilities. Although following World War II, there has been an increased presence of women in the workforce, until recently, they did not pursue a career (an occupation undertaken for a significant period of a person's life with opportunities for advancement).

To understand this phenomenon, the life course research method was utilized to understand the lives of women and their perceptions of their own goals and life choices. Over 300 women have been interviewed utilizing this approach. This research methodology allows for the exploration of the competing narratives of women's lives as they seek to balance their work activities with the demands of marriage, caregiving and motherhood. This introductory chapter focuses on the life course method and presents a historic view of the approach to social problems.

The human course is filled with a wide range of personal and family issues, many of which are shared by the larger culture. When these issues are mutually recognized and the shared perceptions concern a large

number of people, they may be perceived as a social problem that requires social action. These social problems range over a lifetime such as birth, childhood, occupational entry, marriage, aging, and death. All emerge in an individual's life and have collectively been defined as "social problems." Elder (1974, p. 4-5) suggests that

"Overall the life course can be viewed as a multilevel phenomenon, ranging from structural pathways through social institutions and organizations to the social trajectories of individuals and their developmental pathways. In concept, the life course generally refers to the interweave of age-graded trajectories, such as work careers and family pathways, that are subject to changing conditions and future options, and to short-term transitions."

These pathways can be multiple, dependent or interdependent and have many similar or different issues.

Elder, 1994 identified four paradigms that affect the life course of individuals that are listed below:

1. *Historical and geographical context.* Individuals are located in specific community locations during particular contexts. People that are born in a certain time period constitute a particular birth cohort. These individuals have a historical experience and opportunities based on their geographical location. For example, a child born in a farming community around the depression may have had few opportunities to pursue a college education, rather staying on the farm and contributing to the family income may have been expected.
2. *Social embedded-ness.* This idea centers on a role change and relationship-based approach to lives. An individual's life changes as their relationships and social roles change. Intergenerational relationships reflect the life cycle and the changes inherent from birth through adolescence, early adulthood, and later life. The social ties that develop through this family cycle establish norms that influence individual actions and decisions.
3. *Agency and personal control.* Individuals have the ability to select certain roles and situations for their lives. These choices mean that they construct their own course within given constraints. This establishes behavior patterns and social regulation within accepted boundaries and even outside of these boundaries.
4. *Timing.* The way in which an event occurs in an individual's life may impact their life course. For example, if the birth of a child occurs in later life (in the mid to late 40's), parenting continues

through a person's retirement years. This is juxtaposed to the couples that had their children early in life (at early 20's) and are ready to enjoy their later work years. These parents will enter into retirement with their children already launched.

Elder's work is considered the classical approach to life course research. Giele (1995) utilized these four principles, along with Parson's functions of the social system, and applied them to social change and the life course. She suggested that there were four elements: cultural background, social membership, individual goal orientation, and strategic adaptation that she applied to the women's temperance and suffrage movements. She used the same schema in her recent studies of homemakers and careerist women (Giele, 2008).

Lopata and Levy (2003) list five themes for the life course paradigm that are similar to Elder's work and include:

1. The *interplay of human lives and historical times* that may have a "cohort" effect in which life patterns of groups of people born within a certain bounded time may have similar experiences. An example might be the baby boomers (born between 1946 and 1964) and generation Y (born after 1981) that represent two cohorts with considerable differences in life experiences.
2. The *social meaning of age*, age-norms, and age-graded roles and events. Age-norms support the assignment of people to certain roles and expectations, rights and privileges according to their biological age with normative expectations. For example, most students will begin driving at the age of 16 and launch their college career around the age of 18.
3. The *timing, sequencing*, and duration of life events. As age-norms specify by whom and when certain things should be accomplished, the life course roles and events of individuals intersect. The multiple trajectories are expected to be similar to and coordinated with others in their social world.
4. The *linking and interdependence* of lives. Social relationships endure over time for each individual human life and may involve kin, friends, workers, and social groups. As one life intersects with another over the life span through these social roles, the concept is referred to as "linked lives".
5. The *human agency* in choice making. Individuals construct their own lives around their social and physical worlds to be compatible with their own goals and social role expectations. For example, some adolescents will choose to attend college with their peers and

others will decide to pursue job opportunities and stay near their families.

