



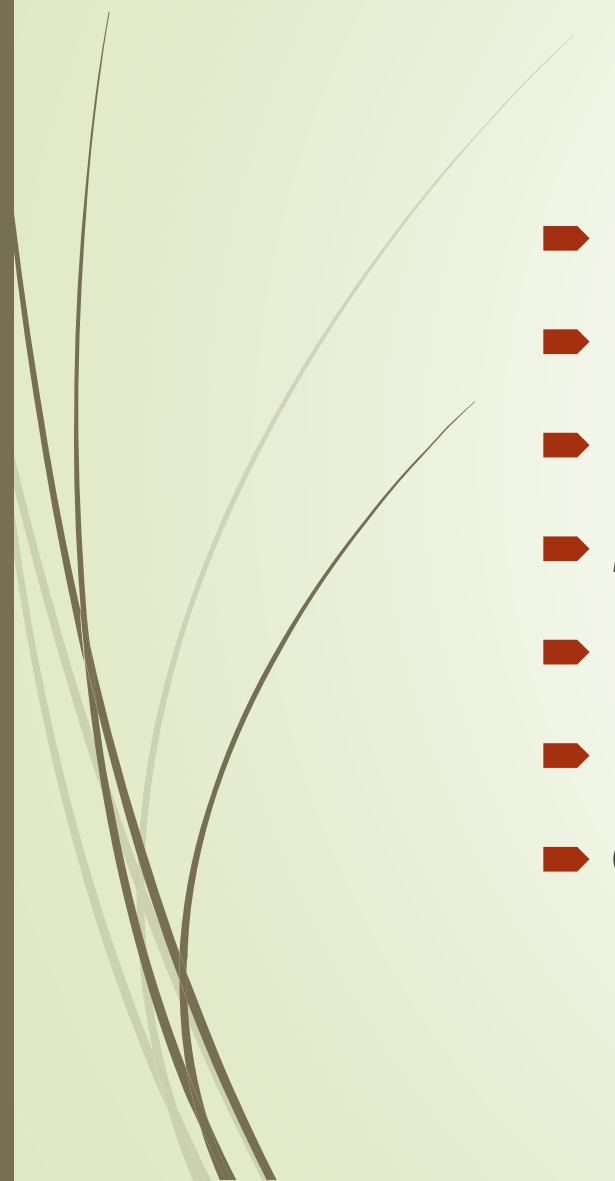
# **Does gender disparity exist in authentic leadership ascendance in Caribbean Business sector?**

Lessons from a Mixed Method Study of Caribbean Women and Men

Mrs. Jennifer Jones-Morales, PhD candidate



# Agenda

- Introduction and Background
  - Definition of Authentic Leadership
  - Hypotheses
  - Methodology
  - Findings
  - Discussion
  - Contribution
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# Introduction



- Systemic gender barriers still exist for women in leadership
- Only recently, number of women in elite positions allow for study of predictors and outcomes of their presence
- Challenging to get data from elites



# Definition

● **“Authentic Leadership** is defined as a pattern of leader behaviour that draws upon and promotes both **positive psychological capacities** and a positive ethical climate, to foster greater **self-awareness**, an **internalised moral perspective**, **balanced processing** of information, and **relational transparency** on the part of leaders working with followers, fostering positive **self-development**”

***Authentic Leadership: Walumbwa et al. 2008***




# Components of Authentic Leadership

- **Self-awareness** refers to deep awareness of values, identities, emotions, goals and motives. Authentic leaders are conscious of their value system, goals, emotions and motives. **Balanced processing** is related to the fact that leaders must have all the required information to facilitate prudent decision making and **relational transparency** is related to the self-regulation of the leader and the fact that he or she presents his or her true self. A **moral perspective** remains germane to the concept of Authentic Leadership. Any definition of authentic leadership must include followers' perceptions and acknowledgement that the leader is acting in an authentically constructive way.



# Hypotheses

- **H1: That the Authentic Leadership Questionnaire will show the convergent validity in the Caribbean as it has shown in the United States, China and Kenya**
  - **H2: That there are differences in the Authentic Leadership ascendance in the Caribbean Business Sector**
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# Methods

- Mixed methods approach involving both quantitative and qualitative viewpoints, data collection, analysis and inference techniques (Teddlie & Tashakkori, 2009).
- Advantages of “methodological eclecticism (Tashakkori & Teddlie, 2010) namely, triangulation, complementarity, integration, transformation and iteration (Teddlie & Tashakkori, 2009).
- The mixed methods approach also allows for “coming at things differently” (Hesse-Biber & Johnson, 2013).





