

**Women in Leadership: Factors that contribute to or hinder career  
advancement and efficacy among women leaders**

Dissertation submitted in partial fulfilment of  
the requirements for the degree of  
**Master of Science in Applied Psychology**  
at the University of Canterbury

Hannah Livingston

Supervised by Joana Kuntz

Department of Psychology

University of Canterbury

2019

## Table of Contents

<b>Acknowledgements</b> .....	2
<b>Abstract</b> .....	3
<b>Introduction</b> .....	4
<b>Literature Review</b> .....	6
<i>Women leaders in organisations</i> .....	6
<i>Leadership outcomes: Career satisfaction and leadership efficacy</i> .....	8
<i>Linking mentorship, sponsorship, and executive coaching to leadership outcomes</i> .....	11
<b>Method</b> .....	16
<i>Participants</i> .....	16
<i>Procedure</i> .....	17
<i>Materials</i> .....	18
<i>Quantitative Data Analysis</i> .....	20
<i>Qualitative Data Analysis</i> .....	21
<b>Results</b> .....	23
<i>Quantative Results</i> .....	23
<i>Qualitative Results</i> .....	25
<b>Discussion</b> .....	33
<i>Limitations and directions for future research</i> .....	37
<i>Theoretical and Practical Implications</i> .....	40
<b>Conclusion</b> .....	43
<b>References</b> .....	44
Appendix A: Information and Consent Form.....	57
Appendix B: Survey Content.....	59
Appendix C: Results of Factor Analysis.....	63

### Acknowledgements

Firstly a big thank you to my supervisor Joana Kuntz, for your constant support, understanding and sense of humour. Also to Katharina Naswall and Chris Burt for the knowledge and skills you have shared over the past two years. Also big shout out to the APSY fam who have made the last two years the best they could be.

The biggest thank you goes to my mum for her ongoing emotional and financial support during not only during my master's years but throughout my undergrad years too, none of this would have been possible without you.

My darling friend Char thank you for your unwavering support in me and helping me realise that I am capable in so many ways. I could not have gone through uni without you and your presence is constantly missed, but I'll see you on the other side for a wine!

To all my friends and family, thank you so much for all the coffees, lunch dates, nature walks, babysitting, gym workouts, hand me downs, nights out, long convos and messages of support. I am so grateful to surrounded by the best!

Lennox, I first embarked on my university degree for you son. I wanted to show you first hand, how you are never defined by your circumstances and you can achieve anything you set your mind to do in life.

Lastly, to the women and girls of Aotearoa let's keep working together and striving for the fairness and equality we deserve, not only in the workplace but in all aspects of life.

Me aro koe ki te hā o Hine-ahu-one.

Pay heed to the dignity of women.

### **Abstract**

Gender parity within leadership teams has a number of benefits for organisations and their stakeholders. The aims of this study are to understand what current New Zealand women leaders perceive to negatively affect their leadership advancement. As well as what factors they directly attribute to their leadership success. This study will also quantitatively explore the association between career sponsorship, mentoring and executive coaching and the affect these factors have on women's career satisfaction and leadership efficacy. This study used an online survey to answer these questions and was completed by 159 women who currently hold executive level leadership positions in New Zealand. The findings indicated that organisational culture was the factor that most hindered leadership advancement. Women ascribed personal attributes such as drive and hard work as to the key reasons for leadership attainment. The quantitative component of this study revealed that having a career sponsor is associated to higher levels of career satisfaction and indicated that having an executive coach can affect leadership efficacy levels. The findings support the literature and offer a number of practical implications and areas for future research.

## Introduction

Leadership has long been regarded as one of the critical factors in the success or failure of an organisation (Vecchio, 2007). Traditionally, boards and leadership teams have tended to be homogenous in makeup, dominated by males (Miller & del Carmen Triana, 2009). Recently, gender equity on boards and in executive leadership teams has become more topical as both individuals and organisations start to realise the value diversity brings (Hillman, 2015). The recently published Westpac Diversity Dividend Report provides evidence of the direct financial benefit associated with gender parity in leadership. Their analysis, which included executive leaders and managers, found that equal gender representation in leadership roles could add \$881 million dollars to the New Zealand economy (Deloitte, 2017). Companies with gender diverse leadership teams claim the benefits are not just financial. These companies report to be more innovative, more effective in pursuing environmentally friendly practices, have stronger business and equity practices, increased customer loyalty, and overall more satisfied customers (Deloitte, 2017, Glass & Cook, 2018; Glass, Cook, & Ingersoll, 2016). This highlights the need to increase gender parity in the boardroom to capitalise on the benefits associated with leadership diversity. To achieve this, Singh and Vinnicombe (2003) invite reflection about current organisational approaches to leadership, specifically around women leaders' developmental needs and existing support structures, in order for them to play a more equal part in senior leadership.