The life course framework contributes significant understanding to the direction of a life path. This framework functions as understanding living systems: individuals, social groups or whole societies. These areas are critical in shaping adult gender roles around work and family life. Lee, M.D., et al., (2011) suggest that life course research understands the broad life context as one focuses on the changes in human lives. Life course considers the individual, the couple and the family. These are framed within the context of individual actions and the institutional and structural conditions of society. This also includes the timing and sequencing of life events.

Giele (2002) utilized her theoretical framework of life stories and gender role(s) to explore the rich tapestry of a woman's life in respect to traditional homemaker and the careerist woman. This allowed her to use a systematic approach to the analysis of the variables through the narrative story. The field of life course continues to evolve and recognize the powerful influences of women from their past experiences and that of their partner. Giele and Elder (1999) have shown the delayed effects of these early experiences on later life practices and impact for decision-making. The life course perspective suggests that women may be similar or different in various aspects of their life (age, education, family characteristics, socio-economic status, race/ethnicity). These similarities and differences impact the way in which a woman considers combining a career with family or making a choice between family and career.

Women careerists are receiving a lot of media attention recently with the book by Sandberg (2013). Women are discussing the issues of balance and career advancement to manage their careers and family life. Slaughter (2012) in the Atlantic Magazine suggested that women cannot have it all. In an interview on July 3, 2014, the CEO of PepsiCo reiterated that it is impossible for women to enjoy a career in leadership and have a strong family life. Nisen (2013) states that the decision to have children and a career has presented a zero sum game for women. In this perspective it is extremely difficult to excel in one area without sacrificing in other areas of life.

Women are attending the university in ever increasing numbers, now constituting a majority of the students in the U.S. and around the world (Economist, 2006). Many of these women are striving for a career and are asking questions about balancing both career and family life. Gornick and Myers (2003) suggest the dual earner family is the norm. Women and men

are both parents and careerists, and this is creating a shift in traditional roles. The changing lives of women and the family constitute a current social issue that challenges our understanding of role-assignments and contemporary work lives.

Society still holds a gendered view of work and family, that career/work and family are separate spheres. Many hold the view that the workforce is male territory and career advancement to the top levels of leadership are still the prerogative of the male. In this same vein, woman's primary role is that of traditional homemaker, the caretaker of children and support for the spouse or significant other in their careers. Filipovic (2013) says that women have spent their entire lifetime being socialized as caregivers both within the family and the larger community. This gendered view that work and family are separate spheres continues to assume that men have wives to help them with the demands of work and family integration, and that women are wives, no matter what other roles they assume.

Most of the research has assumed that work and family are competing entities. This duality has classified women as "work-centered, family-centered, or (in the middle) work-and family-centered" (Gersick, 2013, p. 6). This understanding of roles has typically stemmed from selecting women at one point in time rather than longitudinal studies that are able to track women over a longer time period. Scholars have rarely studied individual women for a longer term or considered the larger societal context for work-family integration.

Arthur, M.B., Inkson, K. and Pringle, J. (1999) suggest that the findings from a majority of studies thought individual agency is rare for women. These studies focus on career management where individuals, not organizations, have control over their career fulfillment. The pursuit of personal meaning does not conceptualize the individual woman in her broad life and societal context. This perspective has major implications for women who are constrained by family and personal life problems that are usually outside of their control.

Walzer (2003) gives an example of a life course study that focused specially on gender and divisions of infant care by parents. Gender plays a major role upon the birth of a child for the realization of work and family roles. It is the time of differentiation for most couples. Mothers are more apt to leave their employment or work part-time than fathers. Fathers tend to become "helpers" to mothers in supporting the new baby. Walzer (2003) also discusses the invisible issues of mental labor - the emotional work involved in the care.

