Womentoring: Learning to Lead Without Losing Your Lipstick

Embracing Authentic Leadership in Social/Human Services

A Capstone Action Project

Submitted to Claremont Lincoln University

in Partial Fulfillment of the Requirements for the

Ethical Leadership

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Cheryllynne Ofstedahl

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Abstract

This project addresses the significant need for a mentoring program for women engaged in the field of Social Services, where females make up the majority of the overall workforce U.S. Bureau of Labor Statistics, 2015.), yet only 14.6% of the top leadership positions (Center for American Progress, 2014). In this Capstone Report, I will answer the question, "How can effective development of women's authentic leadership skills be facilitated to support readiness for top-level positions?" I believe one answer is evidenced by the usable, replicable mentor-mentee matching tool created as the "action" portion of my action-research project. Participants in the project included four distinct groups: women who currently hold, or have retired from C-suite or executive leadership positions in the social services, or related, fields; women who currently hold middle-management positions; women who are in entry, or lower-level management positions who aspire to advance; and men who currently hold C-Suite positions in the social services, or related fields. These participants attended workshops, responded to surveys, provided feedback on the tool throughout the stages of development and engaged in mock matching exercises which resulted in the creation of an assessment tool which can be utilized in the future to effectively match mentees with mentors who have a high likelihood of providing needed guidance and coaching that will support promotion to, and successful performance in, C-suite positions within the field of social/human Services.

Key Terms*: Mentoring, Authentic Leadership, Feminine Leadership, Gender-Specific Leadership Traits, Social/Human Services Leadership.*

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CHAPTER 1 - Introduction to Project

Identification of the Issue

This capstone project focused on the need for a mentoring program specifically designed to encourage and support promotion to, and success within the field of social/human Services. Women make up an overwhelming 83.3% majority of the social services workforce (U.S. Bureau of Labor Statistics, 2015), and yet, only 14.6% of all nonprofit service organizations have women in the top leadership positions (Center for American Progress, 2014). In my own twenty-year journey from an entry-level position to Chief Operating Officer in a children's services agency, I have experienced, firsthand, the dismaying effects of gender-bias. This moves me to make what change I can to inspire, encourage and motivate women to pursue their place at the top.

The agency I work for has been in operation for more than fifty years. In that time, there has never been a female Chief Executive Officer. Until I attained the position of Chief Administrative Officer in 2009, there had never been a female in any C-suite position. Until 2014, the Board of Directors was made up entirely of Caucasian males, over the age of 60. Recently, two women of color (one Hispanic, one African American), and two men (one Hispanic, One Caucasian), all under 60, have been added to the board. Under this more receptive governance model, the opportunity to break the final glass ceiling became possible for me. I will formally assume the title of Chief Executive Officer on January 1, 2020.

As a member of a statewide cooperative of peer social/human services agencies, I have learned my story is not unique, and through dialoguing with my "Social Services Sisterhood," the idea of developing a mentoring program to support women seeking top level leadership positions was born.

Importance of the Project

  The concept of Authentic Leadership seems straightforward. However, there are four distinct components which make up authenticity: self-awareness, balanced processing, internalized moral perspective and relational transparency (Vogelsang-Lester, 2009). For women, deciphering the difference between leading with *emotional authenticity,* referring to being true to one's emotions, and *strategic authenticity*, referring to being true to one's values, can be daunting (Ibarra, 2015). In my first few months as Chief Operating Officer, I was forced to defend the agency's financial practices to an analyst from the State Auditor-Controller's office. Because I was new to the position I came across as less than completely confident. The analyst seized upon this as a sign of weakness and began to interrogate me, accusing me of covering up some elaborate scheme to misappropriate public funds. I stood my ground and was able to provide proof that there had been no misconduct, but I could not keep from crying.

  After the analyst left, my CEO called me into his office and congratulated me for saving the agency from serious consequences. He then chastised me for letting my emotions get the better of me. He explained the importance of channeling the anger, fear and resentment the analyst had stirred in me, in a more strategic manner, by reflecting, restating and reframing the analyst's accusations, evoking a sense of understanding for his concerns, showing support for his wanting to uphold the integrity of the State's processes, and then presenting my proof. Although crying was my authentic emotional response to the situation, weeping is generally not perceived as an effective leadership trait. My CEO's suggested alternative would have allowed me to be no less authentic. This was an epiphanous moment for me and solidified the importance of being

mentored by someone who wanted to prepare me to lead with authenticity, but also with strategic intention and awareness.

I believe a mentoring program that can help a woman more clearly define a personal leadership style that does not require her to set aside the strengths that make her an exemplary social/human servant, but instead refines those strengths for effective leadership, would be of great benefit. Such a program might also help to dispel the myth that a woman must conform to any preconceived expectation of what effective leadership looks like, because historically, leadership looks *male*.

Research shows a "significant and recognizable gender continuum" (Sindell, 2017) on leadership competencies. These competencies, such as listening, are required by both male and female leaders, yet there is a decidedly feminine expression of listening exemplified by connection to emotional content and subtext, and a masculine expression of listening with focus on content clarity. A study, conducted by the Organizational Intelligence Group and Skyline Group International, showed that there is a clear bias against female leaders who emulate the masculine expression of leadership. This not only highlights the need for women to find their unique, balanced, authentic leadership style, but also indicates that the "softer" expression of these competencies (40%) were perceived to be effective when used by either gender (Sindell, 2017).

Purpose and Scope

The ten-week timeline allotted to my capstone project allowed me to address only a small portion of what I hope will be a long-term "passion project" pursued over the course of my career. For the capstone, I sought to answer the question, "How can effective development of women's authentic leadership skills be facilitated to support readiness for top-level positions?"

While this question is broader in scope than can be thoroughly sussed out in ten weeks, the collaborative process that was undertaken with the participant groups produced a usable mentor-mentee matching tool that will facilitate pairing mentors and mentees with similar core values and a high need/expertise correlation. Other outcomes included participants' increased awareness of the unique challenges of women pursuing leadership positions; existing and perceived leadership gender bias; self-imposed limitations and opportunities to embrace and strengthen authentic leadership traits.

Meaningful measurement of whether the mentor-mentee matching tool actually will produce change in the number of women achieving C-suite leadership positions cannot be gauged within ten weeks. However, research shows mentoring produces "significant benefits for leaders," in areas ranging from role-socialization to overall job satisfaction (Stead, 2005).

Key stakeholders from social/human services agencies were asked to participate. These stakeholders represent those who are needed to implement the change (mentors) and those who will be most affected by the change (mentees). The majority of the face-to-face stakeholder meetings were held in the offices of a Southern California children's services agency. Initial discussions began in July 2017. Research, activities and correspondence continued, sporadically, until October 2018. Additional meetings, analysis of collected data, matching pilot experimentation and documentation of results took place during the ten-week Capstone timeframe.