In New Zealand, females attain 60% of university degrees (Statistics, New Zealand, 2015) and account for 47% of the general workforce (Ministry for Women, 2016). Yet within New Zealand's Top 100 NZX companies, less than one in four board members are female and of the NZX listed companies only four chief executive positions are held by women (McLennan, McGregor, & Eaquad, 2018). Historically, New Zealand ranked within the top ten countries for women in leadership. However, in 2018 New Zealand's ranking fell to 33 out of

35 countries just ahead of Australia and Japan (Grant Thornton, 2018). The recent Grant Thornton report (2018) shows the proportion of women in senior management roles within New Zealand has declined from 31% in 2004 to 19% in 2018. These figures indicate how prevalent gender inequality is within New Zealand organisations.

Many explanations have been offered throughout the available literature as to why there is gender disparity in leadership. Glass ceiling and leadership labyrinths are metaphors used to describe the situation many capable females find themselves in within organisations (Chisholm-Burns, Spivey, Hagemann, & Josephson, 2017; Eagly, 2007). The glass ceiling phenomenon is described as the invisible barrier that prevents women and minority groups from moving up the corporate ladder to executive leadership positions (Cotter, Hermsen, Ovadia, & Vanneman, 2001; Weyer, 2007). The leadership labyrinth illustrates the myriad obstacles aspiring leaders face as they try to achieve their leadership goals (Eagly & Carli, 2007). These obstacles include, but are not limited to, gender stereotyping, prejudice, family responsibilities, a lack of mentors or role models for aspiring female leaders, and the exclusion from informal networking (Eagly, 2007; Eagly & Carli, 2012; Koenig, Eagly, Mitchell, & Ristikari, 2011)

Although some questions about why disparity exists have been asked, there has been minimal literature that focuses on identifying factors that may directly contribute to gender parity in leadership roles from the perspective of current female leaders. Some of the proposed factors that have aided women to reach key leadership positions have been theoretically advanced, but not empirically tested. These include access to and satisfaction with mentors, career sponsors and executive coaches (Allen, Eby, Poteet, Lentz, & Lima, 2004; Helms, Arfken, & Bellar, 2016; Hopkins, O'Neil, Passarelli, & Bilimoria, 2008).

The aims of this study are threefold. Firstly, based on an online survey of current senior women leaders in New Zealand organisations, this study aims to qualitatively explore New Zealand women leaders' perceptions of the factors that hindered the attainment of their first

senior leadership role. Secondly, the study will identify what factors female leaders believe have contributed to their career advancement and success. Finally this study will empirically examine the relationship between satisfaction with mentoring, career sponsorship and executive coaching, and women leaders' perceptions of leadership efficacy and career satisfaction. As well as extending the leadership literature, the findings from this study are expected to shed light on some of the key areas that might enhance women leaders' careers and their confidence to perform in a leadership role once appointed.

## **Literature Review**

### ***Women leaders in organisations***

Recently, research has started to focus on the impact that having women on company boards or in executive leadership teams brings. However, much of this research has focused solely on the financial impact of having women in senior leadership roles. While some research has found a positive and significant financial impact (Cook & Glass, 2014; Nguyen & Faff, 2007) other studies show negative or null effects (Kochan, et al., 2003; Miller & del Carmen Triana, 2009). Glass and Cook (2018) argue that the emphasis on financial return means that the broad range of positive contributions that women offer to governance initiatives, including comprehensive work-life policies, increased accountability, and supplier diversity, are overlooked. The value of these positive contributions are salient in the medium and long term, but may not translate into short-term financial performance (Barnett & Salomon, 2006; Masta & Miller, 2013).