# Quantitative Research

Descriptives	UNITED STATES	CHINA	CARIBBEAN
No. in Sample	224	212	248
Average Age	44.8 years	23.31 years	21 – 25 years – 16 %, 26 – 30 years – 20%, 31 – 35 years – 15%, 36 – 40 years – 11%, 41-45 years – 13%, 46 and over - 245
Standard Deviation	8.75	2.63	
Mean Work Experience	15.03 years	2.65 years	15.4 years
Standard Deviation	8.56	1.55	10.87 years
Gender	Women – 20% Men – 80%	Women -71% Men – 29%	Women – 62.5% Men – 37.5 %
Education	100% had University degrees	31% had Junior college degrees or college/university degrees	85.6% had University degrees: 34% had undergraduate degrees, 49.6% had Masters and 2% had Doctorates



Structure	$\chi^2$	df	$\chi^2 / df$	$\Delta\chi^2$	CFI	RMSEA	GFI	AGFI
<u>U.S. Sample</u>								
One factor Model		102	3.50		.91	.11		
First order factor model	272.65	96	2.84	84.13**	.94	.09		
Second order factor model	234.70	356.78	2.39	122.08**	.97	.05		
<u>Chinese sample</u>								
One factor model	249.79	102	2.45		.91	.09		
First order factor model	208.71	96	2.17	41.08**	.93	.08		
Second order factor model	176.03	98	1.83	73.76**	.95	.06		
<u>Caribbean sample</u>								
One factor model	689.07	104	6.63		.82	.15	.70	.60
First order model	419.43	98	4.28	269.64**	.91	.12	.82	.75
Second order model	443.02	100	4.43	246.06**	.90	.12	.81	.74

Structure	$\chi^2$	df	$\chi^2/df$	$\Delta\chi^2$	CFI	RMSEA	GFI	AGFI
<u>Caribbean Sample</u>								
One factor Model	600.58	102	5.89		.85	.14	.74	.65
First order factor model	332.88	96	3.47	267.7**	.93	.10	.85	.80
Second order factor model	351.11	98	3.58	249.47**	.93	.10	.85	.79



# Methods – Qualitative Study



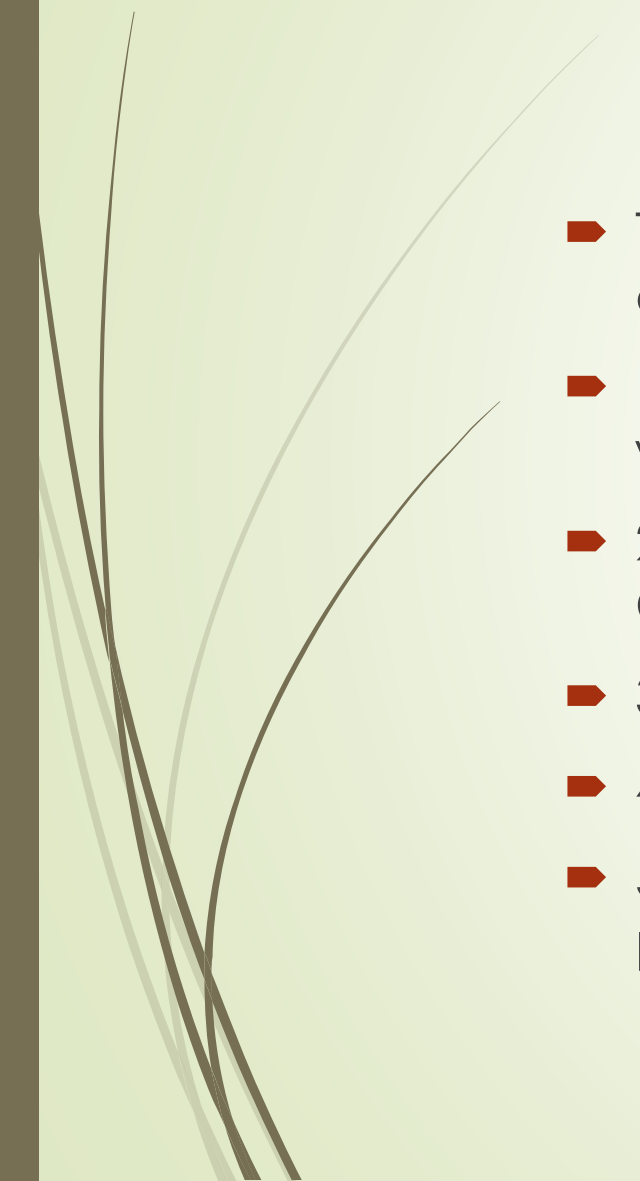
- Elite interviewing in Trinidad and Tobago, Jamaica and Barbados – “people who are visible but not accessible”
- 78 men and women (39 men, 39 women)
- Cross section of industry – consultancy, banking, automotive, manufacturing, food production, retail, insurance
- 5 ultra-elites
- February 2013 to April 2014
- Narrativisation – childhood, secondary school, tertiary education, early career, present career