Guiding Values and Project Significance

The values that guided me through this project are the same values that guide me in all things: "Truth;" having fidelity to a standard, "Integrity;" firm adherence to a code of especially moral values and "Authenticity;" true to one's own personality, spirit or character (Mirriam

Webster n.d.). These are my primary core values, as assessed, utilizing the *Center for Ethical Leadership's Core Values Assessment* (Center for Ethical Leadership, 2002). They are also the values I have held most dear over the course of my career, as I navigated my own path to leadership. While there are many values that are common to exemplary leaders, the ability to be truthful and authentic at the same time can be challenging. I am proud that those who work with me know that they can trust that I will hold true to my values and to the mission and integrity of the agency. Through this capstone project, I hope to improve the chances for other women seeking to lead without losing sight of themselves or their own core values.

The snail's pace at which gender equity in leadership is improving shows scarce alignment with any of the values or duties listed above. The chasm that still exists between the genders, in terms of opportunities for equal pay, equal representation in all industries and the equal succession to leadership, is staggeringly deep and wide. It is my hope that the current attention "women's issues" are receiving will provide impetus for improvement. It is also my desire that the creation of mindful, meaningful mentoring matches, facilitated through the use of this project's deliverable tool, will provide opportunities to improve women's readiness for promotion to, and success within, the top leadership positions in their chosen professions.

Limitations

I felt I would have ample time and opportunity to complete my action research project because I identified the issue I wanted to focus on early in my coursework at Claremont Lincoln University. However, in week one of the Capstone course, I changed the specific focus of my research question for timeline feasibility reasons.

The four stakeholder groups represent only moderate diversity. Groups A and D skew older due to their qualifiers. All groups are predominantly Caucasian, although only Group D is

exclusively Caucasian. I felt this may have limited additional barriers women of color may face in addition to those identified in the project.

The availability of my stakeholder participants was quite challenging. The initial intention was to meet with each group at least twice. Only one meeting was manageable in the time frame, which turned out to be sufficient, however I believe there was more to be accomplished.

Key Terms

Appreciative Inquiry. A positive strengths-based change approach which uses the "4-D Cycle" of "Discovery;" identifying the need, "Dream;" imagining the end result, "Design;" collaborative creation and "Destiny;" implementing and sustaining change (Cooperrider, n.d.).

Authentic Leadership. Genuine leadership actions born of self-awareness, self-actualization and truth. Authentic leadership is typically considered to consist of: self-awareness, moral consistency, objective, informed decision making and transparency (Johnson, 2015).

Leadership Core Values. The primary values that form the parameters within which effective leaders should conduct themselves in the workplace and in daily business actions. They are the values that should remain constant throughout the shifting landscape of labor (Anwar & Hasnu, 2013).

Stereotypically Feminine Traits of Authentic Leadership. The traits identified by participants as those typically associated with feminine, rather than masculine leadership.

Stereotypically Masculine Traits of Authentic Leadership The traits identified by participants as those typically associated with masculine, rather than feminine leadership.

CHAPTER 2 - Literature Review and Initial Stakeholder Dialogue

Introduction to Literature Review

Because I value equal opportunities for women in leadership, I studied female C-suite

perspectives on the topics of strengths, needs, challenges and barriers to better understand and

improve support mechanisms for women seeking success in obtaining and performing in top

leadership roles. While nearly 40% of annual MBA graduates (AASCB, 2014) and 40% of

current mid-level managers (U.S. Bureau of Labor Statistics, 2015) are women, only a few

countries have reached 20% representation by women in the highest executive positions (Noland,

Moran & Kotschwar, 2016). Of nearly 22,000 global firms surveyed, fewer than 5% had a

female in the CEO spot.

A *Harvard Business Review* Study suggested that increased exposure to current corporate

leaders would be beneficial (Noland & Moran, 2016). A mentoring program would seem the

likely structure for this type of exposure. As I began to research effective mentoring programs, I

found many programs currently exist for women. However, the majority of these are designed to

promote mentoring *by* women *to* women with an exclusion of the male perspective. In

dialoguing with my stakeholders, it became clear that many women, including myself, have been

effectively mentored by men, *when* those men had a clear understanding of female leadership

perspectives. This caused me to expand my research to include both male and female leadership

attributes and effective mentoring programs, hoping to define a process for encouraging

Authentic Leadership for women, without gender bias on the mentor role.

From January 2017, through October 2018, I researched academic resources chosen from

the Claremont Lincoln University database and the Educational Resources Information Center

(ERIC) Clearinghouse. I also sourced professional and business Internet caches, such as *Forbes*,

Harvard Business Review and Institute for Women's Leadership. I also incorporated information from more than thirty books related to my project focus and frequently referenced my own agency's leadership program, *Supervision for Success* (Bormaster, 2015).

My research was organized to address the following questions:

1. What effective mentoring models currently exist (include pros and cons of each)?

2. What are the primary challenges of gender-bias in leadership?

3. How can a mentoring program be structured to improve participation, promotion and performance for women in top leadership positions?

I conducted general internet searches on "Authentic Leadership," "Women's Leadership," "Gender-Specific Leadership Traits," "Women's Mentoring," "Authentic Leadership Mentoring," "Social/Human Services Leadership."

Past Perspectives

The origins of Authentic Leadership can be found in early Greek philosophy (Sayers, 1999) and in Maslow's theory of self-actualization as the congruent integration of the "real self" and the "ideal self," popularized in the 1970s (Olson, 2013). Throughout history, women have been prompted to forego their authentic selves and behave in a more masculine way to achieve success in leadership. For example, Hatshepsut, the first female ruler in recorded history, came to the throne of Egypt under the male title of "King" and appeared in public with a false beard (Dunn, 2001). Joan of Arc led French soldiers into battle dressed as a man. Margaret Thatcher took lessons in the 1970s to lower her speaking voice, so she could communicate with "authority" and over the past twenty-five years, Hilary Clinton purposefully adopted a more masculine speaking style and stopped wearing dresses as she became more involved in politics as a candidate.

Over the past five decades, women have made great strides in joining the workforce. Gains in overall labor participation, expansion of occupation opportunities and wages have been significant. However, growth has stagnated since around 1999, when 60% of working age women were "employed or looking for work" (Geiger & Parker, 2018).

Current Perspectives

Women hold less than 20% of the top leadership positions in most gender-neutral fields, such as the consumer, energy, and financial sectors, and even less in traditionally male-dominated industries, like technology, and manufacturing. In these and other fortune 500 companies, fewer than 4% of CEOs are female (US Bureau of Labor Statistics, 2015). Surprisingly, in the field of social services, a whopping 83% of the employees are women, yet only 37% of women make it into leadership roles within their organizations, and less than 15% occupy the CEO or executive director position. An analysis conducted by *The White House Project* (Wilson, ed. 2013) indicates that the continuing gender gap in top leadership positions is not only significant, it is bad for service recipients: families, children, victims, homeless, veterans and the mentally ill, constituent groups that benefit from the traditionally female qualities of empathy, collaboration and optimism. Where social change is the goal, women are proven to "possess greater vision, drive and an ability to mobilize others around their vision" than their male counterparts (Folta, 2012).

Future Perspectives

Toward increasing female representation in leadership positions, policy makers have begun introducing gender quotas in politics and are pushing for adoption of similar policies on corporate boards. Early causal analysis is promising and indicates that implementing quotas may reduce gender discrimination long-term (Pande & Ford, 2011).