Scholars studying gender differences in leadership roles have found that women leaders are more likely than male leaders to be committed to fairness, equity and inclusion (Bilimoria, 2000; Setó-Pamies, 2015). When female executives were compared to their male counterparts, it was found they were more likely to champion diversity, equity and social responsibility (Eagly & Carli, 2007; Eagly & Johnson, 1990). When analysing Fortune 500 companies, Glass

and Cook (2018) found that organisations with a women CEO or a diverse gender composition on the board demonstrated stronger business and equity outcomes, compared to those with a token women leader or those with gender homogeneity (male-dominated). Additionally, Glass, Cook, and Ingersoll (2016) found that organisations with gender diverse leadership teams were more effective than other organisations at pursuing sustainability and environmentally friendly practices.

To promote the advancement of women leaders, it is important to not only identify the factors that may contribute to their advancement, but also to address and minimise the societal and contextual obstacles that are hindering leadership parity. The Diversity Dividend report commissioned by Westpac NZ found that the top barrier to achieving a gender balance in leadership positions has been described by NZ businesses as a lack of available female talent (Deloitte, 2017). However, this conclusion has been deemed a misconception both in the report and among scholars (Deloitte, 2017; Eagly & Carli, 2007) who instead suggest personal and organisational biases as reasons for this gender representation disparity. These organisational and cultural biases unconsciously favour men and encumber the talented and ambitious women in, or aspiring to be in, leadership roles (Singh & Vinnicombe, 2003). The slower promotion and lower wages that women experience in managerial positions and in general have typically been ascribed to gender discrimination (Eagly & Karau, 2002)

Role congruity theory is used in current leadership literature to describe the inconsistency between the characteristics typically ascribed to leaders and the behavioural expectations of women (i.e. gender roles) (Eagly & Karau, 2002). This inconsistency leads to two forms of prejudice: (a) women are perceived less favourably than men as potential leaders because the behaviours women exhibit at work and in leadership roles are inconsistent with the expectations of desired and appropriate female behaviours, and (b) social convention around what constitutes stereotypically female behaviour leads to the perception that women are less



qualified for leadership roles than men (Eagly & Karau, 2002; Hoyt, 2005). Koenig, Eagly, Mitchell, and Ristikari (2011) describe how women leaders experience tensions between leader role expectations and their gender role because people, including these women, hold stereotyped constructs of what it means to be a leader. Leadership behaviours are associated with the stereotypical male gender role, such as being self-confident, dominant, and aggressive. Conversely women are generally expected to exhibit communal characteristics, and enact nurturing, kind and sympathetic behaviours (Koenig et al., 2011). This perceived “lack of fit” between the attributes believed to be required for success in leadership roles and the attributes women hold continue to hinder women’s advancement into executive level positions (Heilman & Parks-Stamm, 2007). Overall, gendered stereotypes and expectations about women, negatively influences evaluations of leadership competence, which results in devaluation of performance, penalisation for being competent and denial of credit for their successes, therefore hindering aspiring women’s ascent to leadership positions (Heilman, 2001, 2012).

Ayman and Korabik, (2010) emphasise the critical need for leadership research to continue to address gender and cultural approaches to leadership in order to enhance theoretical understanding, as well as the practical implications gender stereotypes and expectations have on individuals, organisations and society in general. The primary aim of this study is to survey senior women leaders across New Zealand and analyse their retrospective accounts of the factors that contributed to positive leadership outcomes among these leaders (i.e., career satisfaction and leadership efficacy). In addition, this study also explores the factors that negatively impacted these leadership outcomes.

### ***Leadership outcomes: Career satisfaction and leadership efficacy***

Career success is commonly divided into two distinct constructs: objective career success, which is measured by pay, promotion and status (Heslin, 2005; Judge, Klinger, & Simon, 2010; Ng, Eby, Sorensen, & Feldman, 2005) and subjective career success, which is the evaluation

that individuals make about their own careers. Subjective career success is also known as career satisfaction (Judge, Cable, Boudreau, & Bretz Jr, 1995; Melamed, 1996). Career satisfaction has been defined as a positive psychological response to work and career events throughout an individual's working life (Gattiker & Larwood, 1988; Judge, Bono, Erez, & Locke, 2005), and it has been linked to several key employee outcomes such as organisational commitment, turnover intention, and job performance (Ngo & Hui, 2018; Riaz & Haider, 2010). Yet, less is known about the factors that promote career satisfaction, especially among leaders.