In summary, the life course as a social construction of understanding the role of women in leadership and their issues of work-life balance was deemed as an excellent approach to this project. The qualitative methodology allowed for the collection of data over the life span as women reflected on their lives and their futures. This framework allowed the research team to look at a woman's entire life journey to explore issues of work life balance.

Plan of the book

The Women in leadership: Work-Life Balance Project was started in 2009 as The Digital Women's Project. A semi-structured instrument based on the work of Giele (2008) was utilized for the data collection. A purposeful sample with candidates for doctoral degrees at a west coast private university served as the beginning sample for the project. Women leaders were then identified through various publications (i.e. Orange County Magazine that focuses on women in leadership). The sample developed through the snowball technique, as women would nominate colleagues and others to participate in the study. As of July, 2014, over 300 women have participated in the interviews.

The project data is available for doctoral students to analyze and utilize for a variety of dissertation topics. The following chapters illustrate some of dissertations from the project. They represent important issues that have developed from the interviews and topics that are depicted in the media. Each chapter is summarized briefly below:

Chapter One: Research design and data collection

This introductory chapter highlights the background of life course research. The framework is shared, along with various research perspectives on how it is utilized for this study. This framework is described as it is applied to the Digital Women's Project (DWP) and the impact on the study of work-life balance. The historic basis of the life course from Elder and Giele are described. This chapter creates the context for the rest of the book.

Chapter Two: Faith and work-life balance

Krymis (2011) summarizes the findings from her study of role of faith in the Digital Women's Project and the women who shared stories about their reliance on faith. Her dissertation "Qualitative analysis of identity, relational style, adaptive style, and drive and motivation and the role of faith from the narrative life-study framework," suggests that women value

faith as a foundational element in their lives. They view their faith as a part of God's purpose for their lives and that it gives meaning to their work. The women also indicated that professional and personal relationships that reflect their own faith and values are part of their coping strategies for work life balance.

Chapter Three: Race and work-life balance

Barge's (2011) dissertation entitled "A phenomenological study of competing priorities and African American women striving to achieve work-life balance" focused on women of color. Findings from this study confirm that relationships, discrimination, ageism, workplace dynamics, and wellness are among the competing priorities impacting a woman's ability to achieve sustainable balance at home and work. The study suggests that women of collectivist groups approach their work and family lives more communal than women from individualist groups.

Chapter Four: Women in non-traditional careers and work-life balance

Almestica (2012) wrote her dissertation on "Work-life balance issues and mentoring strategies for women in the contract management profession." This study focused on women working in a historically male dominated field. The results of the study indicate that even through these professional women may have experienced challenges in their career paths, many, if not all, have accomplished a certain degree of success through learning, perseverance, work and family related coping strategies, motivation, willingness to take risks, and having a mentor. This study revealed that women have made progress in the contract management profession although few women hold the highest leadership positions in this male-dominated field.

Chapter Five: Mentoring and impact on work-life balance

Weber utilized the data from the interviews of the DWP to consider the role of mentoring and work-life balance. Analyzing the data from multiple perspectives, findings indicate that male and female mentors provide differing types of mentorship. Mentoring needs of individualistic and collectivist cultures impact a woman's need for mentoring. Mentoring is a powerful tool for women and often not utilized for both work-life balance and issues of career advancement.

Chapter Six: Strategies for work-life balance

Cissna-Heath (2012) focused on “Women in leadership: Strategies for work-life balance.” This chapter summarizes the strategies that women are implementing into their lives to integrate the demands of work and family life. Findings from this study indicate that women are more likely to be successful at juggling multiple roles if their career is meaningful and fulfilling. Another strategy women use the utilization of mentors to balance the competing demands of their multiple roles. A strong work ethic is another strategy that surfaced as a theme for integrating work and home life. There were 15 additional strategies that came from this data analysis, which will be described in chapter six.

Chapter Seven: Conclusions

The final chapter of this book will summarize the overall goals of the study and the accomplishments of six research studies that utilized the Weber (2010) data set. The findings from each study, implications of the research and recommendations for future studies will be summed up in this brief conclusion. A final summation of the entire book will guide future researchers who wish to continue this work.