Little quantifiable data exists on the number of women who ascend to top leadership positions because of effective mentoring, although psychosocial benefits for both mentor and mentee have been documented (Hansman, 2002). Recommendations include conducting longitudinal studies on how mentoring effectiveness differs on the basis of gender.

Mentor Qualities

While there is much commonality regarding what defines good leadership, the research does not reach consensus on what makes a good leader/mentor, let alone a good leader/mentor for women. The opinions range from assessing specifically what "type" of leadership is needed, embracing the transformational leadership model, using mentors with the ability to shape and adjust their power and influence to maximize opportunities and empower the mentee (Northhouse, 2016), to the thought that all talk of traits, skills and theory should be thrown out the window in favor of leading by example in specific areas of need to fill in mentee gaps in knowledge, skills or tools. In this example, Northhouse's concept of "Idealized Influence" fits well, as mentors "use their power as role models and followers look up to them and want to be that person" (2016. What defines an effective leader (of any gender) does has a few recurring themes: "extraordinary levels of perception and insight, motivation, emotional strength, keen analysis of cultural assumptions, willingness and ability to involve others, willingness and ability to share power" (Drucker, 1996). These traits and many others commonly identified as traits of exceptional leadership could form a foundation for effective mentor participation. Development of a "strong belief in the mentee" has been cited as being the catalyst for nurturing women toward realizing their full potential (Folta, 2012), so aligning core values and goal needs/expertise is important for building early rapport and investment in the relationship. A

well-defined assessment/inventory tool will help ensure mentor-mentee candidates with a high possibility of success are matched.

Mentor –Mentee Roles and Responsibilities

The mentor-mentee match is the most important piece of an effective mentoring program. Scrutinizing each candidate's values, level of interest, availability, expertise, challenges/barriers, and opportunities for improvement must be the precursor to the mentor-mentee matching interview. Penn State's *Guide for Mentors* (2017), categorizes the roles of mentor as "guide," "coach," "supporter" and "role model" and roles of the mentee as "initiator," "investigator" and "implementer." In publications of conference curriculum from The Alliance for Innovation (2013), The Alliance cites realistic expectations and commitments from each party as critical. The cultivation of a deep understanding that the mentor-mentee relationship is not a finite project, but rather a long-term program is beneficial. Both mentors and mentees should work toward mutually agreed upon outcomes while establishing a relationship that goes beyond the formal construct.

Mentoring Framework.

In both the Alliance for Innovation and Penn State models, the program begins with participant solicitation and selection. Each participant completes a formal application and is interviewed by a panel. The panel determines whether candidates not only meet the standards for program engagement, but also are good match material. Once a match is made, an orientation is held to: discuss roles and expectations, define SMART goals and activities and the process for developing a personal action plan.

It is imperative that a successful mentoring program address primary challenges, barriers and obstacles to women achieving leadership positions. Many of these were addressed as early as

1977, when the first National Leadership Conference was held during the" Year of Women."

Leader, (1977) characterizes some of these areas of need: equal pay for equal work, equal

opportunity and company commitment to promotion are just a few. Eagly (2007) further

identifies prejudice, conscious and unconscious resistance, leadership styles, demands of family

life and underinvestment in social capital as critical barriers to women advancing past lower

levels of management into the C-suite cadre. These identified challenges aligned with many

identified through participant inquiry.

Stakeholder Perspectives

Much of the literature aligns with what my stakeholders feel is true. Some women don't

lead because they've been socialized to see themselves as subordinates. Some women are

capable and willing yet doubt their abilities because they do not receive adequate support or

recognition. Several of the stakeholders stated they believe women are not promoted as often as

men because women are expected to raise children and take care of family. However, when

asked if they felt they could both have a family and be an executive leader, each said yes.

Each participant in my first-round interviews cited characteristics of "great leadership"

with terms that are not gender-specific, yet in further discussion, they attached many of those

traits to either masculine or feminine influence, such as "assertiveness" being a masculine trait

and "nurturing" being feminine. This information informed my next step. The participants were

also asked if they felt it was more important to lead with a combination of masculine and

feminine values, ore to lead authentically, regardless of gender-value perception. Participants

overwhelmingly felt that leading authentically was more important.

Conclusion

The information I gained from the stakeholders during my interviews greatly influenced my proposal. I believe my initial interviews supported the thought that there is a real need for a mentoring program specifically designed for women in the agency I work for, as well as in the larger field of Social/Human Services. The questionnaires supported my feeling that gender perception is a qualifying issue when one considers exemplary leadership. This aligned with much of my topic-specific resource literature and further supported my project goals.

CHAPTER 3 - Methods Determined with Participants

Introduction to Implementation

Participatory action research is a method of qualitative research that integrates the

components of observation, documentation, analysis and interpretation for the purpose of

describing and understanding, rather than predicting or controlling (MacDonald, 2012). The

participatory action research process seeks to "move social inquiry from a linear cause and effect

perspective, to a participatory framework that considers the contexts of people's lives" (p. 3).

Through participatory action research, this capstone project seeks to describe and

understand individual and collective change as the stakeholders collaboratively sought to answer

the question, "How can effective development of women's authentic leadership skills be

facilitated to support readiness for top-level positions?" This chapter details the goals, methods

and measurements of effectiveness used throughout my capstone project.

Goals of the Project:

The tangible outcome accomplished during the ten-week capstone period will be the

creation of a usable assessment tool, while other outcomes such as increased inspiration,

effective collaboration and perceived success in matching mentors with mentees, can only be

measured through participants' shared reflection and feelings. Allen and Eby's (2006)

compilation and review of structured mentoring programs cites the mentor and mentee

perspective as a valid indicator of program success. By engaging stakeholders to participate at

every step of the project, they play and active role in shaping the project, in investing in its

success and in laying the foundation to be built upon in the future. A mentee's ability to

establish a personal leadership "brand" and reputation, continuous quality improvement goals

and organizational enhancements are all outcomes that cannot be quantified in an immediate

sense, but can increase systematically over the mentee's career. Peterson's (2016) *Ten Laws of Trust,* ultimately serve as a goalpost for one of the most important efficacy indicators of the program – is the mentee ready to become the mentor. The long-term goal is, of course, the mentee's attainment of, and success within the C-suite. Measuring whether sustainable, significant social change, in the form of more women holding top-level positions, can be brought about through successful mentoring, will be impossible during the project period. However, it is hoped that the project will be the first step in a career-long journey.

Methods of Data Collection:

Data was collected through a series of informal discussions, participation agreements, unstructured and structured interviews, face-to-face meetings, surveys and reflective questionnaires:

   Informal Discussions. The capstone project began with initial, informal discussions with my "Social Services Sisterhood," a group of women who represent their respective agencies in a monthly learning cooperative setting. I spoke with these women about the challenges we face, collectively and individually, as leaders of our organizations. Our conversations yielded three primary ideas:

   a. Tremendous barriers exist for women seeking top leadership positions in our field, although the vast majority of employees in our organizations are women.

   b. The employee qualities we view as most beneficial to our social/human services clients: "compassionate," "caring," "supportive," "collaborative" and "problem-solver" are considered soft skills with more feminine association and are not the stronger, more masculine-associated qualities traditionally associated with exemplary leadership. However, we agreed these soft skills are present in the best

leaders we have worked with.

c. We agreed that women should not be mentored into suppressing these skills in favor of skills thought to be stronger. We felt an appropriate mentoring program would support women in strengthening their authentic leadership skills, regardless of stereotypical gender-association with any particular skill. We felt this type of mentoring program would benefit women seeking promotion to top-level positions within their organizations.