The extant research suggest that increased perceptions of job and career satisfaction are linked to mentoring type relationships (Ensher, Thomas, & Murphy, 2001; Fagenson, 1989). These mentoring type relationships have been classified as social, role modelling and vocational (Ensher et al., 2001). Social and role modelling relationships are more of an emotional social exchange between the mentor and mentee and vocational relationships are those when career related support is offered, similar to that of a career sponsor. Ensher et al. (2001) found that vocational support was a significant predictor of perceived career satisfaction. As more research is needed to ascertain the factors that contribute to career satisfaction among women leaders, this study will explore the relationships between mentoring, career sponsorship, and executive coaching, women leaders' career satisfaction.

Self-efficacy is a motivational construct that influences individuals' activity choices, goal setting, effort expenditure, task persistence, adversity coping, and overall performance (Bandura, 1997; Hoyt, 2005). As defined by Hannah, Avolio, Luthans, and Harms (2008), "Leadership Efficacy is a specific form of efficacy associated with the level of confidence in the knowledge, skills and abilities associated to leading others" (p.669). Being an effective leader requires confidence that the individual can employ the knowledge and skills required to act effectively in the dynamic and changing contexts of organisations (Hannah et al., 2008).

Efficacy has been described as directly promoting effective leadership engagement, adaptability, and flexibility across complex and challenging organisational contexts (Hannah & Luthans, 2008). Throughout the literature, the positive associations between self-efficacy and performance indicators such as adaptability, skill acquisition, and managerial performance are well-established (Bandura, 1986; Lee & Gillen, 1989; Multon, Brown, & Lent, 1991; Prussia et al., 1998; Stajkovic & Luthans, 1998).

When exploring leadership efficacy among women leaders, research suggests that when exposed to negative gender stereotypes around leadership, female leaders with higher levels of leadership efficacy exhibit more positive, reactance responses, including increased perceived and rated performance and higher wellbeing levels than those with lower leadership efficacy (Hoyt & Blascovich, 2007). Therefore, leadership efficacy is an important personal resource to develop for women overcoming barriers during their rise to leadership as well as success once in the role.

Efficacy perceptions can be enhanced through feedback and role modelling from peers and superiors (Bandura, 1997; Zeldin & Pajares, 2000). Bandura, (1977) describes the four major sources that contributes to an individual's self-efficacy development. The two sources relevant to the development of efficacy perceptions are vicarious learning and verbal persuasion. Vicarious experience is influenced by people considered as role models. By observing them succeed raises an individual's belief that they too possess the capabilities for success. Verbal persuasion is influenced by people such as managers or coaches and strengthens the individuals' belief in themselves to succeed. By being encouraged or persuaded that they possess the capabilities also increases the effort exerted when faced with problems (Akhtar, 2008; Bandura, 1977; Bandura, 1997).

Mentors and executive coaches are in a privileged position to facilitate positive efficacy perceptions through vicarious experiences and verbal persuasion. Hence, this study will seek to

gain further understanding on the influence that mentors, career sponsors and executive coaches have on the leadership efficacy perceptions of current female leaders in New Zealand.

### ***Linking mentorship, sponsorship, and executive coaching to leadership outcomes***

In regards to identifying leadership leveraging factors and practical applications for aspiring females, the literature has thus far been insufficient. There have been a number of qualitative studies that have explored the experiences of female leaders. These studies have been undertaken with leaders in predominantly the education sector or among leaders following leadership development training (Harris & Leberman, 2012; Roebuck & Smith, 2013; Singh & Vinnicombe, 2003). Other scholars have theoretically proposed several factors that contribute to leadership success, including the importance of female-focused leadership development (Singh & Vinnicombe, 2003), the role of networking (Searby, Ballenger, & Tripses, 2015), and the influence of role models, mentors, and career sponsors on females' attainment of leadership roles (Fitzsimmons, Callan, & Paulsen, 2014; Tolar, 2012).