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Figure 1: Life course paradigm that links the frameworks of Elder, Giele, and Lopata & Levy framework.

Elder	Giele	Lopata & Levy
Historical Time & Place	Culture	Historical Time & Age-Norms
Linked Lives	Social Integration	Linking and Interdependence
Human Agency	Individual Development	Choice Making
Timing of Events	Adaptation	Timing, Sequencing

CHAPTER TWO

RESEARCH DESIGN AND DATA COLLECTION

MARGARET J WEBER

Introduction

Qualitative research provides the opportunity to pursue in-depth stories of women and issues of work-life balance. This chapter outlines the research design and data collection procedures for the study of work-life balance issues. It provides the background for specific procedures that were utilized to understand issues related to gender and work.

Research Questions

The research questions that guided the study were as follows:

1. What experiences (identity, relationship style, drive and motivation, and adaptive style) shape the life course of women that impact work-family life balance decisions?
2. How do socio-demographic variables (education, age, ethnicity, family composition, profession, marital status, and spouse education) influence work-family life balance decisions?
3. What are the relationships between influencers (family background, mentoring and faith) and career goals on work-family life balance decisions?

Qualitative Design

Qualitative research occurs in a natural setting where the researcher(s) are assuming the role of data collection, focusing on the meaning of the information collected by the participants, and then forming analysis (Creswell, 2007). Denzin and Lincoln (1994) define qualitative research as:

"... multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts - that describe routine and problematic moments and meaning in individuals' lives" (p.2).

Creswell (2007) defines research less on information sources but with similar ideas:

"... is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting."

Qualitative researchers work with many variables and few cases. This is different from quantitative researchers that work with a few variables and many cases. Creswell suggests that qualitative inquiry is for the researcher who wants to:

1. Commit to extensive time in the field.
2. Consider the time-consuming process that is often complex data analysis.
3. Substantiate claims to show multiple perspectives by detailed written responses.
4. Understanding that the lack of firm guidelines is evolving and changing in the social and human research field.

In qualitative research, the question often begins with how or what to describe the phenomenon that is ongoing within an individual in a social context. The intent is to understand each individual case within their natural setting with a detailed view of the information gathered. The qualitative approach allows the researcher to play an active role in telling the story from the participants' perspective and does not pass judgment on the participants.

Assumptions help to guide the study for an understanding of knowledge. Knowledge is created from the meanings people make of their lives and/or the phenomenon being researched. Knowledge is laced with personal biases and values that emerge to the context in which the issues are

studied. Often, the findings are situated within a social-political perspective aimed at creating change and action.

Qualitative studies may take different forms. All have a strong inquiry based approach and engage those in the field. Creswell suggests there are five forms of qualitative research which include: Biographical life history; phenomenological study; grounded theory study; ethnographical study; and case study. The particular form that guided the work-life balance study described in this book is a phenomenological study.

A phenomenological study begins with philosophical ideas about the themes to be studied and guides the research study (Rieman, 1986). In this case, the themes to be studied are identity, relational style, motivation and adaptive style. The challenges of work-life balance are studied by entering the lives of the participants; seeking to understand how they experience their own lives, that of their families of origin, their current families and their work environments within a historical context. The researcher finds meaning and significance in each participants experiences through a careful and detailed analysis.

Theoretical Framework and Definitions

Various studies regarding work-life balance utilize the narrative and life story approaches, such as Elder and Giele, which stand as the models for this particular study. Giele also refers to the foundation of systems theory (Parsons, 1955). Systems theory encapsulates the concept of all parts working together, embedded in human behaviors. This psychosocial framework suggests an emphasis on the social implications as well as unique psychological differences. This perspective, contributed by Parsons, offers insight to the sociology of personality, creating a fusion for a framework that can adequately address such questions as, "why do women choose to stay home?" or "why do women choose to have a career and family and believe that it is manageable?" Some argue that feminist thought and systems theory are incompatible. It can be argued that systems theory can be part of the feminist analysis because marginalizing it from intellectual feminism is internally contradictory, and it offers purposeful thoughts toward feminism. Used in a broader range, systems theory can be applied to feminist thought on families (Hanson, 2009).