These conversations prompted the idea of creating a mentoring program specifically designed to encourage and support women seeking promotion to, and success within the field of Social/Human Services. For my capstone focus, I decided to tackle one portion of this greater project; the creation of a mentor-mentee matching tool that will facilitate pairing mentors and mentees with similar core values and corresponding goals and expertise.

Participation Agreements. Key stakeholders from social/human services agencies in Southern California were invited to participate. A total of twenty-two invitees agreed to participate and signed Informed Consent Documents. These stakeholders represent *mentors*; those who are needed to implement the proposed change, and those who will be most affected by the proposed change; *mentees*. The stakeholders were categorized, as follows:

- **Group A:** Four women who currently hold, or have retired from C-suite or executive leadership positions in the social/human services, or related, fields;

- **Group B:** Six women who currently hold middle-management positions in the social/human services;

- **Group C:** Eight women who currently hold entry-level positions in the social/human services;

- **Group D:** Four men who currently hold C-suite positions in the social/human services, or related fields.

Initial Interviews. Interviews were conducted with one participant from each group. I sat down face-to-face with three stakeholders to conduct my first interviews. A fourth stakeholder was interviewed by phone. My initial interviews were admittedly unstructured and informal. I intended to establish whether the need for a mentoring program within my own workplace truly existed or if it was only my perception; if such a program would be met with interest; and if I could convince at least one stakeholder from each group to commit to actively participating in the project. I chose the Appreciative Inquiry model for interviewing, as it is "uniquely suited to the values, beliefs and challenges facing leaders today" (Whitney & Cooperrider, 2005). Appreciative Inquiry is positive and strengths-based, two characteristics which are in total alignment with what I feel a successful mentoring program should provide.

Because these interviews were largely unstructured, the information I received was fairly broad. However, I did ask each of the stakeholders these same seven questions:

1. How long have you been in the Social Services field?

2. Would you like to advance to an Executive Team (C-Suite) position? (for those in the position) Did you aspire to be in an Executive Leadership position?

3. When you think of great leaders (in history, in the news, in your workplace), what do you see as common characteristics?

4. What do you see as the strengths you can bring to the Executive Team?

5. What are your impressions of what an effective mentoring program?

6. If a program like that existed, would you be interested in participating?

7. Given that 73% of the Social Services workforce is female, why do you believe fewer than 25% achieve Executive/C-Suite positions?

Next, I sent the same questions to the other eighteen participants, via email. To date, twelve of the eighteen responded via email. I was able to complete two additional phone interviews and one additional face-to face interview, bringing the total participation for this step to fifteen.

Face-to-Face Group Meetings:

I held a face-to-face meeting with each of the four groups. I met the groups separately, so participants in earlier stages of their careers would not feel their contribution was inadequate, and so those in later stages of their career, or in retirement would not dominate the conversations. At the meetings, participants were given a written agenda of the topics we would cover. They were also given three questionnaires on Core Values, Leadership Strengths and gender-specific traits of leadership. We dialogued about Authentic Leadership and the attributes of successful mentor-mentee matching. Consensus was reached by a majority vote using thumbs up/thumbs down voting. Majority consensus determined that the following components should be used as matching criteria for mentor-mentee matches:

- Availability – Participants should indicate the days and times most convenient for meetings.
  - o Matches should have at least one day and time availability match.
- Communication preference – Participants should indicate how they prefer to communicate.
  - o Matches should be within a one-point match range.
- Commitment – Participants should indicate how interested they are in obtaining a top leadership position.
  - o Matches should be within a one category match range.
- Core values – Participants should indicate their five most non-negotiable core values. The top

20 core values were winnowed from Mind Tools' list of 144 values (MindTools, n.d.).

- o Participants should match on at least two core values.

Table #1: *Top 20 Core Values, as selected by participant stakeholders:*

Authenticity	Balance	Commitment	Compassion	Courage
Creativity	Fairness	Honesty	Humor	Integrity
Kindness	Loyalty	Open-minded	Optimism	Respect
Responsibility	Service	Trustworthiness	Truth	Wisdom

Leadership credibility is dependent on understanding your deeply held beliefs. Leading authentically is dependent upon communicating those beliefs in a way that represents who you are. (Kouzes & Posner, 2017).

- Strengths – Participants should indicate their five greatest areas of strength (Morgan, 2018).
    - o Participants should have a strength/growth opportunity correspondence in at least one area. Example: if a mentor candidate indicates "Organization" as a strength, and a mentee candidate indicates "Organization as an opportunity for growth, it is a match.

Table #2: *Participant Strengths Table:*

Organization	Caring	Responsibility	Goal-Oriented	Innovative
Decisive	Trustworthy	Communication	Listening	Empathy
Honesty	Flexibility	Approachable	Positivity	Motivating
Strategy	Humility	Commitment	Creativity	Delegation

- Areas of opportunity for growth – Participants should indicate their three goal areas.

Additionally, the meeting discourse suggested that participants should list the primary challenges they are currently experiencing in the workplace, characteristics of their ideal mentor or mentee, and what they would most like to achieve through a mentoring partnership.

In the initial conversations which prompted this project, it was felt that the feminine characteristics of exemplary social/human services work might be not be viewed as strengths of exemplary leaders, the stakeholder group felt strongly that gender-specificity should not be a component of the matching assessment, as it could detract from focusing on each individual's authentic leadership characteristics.

Initial Draft of Assessment Tool:

After compiling all the information from the individual meetings, I created a draft assessment tool and emailed it to all participants for feedback. Seventeen of the twenty-two participants responded with minor feedback which was incorporated into the assessment tool. This became the Mentor-Mentee Matching Assessment that was piloted with the participants.

Pilot Completion of the Assessment Tool:

The pilot assessment was emailed to twenty-two participants to complete. Seventeen assessments were returned.

Match Criteria Evaluation:

An independent evaluation team of six non-related individuals who were not part of the stakeholder-participant group used the matching criteria established by the stakeholders to create matches.

Dissemination of Match Results:

All participants who met the established criteria for a match will be emailed and informed of their assessment match-points. They will not know who they matched with. They will be asked to respond via email to the following questions:

1. Based on the results of the assessment, do you believe this match has a high likelihood of success?

Yes _____   No _____

2. Based on the results of the assessment, would you be interested in connecting

    with your match to further discuss entering into a mentoring relationship?

    Yes _____   No _____

3. Based on the results of the assessment, do you believe the *Mentor-Mentee*

    Matching Assessment would be helpful in assisting mentor and mentee candidates

    to find successful matches?

    Yes _____   No _____

4. Reflecting on your participatory experience in this project, do you feel you have

    increased understanding of the following topics:

    Authentic Leadership   Yes _____   No _____

    Gender-specific leadership traits   Yes _____   No _____

5. Reflecting on your participatory experience in this project, do you feel you have

    made a positive impact on a societal issue?