When searching specifically for factors that may contribute to positive leadership development outcomes for women, only a single paper was found that collated a number of recommended practices that might promote these outcomes (Hopkins, O'Neil, Passarelli, & Bilimoria, 2008). The developmental practices suggested include proactively seeking out training and education programs, gathering and discussing 360 degree feedback, engaging with an executive coach, exploring the opportunity to be a mentor as well as having a mentor, investing in both formal and informal networks, engaging in experiential learning activities, and career planning (Hopkins et al., 2008). In sum, despite the availability of recommendations for women leaders, more empirical research is needed to ascertain the factors that account for positive leadership outcomes in this group.

### ***Mentorship***

Ensher & Murphy (2005) define a mentor as an individual within a network of helping relationships who can provide both career and emotional support, and one who may also serve as a role model. These one-to-one mentorship relationships are often between a more experienced person (mentor) and a less experienced person (mentee) that may or may not work within the same organisation (Joo, Sushko, & McLean, 2012). Research into mentorship relationships has been extensive, and mentoring as a practice has gained global popularity (Ragins & Kram, 2007). Many organisations have formal mentoring programs within their approach to Human Resource Development (Baugh & Fagenson-Eland, 2007). Noe, Greenberger, and Wang, (2002) describe mentoring as holding substantial benefits for organisations, mentees, and mentors. For mentees with effective mentors, some of the benefits include greater compensation, greater career mobility, and rapid promotion, compared to those with an ineffective mentor or no mentor at all (Allen, Eby, Poteet, Lentz, & Lima, 2004; Hezlett & Gibson, 2005).

Research has also shown that leaders in trusting formal mentoring relationships have enhanced levels of leadership efficacy and overall performance (Lester, Hannah, Harms, Vogelgesang, & Avolio, 2011). Mentoring has also been associated with higher career and job satisfaction amongst managerial and executive employees (Ayree & Chay, 1994; Burke & McKeen, 1997; Fagenson, 1989). Writing from a female leadership development perspective, Gibson (2008) suggests that women should seek developmental relationships such as mentors as part of their personal leadership strategy.

Although mentoring has been proven valuable by some, it is not always documented as being beneficial. Researchers have identified some negative behaviours which include neglect, bullying, jealousy and credit stealing (Eby, Durley, Evans, & Ragins, 2008). When looking at mentoring experiences for women, research found that those with formal mentors are often less satisfied with their mentoring programs than their male counterparts (Raggins, Cotton, &

Miller, 2000). One reason for this was described as the lack of in-depth understanding of the mentoring process and the quality of the relationship when working with female mentees (Ragins et al., 2000). Therefore, Searby, Ballenger, and Tripses, (2015) have expressed the need for women to mentor other females into positions of leadership by encouraging them to understand the unique obstacles women in business face on their career paths, find their strengths, and help them to access the resources needed for their career development.

Given the mixed findings on the effectiveness of mentoring relationships, this study will investigate the relationship between current women leaders' satisfaction with a mentor and their perceptions of leadership efficacy and career satisfaction.

#### *Career Sponsor*

A sponsor is typically a senior executive who is willing to create opportunities and advocate for an individual who has been identified as a potential future leader (Hewlett, 2013). However, the guidelines around a sponsorship relationship are often ill-defined throughout the literature and in the past have been blurred with the role of a mentor. Hewlett (2013) is clear to articulate that a sponsor and a mentor are two distinct roles. A sponsor provides career support, and supports or nominates their protégé for promotion and career advancement (Friday, Friday, & Green, 2004). Sponsors are influential and often hold senior positions with the same company. They are able to introduce protégés to other executives who may help in the advancement of their career, and advocate for them, in addition to steering them away from those who would not be of assistance (Helms, Arfken, & Bellar, 2016; Hewlett, 2013).

Exploratory research has indicated the importance of career sponsorship for aspiring women leaders (Helms et al., 2016). Hewlett, Perion, Sherwin, and Samberg (2010) discuss that one of the key reasons for the gender disparity between men and women in leadership positions is the absence of advocacy. They discuss the number of ambitious and qualified

women ready to lead who do not have the professional backing required to “inspire, propel and project them through the perilous straights of upper management” (p.2).