A life course perspective suggests that women who may be similar in age, education, economic position and race may have different values, attitudes, or personal characteristics that might contribute to their decision to seek a career and/or become a homemaker (Elder, 1994, 1998, Giele, 2002). Giele (2008) suggests that the life story method provides a way to

consider issues of gender role from the combined perspective of systems theory and the life course framework. The life course method enables a framework to question what factors assist a “minority” individual with inferior-ascribed status to achieve a higher “majority” status.

An adaptation of life course theory will guide the study described in this book. Over the last couple of decades, life course theory has been applied to the study of human lives that places the context of the study across the social and behavioral sciences (Elder, 1994). Humans exist within changing societies and have choice making controls over their lives. The concept of life course theory has made time, context and process the dimensions of study, along with the cultural and intergenerational variables (Elder, 1975). Life course has been applied to the interweaving of work careers and family pathways that are subject to cultural changes with future options. Life course is defined as a field of inquiry that provides a framework for research on problem identification and conceptual development that delivers insight into the impact of changing societies on developing lives (Elder, 1985). Elder suggested there were four themes of life course which included: lives and historical times; the timing of lives; linked lives; and human agency.

Giele (2002) expanded on the life course theoretical framework to develop a set of factors related to life stories and gender role(s) that she has framed as the life story method. The factors that are critical in shaping individuals’ adult gender roles are sense of identity, type of marital relationship, personal drive and motivation, and adaptive style.

Definitions for the life story method (Giele, 2002):

Identity: Being different versus conventional - is associated with a person's location in time, space, and cultural milieu

Relationship: Egalitarian versus deferent - shaped by social networks and loyalties

Motivation: Achievement versus nurturance - reflects the individual's goals and motivation

Adaptive: Innovative versus traditional - sums up the accommodations and changes how a person has learned to negotiate while living through changing conditions and life transitions

Human agency: Relates the human being as actor on the larger life stage of society within the world

Instrument

A semi-structured set of questions serves as the instrument which follows the four general questions from the Giele (2008) study, along with a socio-demographic set of questions. An additional set of questions was added to focus on strategies for coping with balancing life activities. Scott and Alwin (1998) indicate that the retrospective interview is an efficient way of eliciting the high and low points of one's life. The questions follow for the interview:

Question #1 [Early adulthood]

This set of questions is about the period in your life immediately after college or your early twenties. What was your major, name of your college, and year of graduation, what about graduate education? What did you think you would like to become in terms of occupation and type of lifestyle or family life? What were you thinking then and how did things actually turn out?

Question #2 [Childhood and adolescence]

Thinking of the period in your life before college and the goals that you and your family held for you, what was your family's attitude toward women's education and you going to college and what you would become? What was the effect of your parents' education, presence of brothers and sisters, family finances, involvement in a faith community, family expectations? How was your education different from or similar to that of your parents and brothers and sisters?

Question #3 [Adulthood – current]

Since college, what kinds of achievement and frustration have you experienced? What type of mentors have you had? What has happened that you didn't expect-in employment, family, faith, further education? Has there been job discrimination, children, a separation or divorce, health problems of yourself or a family member? What about moves, membership in the community, faith community, housing problems, racial integration, job loss? And feelings about yourself? Have there been good things such as particular rewards, satisfaction, or recognition?

Question #4 [Adulthood-future]

Looking back at your life from this vantage point, and ahead to the future, what are your main concerns? What are your goals, hopes and dreams for the next few years? What problems do you hope to solve? Looking further out, where do you hope to be a few years from now with

respect to work or finishing graduate school, family, faith, community, mentors, health, finances, etc.?