    Yes _____   No _____

6. Reflecting on your participatory experience in this project, do you feel your

    participation made a positive impact in your own life?

    Yes _____   No _____

7. Reflecting on your participatory experience in this project, do you feel

    engagement in a mentoring relationship would be beneficial for women seeking

    top-level positions in the field of social/human services?

8. Yes _____   No _____

9. Please provide any additional comments on your experience in the project, what

you feel could have been done differently or better, or what next steps might be

conducted. _____.

Participants who were not matched were sent an email questionnaire, informing them that

no match meeting the required criteria was established. I feel their feedback is equally relevant,

and could yield insight into how the tool, or the matching criteria could be improved. They were

asked the same questions, excluding questions one through three.

Final Analysis, Reflection and Documentation:

I finalized all aspects of analysis and documentation for this capstone project and

submitted it to Claremont Lincoln University for inclusion in the Capstone Archive.

Change Celebration:

A gratitude celebration and "thought buffet" will be held for all participants at a future

date. Participants will be offered refreshments, fellowship and copies of the capstone project

report.

CHAPTER 4 - Results: Evidence of Change through Project Implementation

Actions Taken by Researcher and Participants

The plan for my capstone project went through several iterations. After initially engaging in informal discussions with colleagues, it was determined that the creation of a mentoring program to assist women seeking top executive positions would be a meaningful melding of my coursework at Claremont Lincoln University (CLU), my professional expertise and my personal experience. However, after meeting with Dr. Stan Ward, CLU capstone advisor, it was mutually agreed that the creation of an entire mentoring program was well beyond the scope of the ten-week capstone timeline. The project was "right-sized" to answer the question, "How can effective development of women's authentic leadership skills be facilitated to support readiness for top-level positions?" The tangible product created through participatory action research, is a usable mentor-mentee matching tool that will facilitate pairing mentors and mentees with similar core values and a high need/expertise correlation.

Capstone activities initially began in early 2017. Informal discussions were held over the course of several months at meetings of a human/social services agencies collaborative in Southern California. A group of six female leadership team members, including myself, met to discuss challenges we experienced in our different agencies. Through these discussions, it was determined that we, and many women in our field, share specific qualities, such as compassion, empathy, problem-solving and collaboration, that drive success in human services. These qualities led to be directors or managers of various departments and divisions in our agencies. However, these same qualities are not often considered "strong" enough for promotion to the top leadership position of Executive Director or Chief Executive Officer in an agency. It was consensus that certain C-suite leadership qualities had gender perceptions attached and these

perceptions may be partially, or entirely responsible for the dearth of females in top positions.

We discussed various ideas for creating a clear career path to the top and by June of 2017, our meetings had produced the idea for my capstone project: the creation of a mentoring program that would assist women in honing their authentic leadership qualities, regardless of gender-specified perception. I envisioned a program that prepared women for success by pairing them with seasoned professionals, male or female, who had made it to the very top without sacrificing their unique leadership voice.

I invited twenty-two stakeholders to engage in my participatory action research capstone project. I provided each with a participant privacy letter and personally went over my initial project parameters. All enthusiastically agreed to participate.

Between June and September, 2017, I conducted initial interviews with one member of each group and sent initial email questionnaires to all other participants. At that point, I got derailed a bit, as my agency had to be reaccredited and I was named to spearhead the process. I reduced my CLU enrollment to half-time and put my capstone on hold. I informed my stakeholders and asked for their patience. I projected we would resume the project in July, 2018. However, the capstone project actually resumed, in earnest in October 2018, when I began the ten-week capstone course. Due to the gap in activities and the length of time since my initial stakeholder communications, I felt I needed to re-engage my stakeholder participants and check for continued interest in participating. I replaced two stakeholders. One had relocated and one had left her position and could not be reached. I issued new informed consent forms (Appendix A) and scheduled face-to-face meetings with the stakeholder groups.

On October 16 and 17, 2018, I met with each of the four stakeholder groups. Each meeting began with introductions and a brief overview of the agenda (Appendix B). We then

engaged in an icebreaker. I held a ball in my hand. I said "My name is Cher. I have the ball. I am

handing the ball to _____ and stated the participant's name on my left. That participant

took the ball, stated "My name is _____. Cher gave me the ball. I am passing the ball

to_____. This process was repeated until all participants had a turn. We then did the

same in reverse order. This exercise established an equalization of power. No participant had

control of the ball any longer than the others. No one was more important. Each participant an

opportunity to use their minds, voices and actions to get acquainted.

The rest of the meeting was divided into three primary topic areas: "Core Values,"

"Leadership Traits" and "Mentoring." Each section began with a brief definition and discussion

of the topic and its significance to the project. After each discussion, a data-gathering exercise

was completed. After each exercise, I guided the group through a collaborative data analysis and

aggregation exercise. The "Core Values" segment yielded a list of the top 20 "Core Values", as

decided by the group. Selection to the top 20 was decided using a point system. Each time a

value was listed by a participant, it was given a point. Those with the most points were included

in the final list. The same system was used to produce a participant leadership strengths list.

During the final topic; Mentoring, participants were asked to create a "thought salad." Each

participant called out an attribute of a good mentor-mentee match, which I wrote on the board.

We then voted, using thumbs up or down on attributes that should be included in the matching

assessment and used the same voting method to determine evaluation criteria. The meeting

concluded with a review of what we accomplished and our next steps.

I compiled the data from all four meetings and created a draft mentor-mentee matching

tool, replicating the process used during each meeting to narrow the data. I emailed the draft tool

to each participant and asked them to respond with any feedback. The feedback was incorporated

into a pilot mentor-mentee matching tool (Appendix C) and emailed it to each participant for them to complete.

I enlisted three individuals who were not part of any stakeholder participant group to create as many matches as possible, using the matching criteria established by the participants. All names were redacted from the completed pilot tools, and replaced by numbers, so only I knew who each assessment belonged to. Even numbers were assigned to mentor-candidates, odd numbers were assigned to mentee candidates. The evaluation team created six odd-and-even matches using the criteria. Five assessment tools went unmatched.

Participants who were part of a successful match were informed, via email, of their successful match status and given their match point information and strength, which included:

- shared core values

- leadership strength/opportunity for growth correspondence

- availability

- communication preference

- commitment level

Matched participants were asked to complete and return a brief reflective questionnaire on their experience in the project. These were "Yes" or "No" questions, with room for open feedback commentary at the end.

Next steps include sending thank you cards to each participant, with an invitation to attend a final gratitude celebration with light refreshments and a "thought buffet" at my workplace. My capstone poster will be on display and copies of my capstone report will be available for participants to read and/or keep.