Greenhaus, Parasuraman and Wormley, (1990) examined gender and minority groups and found that career sponsorship was positively associated with lower levels of career plateaus, more favourable assessments of promotability, and overall increased career satisfaction. While having a career sponsor has also been found to predict career satisfaction, the gender differences of this association remain relatively unexplored. (Ng, Eby, Sorensen, & Feldman, 2005).

This study will explore women leaders’ a sponsorship relationship, as well as the effect this has had on their leadership efficacy perceptions and career satisfaction.

### *Executive Coaching*

Executive coaching can be defined as a one on one formal relationship between an externally hired executive coach and an individual (coachee) (Athanasopoulou & Dopson, 2018). The customised learning and development intervention which has a collaborative, reflective and goal focused approach to enhancing performance has been steadily growing in popularity over the past decade (Bozer & Jones, 2018). Executive coaching is a targeted and purposeful intervention that is designed to help executives enact positive changes in both their personal and leadership behaviours (Athanasopoulou & Dopson, 2018; Grant, 2014). An important principle of coaching is that with the help of their coach the individual is capable of finding solutions to problems through increased self-awareness (Moen & Kvalsund, 2008; Stober & Grant, 2006). Coaching gives executives the chance to self-reflect and independently identify any skill deficits or positive assets they wish to develop, which in turn expands the individual’s leadership capacity and improves their overall performance (Hodgetts, 2002; Joo, Sushko, & McLean, 2012; Moen & Federici, 2012). Bozer, Joo and Santora, (2015) describe executive coaching as a strategic learning tool that allows for cognitive and affective learning. Thus, by

helping executives identify and transfer essential leadership skills such as strategic planning, communication and interpersonal relationships, the coach allows the leader to adapt and support collective changes, and align followers to the collective goals of the organisation (Joo, 2005).

Executive coaches increasingly need to be aware of the gender differences that may affect the coaching of aspiring female leaders (Ruderman & Ohlott, 2005). This is because it has been proposed that women take on multiple life roles and depending on the stage of their careers, divided into early, middle or later, the requirements that they need will change (Mainiero & Sullivan, 2005). Therefore, depending on the phase women are at in their careers, each individual will require different approaches from their executive coach to focus effectively on issues of achievement and confidence, work-life balance and the evolving perspective towards both professional and personal contributions (O'Neil & Bilimoria, 2005). Given the differences in circumstances for aspiring female leaders, an executive coach may help by having a more holistic approach to leadership development by using career-phase-specific insights as well as work-life integration (Hopkins et al., 2008).

The executive coaching field has rapidly grown over the past few decades, yet its contributions to leadership outcomes require further empirical substantiation (Athanasopoulou & Dopson, 2018). de Haan, Grant, Burger, and Eriksson's (2016) large scale study explored the common factors that predict executive coaching effectiveness. The results found that it is the strength of the coach –coachee working alliance that is significantly related to perceptions of the coachees' self-efficacy. Despite the value demonstrated in executive coaching, there has been minimal empirical research focused on the outcomes of coaching of women leaders specifically (O'Neil et al., 2015). This study will seek to get a clearer understanding of the relationship between executive coaching and women in leadership perceptions of leadership efficacy and career satisfaction.



The literature discussed in this section suggests that empirical evidence of the factors that contribute to efficacy and career outcomes for women in leadership is scarce. Hence, the present study will explore the following research questions.

*RQ1: What factors negatively affect leadership advancement for women in New Zealand?*

*RQ2: What factors positively contribute to leadership advancement for women in New Zealand?*

*RQ3: Is satisfaction with a mentor positively associated with career satisfaction and leadership efficacy among New Zealand women leaders?*

*RQ4: Is satisfaction with a career sponsor positively associated with career satisfaction and leadership efficacy among New Zealand women leaders?*

*RQ5: Is satisfaction with an executive coach positively associated with career satisfaction and leadership efficacy among New Zealand women leaders?*

## **Method**

### ***Participants***

The participants for this study consisted of current female leaders currently working in a New Zealand organisation. Participants were defined as senior leaders (women) in roles that included CEO/CFO/COO, executive leadership team members, board members, and directors or heads of division. Leaders were recruited using a number of methods. 145 current leaders were directly contacted by the researcher after an extensive online search for female leaders, using an email address obtained from websites or online social media platforms such as LinkedIn and Twitter. Participants were also asked to forward the details of the study onto other female leaders they have within their networks as a form of snowball recruitment. Additionally, women in leadership professional groups were approached and some agreed to pass on the details of the study to their mailing lists or advertise on their websites and social media platforms. As a result of this, the exact number of invitations sent to participants cannot be

calculated. A total of 211 women leaders completed or partially completed the survey. However, after screening for role eligibility and eliminating incomplete surveys the total number of participant's was 159. Out of the 159 participants 15% identified as Maori, 79% identified as Pakeha/New Zealand European 3% identified as Pasifika, 2% identified as Asian and 6% identified as another ethnic group. The length of tenure in leadership positions averaged 13.5 years (s.d = 8 years).