Question #5 [Strategies for balancing life]

What coping strategies do you use to respond to concerns related to the plurality of roles? Have you ever felt pressured to choose between work and home? What made you think that you could do both successfully? Do you feel that your family life or work life have suffered because of your involvement in work or family? Have you felt any guilt related to either family or work? Are there times that you felt particularly successful at juggling the demands of both work and home? Why? Were you prepared for the demands of work and life balance? Why or why not? What strategies do you implement in your own life in order to remain balanced?

Reliability and Validity

Qualitative researchers have different approaches to understanding validity and reliability than quantitative researchers. Krathwohl and Smith (2005), suggest that reliability is dependent on the design. There are differing types of evidence for both validity and reliability, including “construct validity,” “content validity” (curricular validity), “face validity,” “stability reliability,” “internal consistency reliability” (homogeneity) and “equivalence reliability” (Krathwohl & Smith, 2005). Golafshani (2003) explained that the terminology which has been applied to quantitative studies might not apply to qualitative research. Golafshani argues that the concept of reliability is irrelevant for qualitative research unless it is defined as quality information. Patton (2002) suggests that qualitative research uses a more naturalistic approach to understand the phenomena. Hoepfl (1997) summarizes the unique perspective for qualitative research. He suggests that qualitative researchers seek illumination, understanding, and extrapolation of similar situations while quantitative research seeks causal determination, prediction, and generalization of findings.

Reliability is defined in terms of replicability of the results. Validity seeks to verify that the means of measurement are accurate (Golafshani, 2003). Patton (2001) notes that when one is seeking credibility in quantitative research it involves the instrument, while in qualitative research “the researcher is the instrument” (p. 14). The role of the researcher thus becomes much more important in qualitative research for issues of reliability and validity. The researcher must be trained to maintain the credibility of the study.

The researchers that participated in this project went through extensive training prior to conducting interview. The training included practice rounds of the interview experience in a group meeting with other researchers, where the lead researcher demonstrated the interview process. Training in how to create rapport and put the participant at ease were discussed by reviewing the informed consent form and answering any questions the participant may have had. An emphasis on maintaining objectivity was stressed and the researchers reviewed the questions themselves prior to interviewing to be mindful of any biases that they may have had. This study utilizes Giele's (2008) qualitative narrative questions, which served as the initial pilot for these questions.

Population and Sample

In 2009, Weber began a study of women and work-life balance with a group of graduate students. The original study invited women students in a doctoral leadership program at a private university on the west coast to participate in the study. These women represented a cross sampling of geographical locations, racial/ethnic diversity, age ranges, socio-economic levels and many different occupations. Therefore, they were an excellent population to sample. As the work progressed, the project expanded to include women that were in leadership roles and listed in magazines (i.e., Orange County Magazine of Top Forty Women) and newspapers in the larger Los Angeles region. A snowball sampling process was used to identify additional subjects, so the women being interviewed would be asked to nominate other women in professional positions to participate. Snowballing is a purposeful technique used for recruiting subjects, which supports variation and diversity among the experiences, and perspectives of the participants (Stone, 2007). Using the snowballing sampling, this study has expanded to women participants from many states in the U.S. and internationally. There are over 300 interviews in the database and the database continues to grow. The individual studies that are included in this volume have differing sample sizes depending on the focus of each personal research agenda.

These women ranged in age from 26 to 81 years and are in occupations that are very diverse (education, corporate leadership, non-profit management, church leadership, law partner, to name a few). The sample includes women from many racial/ethnic groups, social classes, geographical locations and marital/parental statuses. Of the sample, approximately 72% were married with children, 20% were single/divorced/widowed, with the rest of the sample uncategorized.

Data Collection - Interviews

The semi-structured interviews for each individual subject use the four general questions from the work of Giele (2008) based on the life course framework. These questions center on a particular period of life and include: Early adulthood, Childhood and adolescence, Current adulthood, and Future adulthood. Basic socio-demographic data was collected to provide a context for the data analysis and to place the subject in the life story framework. An additional question was added that focuses on coping strategies for work-life balance.