# Similarities between men and women

FIGURE: SIMILARITIES OF MEN AND WOMEN IN THEIR JOURNEY OF AUTHENTIC LEADERSHIP DEVELOPMENT									
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7		
M A N A N D W O M E N	* Both men and women were discovered by mentors and role models at an early age - when they were in Primary School. *They were seen as having intellectual prowess - "bright" *There was evidence of cross mentoring *There was also evidence of capitalization of core self evaluation.	*Both men and women sought education locally and in the Caribbean Region as well as abroad at the undergraduate as well as the Post graduate level.	*Both men and women sought long term "relational mentor relationships" with their mentors which spanned several decades. *There was no significant difference between men and women with their mentors in the workplace.	*Both men and women displayed core values that were shaped by their family, religion and life experiences. *The top three core values are Integrity, honest and respect.	*Both men and women were low on their awareness of authentic leadership although they possess the components of authentic leadership and were engaged in authentic functioning.	*Both men and women experienced high points or "Zenith" either personally or professionally *Both men and women showed that they stand firm in their conviction.	*Both men and women had the same level of "individuation" and giving back at the community level. * At the level of "individuation", it was 74% of the men versus 72% of the women and the community based level, it was 44% of the men versus 49% of the women.		
	INPUTS					OUTCOMES		IMPACT	



# Differences between men and women

- The main differences between men and women along the authentic leadership development path are as follows:
  - 1) That women have mentors from an earlier age than men. More women had mentors in Primary School than men
  - 2) That more men pursued their undergraduate education in the Caribbean Region
  - 3) That more men pursued their postgraduate education abroad
  - 4) That women assumed their leadership two years older than men
  - 5) That, Jamaican men, in particular assumed their leadership position three years younger than Jamaican women.
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# Differences between men and women

## – cont'd

- 6) That women experience gender discrimination in the workplace
- 7) That the core values for men and women in order of priority differ. For men it is a) Integrity b) Honesty and c) Respect. For women it is a) Honesty b) Integrity and c) Respect.
- 8) That there was one self proclaimed authentic leader and he was male
- 9) That more men said that they did not experience any low points. It is that they did not see the low points as low points but as setbacks. This gives their perspective on how they view life as well as their level of resilience
- 10) That more men than women were giving back at the national level

FIGURE: COMPARISON OF MALES AND FEMALES IN THEIR JOURNEY OF AUTHENTIC LEADERSHIP DEVELOPMENT

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
W O M E N	*More women than men were from Middle Class *More women had mentors from an earlier age	*More women did their Post graduate study in the Region	*More women than men experienced gender discrimination in the workplace *More women had mentors in the workplace	*Women's top three core values were 1)Honesty 2)Integrity and 3)Respect		*More women than men said that they experienced low points - "Nadir"	*Fewer women than men are giving back at the National Level
	INPUTS -			OUTCOMES -			IMPACT -
	Being identified and developing self concept			Building the value system, character, virtues and resilience for authentic leadership			Individuating others
M E N	*More men were from the low/working class and from the upper class *More men had no mentors *More men admired prominent figures as role models.	* More men did their undergraduate education in the Caribbean Region. *More men did their Post graduate pursued their Post Graduate education abroad *More men had PhD degrees.	*Men assumed their leadership position two years younger than women. *In particular in Jamaica, men assumed their leadership position three years younger than women.	*The core values were the men were 1)Integrity 2)Honesty and 3)Respect * More men had their value system from their life experiences.	*There was one self proclaimed authentic leader and he was male.	*More men said that they did not have any low points - Nadir	*More men are giving back at the National Level - 41% of males vs 15% of the females.
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7