### ***Procedure***

In this cross-sectional study, self-report data was collected from participants via an online survey administered at a single time point. The study clearly outlined to participants that the survey was anonymous. Participants were informed that the study had human ethics approval from the University of Canterbury Human Ethics Committee. Participation was voluntary and incentivised by the opportunity to go into the draw to win one of two \$500 dollar shopping vouchers and receive the results of the study after completion. The survey was administered through Qualtrics and linked through the invitation email where employees who chose to participate would be directed to an information and consent page (see Appendix A). If leaders decided to participate, they began the survey. Participants were advised that this survey NZ Women in Leadership would take around 15 minutes to complete.

To ensure adequate time to recruit, the survey was open for 12 weeks. Firstly participants were asked to respond to the survey questions by selecting a rating that represented their opinion in response to the statement and provide any additional comments. It was the requested that participants respond to an open ended section in relation to the positive and hindering factors associated to leadership attainment. Before completing the demographics and other career related variables.

## ***Materials***

Leadership efficacy, career satisfaction, and satisfaction with mentoring, career sponsorship, and executive coaching were all measured in the online survey using 5-point Likert ratings scales. Additionally, open ended sections were available to collect any further information participants may have wanted to add after each section. Participant information including current job title, current sector employed in, industry type, financial investments in company, total length in leadership positions and ethnicity were obtained (see appendix B).

### ***Leadership Efficacy***

Leadership Efficacy was measured using 13 items across two dimensions of the Leadership Efficacy Questionnaire (LEQ) developed by Hannah and Avolio, (2013) and published by Mind Garden. Permission was granted for the use of this scale. The leader action self-efficacy (LASE) dimension consisted of 7 items that measured the leaders' perceived capability to effectively perform various actions required in leadership such as motivating, coaching and inspiring their followers, as well as getting followers to identify with the organisations vision and goals (Hannah and Avolio, 2013). Participants were asked to think about themselves as the leader and indicate their level of confidence for example; "As a leader, I am able to get staff to meet the requirements that have been set for their work". Internal consistency estimates range from .90 to .93 (Hannah , Avolio, Walumbwa, & Chan, 2012)

The leader self-regulation efficacy (LSRE) dimension consisted of 6 items that measured the leaders perceived capability to a) think through complex leadership situations, interpret their followers and context, generate unique and effective solutions to problems that arise; as well as b) the ability to motivate themselves to enact those solutions using effective leadership with followers (Hannah & Avolio, 2013). An example of this "As a leader I can, think up innovative solutions to challenging leadership problems". Reliability for LSRE is  $\alpha$  .83 to .85 (Hannah et al., 2012).

Participants responses were recorded using a 5 point scale from *1-not confident at all* 2= *slightly confident*, 3=*moderately confident*, 4=*very confident*, 5=*extremely confident*.

### *Career Satisfaction*

Career Satisfaction was measured using the 5-item Greenhaus, Parasuraman, and Wormley, 1990 Career Satisfaction Scale (CSS). The CSS is considered the best measure available for career satisfaction (Judge, Bono, Erez, & Locke, 2005). Participants were asked to rate their experience of career satisfaction. A sample question included was “I am satisfied with the success I have achieved in my career so far”. Participants responded using a 5 point scale where *1 =strongly disagree*, *2=disagree*, *3=somewhat agree*, *4=agree* and *5=strongly agree*. The CSS has been shown to have good reliability, ranging from  $\alpha$  .83 to .88 (Greenhaus, Parasuraman, & Wormley, 1990; Spurk, Abele, & Volmer, 2011).