The interviews are conducted in person, online or via the telephone. They are audio-recorded to provide for consistent review and transcription of the interview. To maintain anonymity of each subject, the interviewees are asked to use their mother's maiden name or pseudonym for coding purposes. A matrix was developed to allow for matching between the first series of individual interviews and the demographical information. The matrix lists the maiden name and allows for assigning a numerical value to each subject. The numerical value is used in coding the data. Once data are entered for the interview, the matrix is destroyed. This allows for complete confidentiality of responses.

Graduate Assistants were also used to help transcribe the data. These Graduate Research Assistants participated in training in preparation for the data collection. Dr. Yuying Tsong (Research Methodologist for the Graduate School of Education and Psychology) provided support for the interview training. The graduate assistants read information in preparation for the interviewing process (Rubin and Rubin, 2005). They completed pilot interviews to further develop their skills for listening, recording, probing, and establishing rapport with the subjects.

Each interview lasts approximately one hour and is scheduled at the convenience of the subject being interviewed. These interviews are scheduled one on one (there are no group interviews). The data from these interviews are then transcribed, coded and analyzed for emergent themes.

Data Analysis

From the breadth of the questions asked in this qualitative study, a variety of themes emerge that provide many possible options for examination. The analysis for this study utilizes a theoretical framework that also provides multiple perspectives for data analysis. The life course themes provide a breath of areas to explore through: identity, relational style, motivation (level and type), and adaptive style. Graduate assistants

and doctoral students transcribe each interview and prepare it for analysis. Then the graduate assistants, doctoral students and the principal investigator read the interviews thoroughly and code according to the themes that have been identified through the literature review(s).

The following guidelines were used to identify the themes following the Giele (2008) study:

Identity: How does *A* see herself? Who does she identify with as being like herself? Does she mention her race, ethnicity, social class, [religion], or how she is different or similar to her family? What qualities does she mention that distinguish her - intelligence, being quiet, likeable, innovative, outstanding, a good mother, lawyer, wife, etc.?

Relational style: What is *A*'s typical way of relating to others? As a leader, follower, negotiator, equal colleague? Taking charge: Is she independent, very reliant on others for company and support, has a lot of friends, is lonely? Nature of the relationship with her husband or significant other [and her children]?

Drive and motivation: Need for achievement, affiliation or power. Is *A* ambitious and driven or relaxed and easy going? Is she concerned to make a name for herself? Focused more on helping her husband and children than on her own needs (nurturance vs. personal achievement)? Mentions enjoying life and wanting to have time for other things besides work. Enjoys being with children, doing volunteer work, seeing friends. A desire to be in control of her own schedule, to be in charge rather than to take orders.

Adaptive style: What is her energy level? Is *A* an innovator and a risk taker or conventional and uncomfortable with change and new experience? Does *A* like to manage change, think of new ways of doing things? Is she self-confident or cautious? Used to a slow or fast pace, to routine and having plenty of time, or to doing several things at once".

Strategies: What types of themes emerge for the way women balance their lives? Are they relational, boundary setting, and/or socio-psychological?

Following the transcription of all the data and the completion of the coding, composite profiles of the themes that characterize the women are developed. The findings take into consideration the similarities and differences according to age, race, family background, current family, and

emphasis on homemaker and/or career. Nvivo software is used to analyze the narratives from each transcribed interview of the subjects. Nvivo helps with connecting the socio-demographic data to the qualitative data. The analysis through this process is also compared with Giele's themes for similarities and differences.

Conclusions

The interviews of the participants in this study have provided much insight into the lives of women. They share both personal and professional stories and experiences about their lives. The longitudinal approach to the questions requires the women to provide memories of the aspects of their lives that are important. Although many women have experienced challenges in their lives, their stories of resilience and positivity provide strong role models for future generations of women and men. These stories are inspirational and share ways these women have impacted their families, their communities, their professions, and their worlds. The following chapters will shed light into the complexity of the issues that women are facing as they juggle multiple roles in life. The chapters in this book will also serve to inspire women for generations to come as they pursue lives of work-life integration and balance.

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