Table #3: *Capstone Class Action Log: Weeks 1-10*

Date	Participants Involved	Actions Taken
Week One	Stakeholders from all four groups.	Issued new Informed Consent forms.
Week Two	All participant groups	Met face-to-face. Determined criteria for assessment tool and evaluation.
Week Three	All participants	Forwarded assessment draft to all participants via email for feedback.
Week Four	All participants	Forwarded pilot assessment for completion.
Week Five	Evaluation committee members	Using the completed assessments, created "mock matches."
Week Six	Matched participants	Matched participants (six sets) received match results, survey and reflection questions.
Week Seven	Unmatched participants	Unmatched participants (five individuals) received survey and reflection questions.
Week Eight	All participants	Sent "Thank you" cards and invited to culminating event.
Week Nine	All participants and agency staff	Invite all to review my poster and project appendices for feedback.
Week Ten	All participants	Celebration and dissemination of report.

Measurement of Results

Table #4 *Matched Participants Survey results: 12 respondents (6 matched pairs)*

Question	Yes	No
1. Based on the results of the assessment, do you believe this match has a high likelihood of success?	12	0
2. Based on the results of the assessment, would you be interested in connecting with your match to further discuss entering into a mentoring relationship?	11	1
3. Based on the results of the assessment, do you believe the *Mentor-Mentee Matching Assessment* would be helpful in assisting mentor and mentee candidates to find successful matches?	12	0
4. Reflecting on your participatory experience in this project, do you feel you have increased understanding of the following topics: • Authentic Leadership • Gender-specific leadership traits	 12 12	 0 0
5. Reflecting on your participatory experience in this project, do you feel you have made a positive impact on a societal issue?	10	1
6. Reflecting on your participatory experience in this project, do you feel your participation made a positive impact in your own life?	12	0
7. Reflecting on your participatory experience in this project, do you feel engagement in a mentoring relationship would be beneficial for women seeking top-level positions in the field of social/human services?	12	0
8. Thank you! Please provide additional comments or feedback about your experience, the project, or recommendations for the future:		

Question 2 comment: No = 1 "Beginning classes in January. Won't have time."

Question 5 comments: One respondent wrote "unsure."

Additional comments included:

- "I'm a little bit sad this is ending. Please let me know when you move to your next

  phase."

- "I am very interested in being a mentor. I think the matching tool is a success!"

Table #5: *Unmatched Participants Survey results: 5 respondents*

Question	Yes	No
1. Based on our collaboratively determined criteria for matching, you were not matched with a mentor or mentee candidate at this time. Please remember this was a very small pilot group and there were not significant numbers of mentor-candidates to create matches with all mentee-candidates. The matching process did yield six matching partnerships. Based on this information, do you believe the assessment tool has a high likelihood of success?	4	0
2. Based on the results of the assessment, do you believe the *Mentor-Mentee Matching Assessment* would be helpful in assisting mentor and mentee candidates to find successful matches?	4	0
3. Reflecting on your participatory experience in this project, do you feel you have increased understanding of the following topics: • Authentic Leadership • Gender-specific leadership traits	5 5	0 0
4. Reflecting on your participatory experience in this project, do you feel you have made a positive impact on a societal issue?	4	2
5. Reflecting on your participatory experience in this project, do you feel your participation made a positive impact in your own life?	4	0
6. Reflecting on your participatory experience in this project, do you feel engagement in a mentoring relationship would be beneficial for women seeking top-level positions in the field of social/human services?	5	0
7. Thank you! Please provide additional comments or feedback about your experience, the project, or recommendations for the future:		

Question 1, 2, 4, 5: One respondent did not answer.

Additional comments included:

- "Thank you! I enjoyed the meeting. It was enlightening to go through the process of determining my core values."

- "The 'thought salad' was a neat method of ensuring all our voices were heard. *Lettuce* continue meeting!"

- "I understand not everyone could be matched. I still think the tool works."

Assessment of Goal Achievement

The piloted mentor-mentee matching assessment tool proved successful. Six matches were created using the specific evaluation criteria determined by the stakeholders during the face-to-face meeting, with a few minor adjustments made through the interactive feedback process. The goal of creating a usable mentor-mentee matching tool that will facilitate pairing mentors and mentees with similar core values and a high need/expertise correlation was met with the participant stakeholder group. Five participants who completed the assessment were not matched. There were two reasons for this: 1.) Of the five participants, only one was a mentor-candidate. Four of the remaining participants were mentee-candidates, so there could have been only one additional match. 2.) The one mentor-candidate who was not matched listed areas of strength that were essentially the same as the mentee-candidates, rather than corresponding. Almost all of the mentee candidates sought to improve in a few areas: "delegation," "decisive," "strategy" and "motivating" were selected as opportunities for growth most often, with "caring," "commitment" and "responsibility" chosen most frequently as existing strengths.

The additional, beneficial outcomes of the project included:

- a reported increase in understanding the concepts of "Authentic Leadership" and "Gender-specific leadership traits" by 100% of the participants who completed the project.

- 82% of the participants felt they made a positive impact on a societal issue.

- 94% felt participation in the project made a positive impact in their own lives.

The additional comments were almost exclusively positive and constructive and provided motivation to continue with the creation of a full mentoring program in the future.

CHAPTER 5 - Final Reflections and Recommendations

Overall Project Summary:

Nearly two years ago, a small group of women in human/social services leadership positions, began a dialogue about the pronounced lack of women in top leadership positions and the challenges we had each faced in our career arcs. In a sector where women make up the vast majority of employees, the reality that so few were able to assume the position of CEO or Executive Director was maddening. Individually, we had struggled to convince those in power that the qualities which made us exceptional in the delivery of services in our profession, would also make us exceptional top-level leaders. Collectively, we agreed that an innate gender-bias regarding specific leadership traits exists and is partially responsible. Several of us had experienced hurdles in our careers, directly due to our use of qualities thought of as feminine or "soft" characteristics. We felt if there were opportunities for women to build upon those soft qualities while closing gaps in leadership knowledge, they would be well prepared to lead *authentically*. We determined, through these informal discussions, that a tailored mentoring program would be a benefit. With the help of my "Social Services Sisterhood," my capstone idea was born. Dr. Stanley Ward, CLU Capstone Advisor, helped me narrow the focus of the project into a manageable, ten-week plan to create a mentor-mentee matching assessment tool that would facilitate matches with a high likelihood of creating a successful mentoring partnership.

The six women who formed the foundation of my project, along with 16 other human/social services employees, engaged collaboratively in a variety of data-gathering and problem-solving activities, using several methods of communication to create an assessment tool for creating strong matches based on complimentary/corresponding criteria. The tool yielded six solid matches and provided measurable, positive outcomes for all participants.

Consistency of Guiding Values

The capstone project was guided by the values of "truth," "integrity" and "authenticity;" three qualities I feel are integral to exemplary leadership. As previously defined, these three values address the discovery of one's unique, non-negotiable ethical code of conduct and adherence to that code in the pursuit of a personal or organizational mission. Learning to lead authentically is ideal for women seeking top-level positions in social/human services, as it allows them to continue capitalizing on the softer skills that enhance direct care work. Remaining true to those characteristics while discovering new talents will, hopefully, stave off any awkwardness or insincerity that might be manifested by change. Operating within the parameters of the Golden Rule came naturally to the participants, as they are all engaged in professions of care, with rigid ethical requirements. Participants engaged in the process with "respect," "generosity", "openness" and "curiosity." They gave their time, their wisdom, their passion and their creativity to the project, making it a truly collaborative experience.