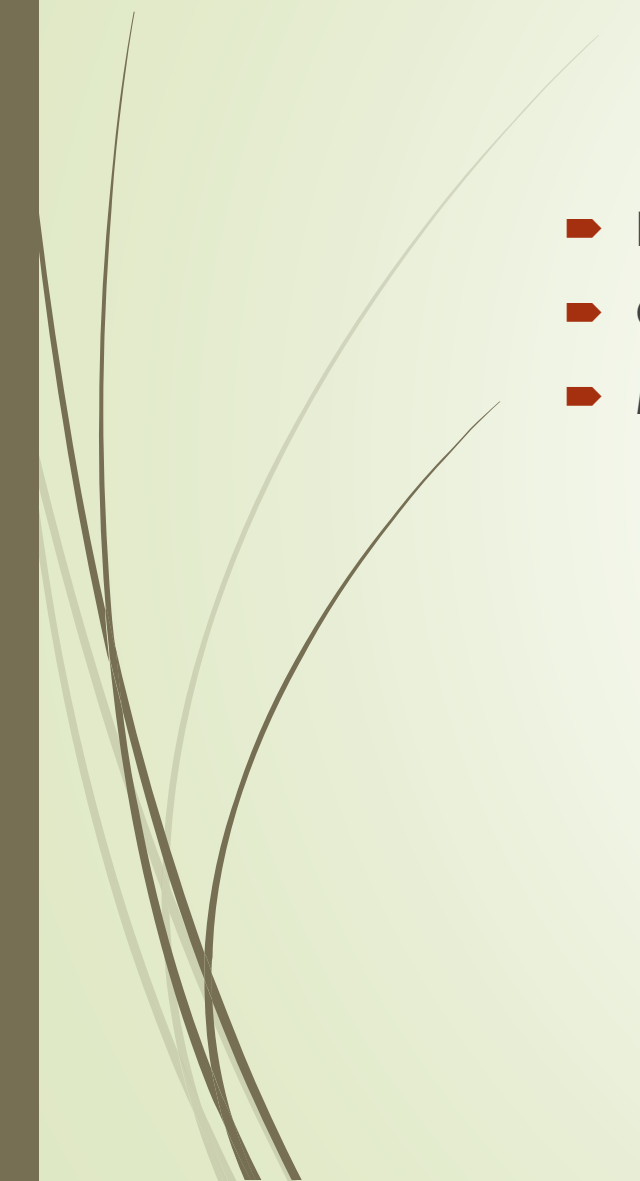


# Convergence of the Mixed Methods Approach

- Theory Definition
  - What is the meaning of Authentic Leadership for the Caribbean person?
- Antecedents of Authentic Leadership
  - Self knowledge
  - Self awareness
  - Self consistency
  - Internalized regulation




# Discussion

- Need for “cultivation” of leadership talent in the developing world
  - Gender bias – primary barrier
  - Mentors’ commitment and investment and mentorship intensity
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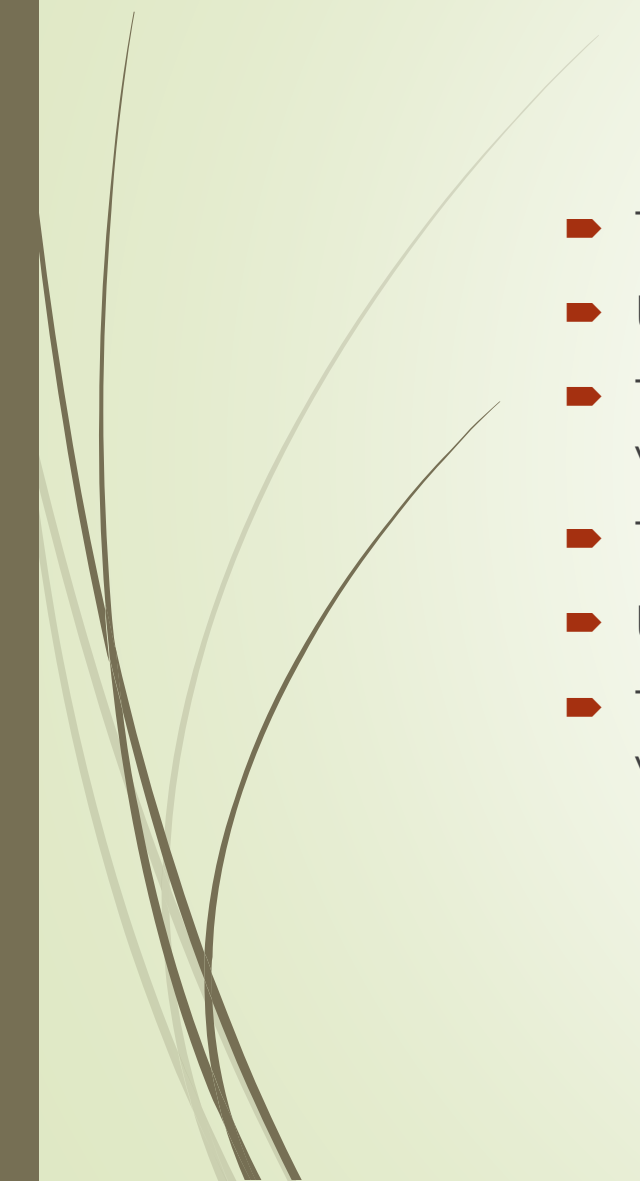


# Contribution of this study

- Identification of the facilitating factors and strategies for overcoming documented gender barriers
  - To understand the impact of gender on the processes of leader and leadership development. Distinction between leader development and leadership development
  - To understand how gender affects elite leader and leadership development especially for developing countries
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# Contribution (cont'd)

- To understand the early life experiences of female leaders
  - Uniqueness of researching up/elite interviewing in a developing context
  - To understand and identify the pathways of elite leadership for men and women in a developing context
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# Thank you!

Questions?