The Claremont Lincoln University CORE: "Mindfulness," "Dialogue," "Collaboration" and "Change" composed the through-line of the process. Throughout the entirety of the Master's program coursework at CLU, students are informed and immersed in the CORE cycle. However, it was not until the writing of this final reflection chapter that I was struck by a moment of absolute clarity; WE…JUST…DID…THAT!

Project Impact on the Researcher

The capstone project opened a bit of a "Pandora's Box" for me. In creating a Mentor-Mentee Matching Assessment Tool that successfully matched six pairs of mentor and mentee candidates, I realized what a miniscule accomplishment it is, in the overall scope of my initial capstone question: "How can effective development of women's authentic leadership skills be

facilitated to support readiness for top-level positions?"

The tool itself worked exactly as intended. The stakeholder participants were enthusiastic about the matching results and eager to see what comes next. Therein lies the rub. If the research showed me anything, it showed that women would benefit greatly from learning to lead authentically, in the strategic sense, utilizing their core values to guide them and to uphold their personal and professional mission statements. The type of learning and preparation required for a woman to become comfortable, confident and ready to lead authentically should, optimally, be comprehensive and tailored to the individual. This necessitates the engagement of mentors who are qualified in complimentary areas and willing to devote a significant amount of time to the program and the mentor-mentee relationship. The capstone project process provided me with opportunities to use my leadership strengths and my recently-acquired knowledge to guide others through a collaborative "labor of love." The overarching societal issue of inequity for women in the workplace is enormous, but I am committed to devoting the next phase of my career to continuing what this project has begun.

Project Impact on the Participants

The wonderful, generous, beautiful souls who came on this brief, but important journey with me, all professed their gratitude for being included and for the opportunity to be involved in something larger than themselves. 100% of the participants self-reported and increased knowledge of specific leadership topics. Many responded to the reflective survey with positive comments, or approached me face-to-face, to offer their opinions, suggestions, feedback and gratitude. Several expressed enthusiasm for continuing the project, with comments such as, "I cannot wait to enter a formal mentoring relationship" and "When do we get to do this for real?"

Along the way, participants increased their self-awareness by divining and declaring their non-negotiable core values and assessing their current leadership strengths and areas of opportunity for individual growth. For most, this new self-knowledge will be more important than the development of any assessment tool.

Reflecting upon the initial perspectives of the stakeholder participants, I believe the project did not have any real impact on changing the feelings of inherent gender bias in leadership. However, I do believe that the dialogue we engaged in regarding gender-specific leadership traits and leading authentically shifted the conversation from "Women will never be promoted to leadership positions at the same rate as men," as one stakeholder put it, to "This is how we change the game," as the same stakeholder wrote on her reflective survey. There was a significant increase in participants' feeling that they could achieve success as top-level leaders, under the "right circumstances," or as one participant so eloquently stated, "if we are allowed to lead as *leaders,* not as men or women."

As was illustrated in both The Alliance for Innovation literature (2013) and Penn State's model (2017), mentor and mentee match selection, along with realistic and symbiotic expectations and commitment are key. Stakeholder participants agreed that there would be a higher likelihood of success if both parties engaged in the relationship, as one participant stated, "on the same wavelength."

While much of the literature stated that longer term mentoring relationships were highly beneficial, and that many CEOs cited established career-long relationships with their mentors, many of the participants felt that short-term mentoring programs, even "workshop" style meetings or a series of brief conversations with a good mentor would be beneficial to them. One

participant shared, "This one meeting has had an impact on how I feel about leadership. I feel inspired by the women in the room."

Overall Project Assessment

Strengths. This project appears to have coincided with a "watershed moment" for women. Beginning with the #MeToo movement in 2017 and culminating in the 2018 United States midterm elections this past month, where women won an unprecedented number of political races, it has become apparent that there is a shifting tide in the fight for gender equality. The timing is right for women to seek top-level positions in whatever fields they choose.

The mentor-mentee matching assessment tool was successful and the participatory action project has received enormous interest and support in my agency and in peer agencies. I have a strong core of participant candidates eager to begin a pilot mentoring relationship. I feel energized to continue refining the assessment tool and to pursue the creation of a fully-actualized mentoring program for women seeking to lead authentically. I want desperately to help "change the game."

Weaknesses. I feel the assessment tool should be revisited to ensure it is accessible and appropriate for women of color. The majority of the participants were white, and I want to engage African American and Hispanic women in deeper dialogue. They face additional challenges that were not discussed in the development of mentoring assessment criteria.

I felt sad that some participants were not matched. I know this is the purpose of the tool and participants who were not matched during the pilot did not seem negatively affected. However, I should have added cohort parameters to ensure equal numbers of mentor-candidates and mentee-candidates are participating.

Recommendations for Future Projects

Findings of the research conducted, results of the piloted matching assessment and feedback from the stakeholder participants, all suggest that the project should be continued and expanded. Staff in my agency are eager to have a mentoring program added to the list of employee benefits. I intend to propose this to the board of directors in March.

The participant stakeholder group has been invited to attend a "Gratitude Celebration and Thought Buffet." This is a culminating event where my capstone poster and report will be available for participants. The "thought buffet" is intended to be an opportunity for participants to provide feedback and suggestions to add their thoughts on a whiteboard with three prompts: the "appetizer" prompt will ask for suggested improvements to the matching assessment. The "entrée" prompt will ask participants to complete the sentence, "As a mentee, I hope to _____," or "As a mentor, I hope to_____." The "dessert" prompt will ask participants to state where they see themselves, professionally, in five years. These prompts, in addition to an "Interest Form" will provide information that will help guide my next steps.

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APPENDIX A: Ethical Guidelines

CONSENT TO PARTICIPATE IN RESEARCH

October 11, 2018

Participant Information and Consent

Invitation

You are being asked to take part in a research/dialogue project. It will explore the unique issues of feminine leadership, authentic leadership and effective mentoring. It is being conducted by Cher Ofstedahl who is studying towards a Master's Degree in Organizational Leadership with a concentration in Ethics at Claremont Lincoln University.

What Will Happen

I will be developing a Mentor Matching Tool that will propose mentor-mentee partnerships based on the alignment of Core Values, Availability, Commitment, and Areas of Mentor expertise and Mentee need.

Potential Risks/Benefits

Although no component of the project or participation is thought to carry any potential risk to the participants, participant names will be removed from all submitted coursework and will not be saved in any manner after submission of the final (names will be replaced by random numerical identifiers).

Time Commitment

Time commitment will be minimal and may consist of:
- 1-2 brief, 5-question surveys
- Phone, email or face-to-face interview (no more than five minutes)
- 1-3 face-to-face group meetings (not to exceed 180 minutes)

Participants' Rights/Confidentiality

I will give priority to your interests at all times. To protect your interests in my final report, I promise the following:

- Your identity will be protected at all times in my final report.

- You are free at any time to withdraw from the research project, whereupon I will destroy all data relating to you. I will report that a participant decided to leave the project and reflect on ways the project might have been more conducive to all participants.

Individuals must be 18 years of age or older to participate.

Cost, Reimbursement, and Compensation

Your participation in this study is voluntary. You will not receive any compensation, nor will you be asked to pay fees of any kind.

Informed Consent Signature Line

By signing below, you agree that: (1) you have read and understood the Participant Information Sheet, (2) questions about your participation in this study have been answered satisfactorily, and (3) you are taking part in this research study voluntarily (without coercion).

Researcher's Name Cheryllynne Ofstedahl   Date October 11, 2018

Participants Name (Printed) _____

Signed _____   Date _____

Follow Up After Completion of the Project (check one)

- o I would like follow-up on this project. Please email me the final report of the CAP.

- o Do nothing. I absolve the researchers of any obligation to contact me about this project.

NOTE: If at any time you have any questions or concerns about the project, you may contact the Dean of Capstone Studies at Claremont Lincoln University, Dr. Stan Ward. Please contact him by email: sward@claremontlincoln.edu, or call the university: 909-667-4400.

APPENDIX B: Meeting Agenda

Cher's Capstone Collaborative Meeting – Individual Stakeholder Groups

October 16 and 17, 2018

Agenda

Group A:	10/16/2018	10:00 am	**Group C:**	10/17/2018	10:00 am
Group B:	10/16/2018	2:00 pm	**Group D:**	10/17/2018	

Welcome and Introductions		**15 Min.**
Mindfulness icebreaker: "Pass the Ball"		**5 Min.**
Discussion:	**Core Values: What are they and why do we need them?**	**10 Min.**
Questionnaire:	**Personal Core Values**	**10 Min.**
Wrap-up:	**Core Values Consensus**	**10 Min.**
Break:		**10 Min.**
Topic:	**Leadership Traits: Hers, His, Ours**	**15 Min.**
Questionnaire:	**Gender-Specific Leadership Traits**	**10 Min.**
Questionnaire:	**Personal Leadership Strengths**	**5 Min.**
Wrap-up:	**Leadership Strengths Consensus**	**15 Min.**
Break:		**5 Min.**
Topic:	**Mentoring: What, Why, How?**	**20 Min.**

- **Thought Salad**
- **Attributes**
- **Evaluation**

Wrap-up:	**Draft Tool Consensus**	**10 Min.**
Gratitude & Goodbye		**5 Min.**

APPENDIX C: Pilot Mentor-Mentee Matching Tool

Mentor-Mentee Matching Assessment: <u>Mentor Questionnaire</u>

Name _____   **Agency/Location** _____

Position _____   **Length of Time with Agency** _____

Availability: (check all days/times you would be available to meet with your mentee):

After you have been matched, you and your mentee will choose the best days, times, frequency and duration for your meetings.

Monday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm
Tuesday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm
Wednesday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm
Thursday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm
Friday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm
Saturday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm
Sunday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm

How would you prefer to communicate with your mentee? (Rank 1 - 4 in order of preference)

Face-to-Face _____   Email _____   Phone Call _____   Text _____

How interested are you in mentoring a woman seeking a top position in your field?

Very Interested __   Interested __   Neutral __   Not Interested (at this time) __   Not interested __

What are your five most "non-negotiable" core values? (check five):

Authenticity		Balance		Commitment		Compassion		Courage	
Creativity		**Fairness**		**Honesty**		**Integrity**		**Humor**	
Kindness		**Loyalty**		**Open-minded**		**Optimism**		**Respect**	
Responsibility		**Service**		**Trustworthiness**		**Truth**		**Wisdom**	

What do you believe are your greatest strengths? (check five):

Organization		Caring		Responsibility		Goal-Oriented		Innovative	
Decisive		**Trustworthy**		**Communication**		**Listening**		**Empathy**	
Honesty		**Flexibility**		**Approachable**		**Positivity**		**Motivating**	
Strategy		**Humility**		**Commitment**		**Creativity**		**Delegation**	

Where do you feel you have room to grow? (check five):

Organization		Caring		Responsibility		Goal-Oriented		Innovative	
Decisive		Trustworthy		Communication		Listening		Empathy	
Honesty		Flexibility		Approachable		Positivity		Motivating	
Strategy		Humility		Commitment		Creativity		Delegation	

What do you believe is the greatest challenge women experience in the workplace?

You have high levels of expertise in the following areas? (check three):

Organization		Strategy		Finance		Oversight	
Decision-Making		Vision		Talent Management		Technology	
Communication		Time Management		Work-Life Balance		Prioritization	

What is the #1 thing you would like to get out of a mentoring relationship?

Thank you for completing this Mentor-Mentee matching questionnaire. Optimal matching will be done by a selection committee which meets the first Monday of each month. Once a mentor has been selected for you, you will receive an email introduction and be asked to formally accept or decline your match. If you accept, you and your mentor will communicate to establish your first meeting.

Mentor-Mentee Matching Assessment: <u>Mentee Questionnaire</u>

Name _____   **Agency/Location** _____

Position _____   **Length of Time with Agency** _____

Availability: (check all days/times you would be available to meet with your mentor):

After you have been matched, you and your mentor will choose the best days, times, frequency and duration for your meetings.

Monday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm	
Tuesday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm	
Wednesday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm	
Thursday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm	
Friday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm	
Saturday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm	
Sunday		10am – 12pm		12pm – 2pm		2pm – 4pm		4pm – 6pm		6pm – 8pm	

How would you prefer to communicate with your mentor? (Rank 1 - 4 in order of preference)

Face-to-Face _____   Email _____   Phone Call _____   Text _____

How interested are you in being mentored by an established leader in your field?

Very Interested __   Interested __   Neutral __   Not Interested (at this time) __   Not interested __

What are your five most "non-negotiable" core values? (check five):

Authenticity		Balance		Commitment		Compassion		Courage	
Creativity		Fairness		Honesty		Integrity		Humor	
Kindness		Loyalty		Open-minded		Optimism		Respect	
Responsibility		Service		Trustworthiness		Truth		Wisdom	

What do you believe are your greatest strengths? (check five):

Organization		Caring		Responsibility		Goal-Oriented		Innovative	
Decisive		Trustworthy		Communication		Listening		Empathy	
Honesty		Flexibility		Approachable		Positivity		Motivating	
Strategy		Humility		Commitment		Creativity		Delegation	

Where do you feel you have room to grow? (check five):

Organization		Caring		Responsibility		Goal-Oriented		Innovative	
Decisive		Trustworthy		Communication		Listening		Empathy	
Honesty		Flexibility		Approachable		Positivity		Motivating	
Strategy		Humility		Commitment		Creativity		Delegation	

What do you believe is the greatest challenge women experience in the workplace?

You feel you need to gain expertise in the following areas? (check three):

Organization		Strategy		Finance		Oversight	
Decision-Making		Vision		Talent Management		Technology	
Communication		Time Management		Work-Life Balance		Prioritization	

What is the #1 thing you would like to get out of a mentoring relationship?

Thank you for completing this Mentor-Mentee matching questionnaire. Optimal matching will be done by a selection committee which meets the first Monday of each month. Once a mentor has been selected for you, you will receive an email introduction and be asked to formally accept or decline your match. If you accept, you and your mentor will communicate to establish your first meeting.