### *Mentorship satisfaction*

The 7-item Mentoring Relationship Effectiveness Scale developed to evaluate the effectiveness of a mentoring relationship was adapted for this research (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005). A sample item included “My mentor challenged me to extend my capabilities”. Cronbach alpha for the Mentoring Relationship Effectiveness Scale is  $\alpha=.94$  (Yirci, Karakose, Uygun, & Ozdemir, 2016).

### *Career Sponsor satisfaction*

Given the lack of a sponsorship effectiveness scales available, a scale was developed for this study. Using a 7 item scale which included questions such as “My sponsor gave me assignments that increased personal contact with important clients and key leaders.” The 5 point Likert scale ranged from 1 = strongly agree to 5 = somewhat disagree.

### *Executive Coaching satisfaction*

An adaptation of de Haan, Grant, Burger and Eriksson's, (2016) coaching effectiveness scale was used for this executive coaching component of the survey. The 7 items focused on the participant's relationship with an externally hired executive coach. An example of an item included was "My coach and I collaborated on setting goals during my coaching sessions". The 5 point Likert scale which ranged from 1 = strongly agree to 5 = somewhat disagree was used for participants responses. De Hann et al.'s (2016) reported Cronbach alpha was .86.

### ***Quantitative Data Analysis***

#### *Preliminary Statistical Analyses*

Exploratory factor analyses (EFA) using principal axis factoring with oblique rotation (direct oblimin) were conducted to assess the dimensionality of the measures used in this study. The criteria for factor inclusion was eigenvalues greater than one, and item factor loadings that were greater than .40 (DeVillis, 2016; Field, 2014; Shultz, Whitney, & Zickar, 2013). Detailed factor analysis information that displays rotated factor loadings, communalities, eigenvalues, and percentage of variance explained for each measure can be found in Appendix C.

The factor analysis conducted for Leadership Efficacy showed the two factors leadership action self-efficacy (LASE) and leadership self-regulation efficacy (LSRE). Two items identified as having double loadings were deleted (item 6 'I utilize the forms of rewards that work best with each staff member' and item 9 "I motivate myself to take charge of groups"). The two factors of the Leadership Efficacy scale both produced good reliability with LASE  $\alpha$  .86 and LSRE  $\alpha$  .85.

The factor analysis conducted for career satisfaction scale showed all items loaded on to a single factor explaining 61% of the variance. As displayed (in table C- 3, appendix C) all

items loaded onto this factor over the recommended cut-off of .40 (Hinkin, 1995) therefore no items have been removed ( $\alpha = .88$ ).

For sponsorship satisfaction, all items loaded on one factor, accounting for 57% of the variance. For mentor satisfaction, all items loaded on one factor and also accounted for 57% of variance. For the executive coaching satisfaction scale, all items loaded on one factor and accounted for 69% of variance. Reliability analyses were also conducted to obtain measures of internal consistency. Table 1 displays Cronbach's alpha ( $\alpha$ ). All scales were above Cronbach's (1951) minimum recommended level of .70, which indicated acceptable reliability (George & Mallery, 2003).

### ***Qualitative Data Analysis***

Given that women in leadership is an under explored area of research and the factors contributing towards leadership attainment are so varied, an opportunity was given to participants to elaborate on their mentoring, sponsorship and executive coaching experiences, and enrich the information available to address research questions three, four, and five, respectively. In addition, research questions one and two were examined by asking women leaders to expand on the following: "Describe the top three factors that have hindered your leadership career" (research question 1) and "Describe the top three factors that have directly contributed to your leadership success" (research question 2). .

During phenomena detection qualitative data, analytic methods are described as appropriate (Haig, 2013; Strauss & Corbin, 1998). To analyse the content of the open ended response a thematic analysis was conducted. Braun and Clarke, (2006) describe thematic analysis as a method for identifying, analysing and reporting any themes or reoccurring patterns presented in the qualitative data. The flexibility of this form of analysis provides a more complex, in-depth understanding of a given phenomenon (Braun & Clarke, 2006). For this

study two of the aims were to gain deeper insight into what current women in leadership career experiences have been and what other key factors have aided or hindered their leadership careers.

A six step guide to undertaking thematic analysis described by Braun and Clarke (2006) was followed to structure this research. Taylor-Powell and Renner, (2003) point out that while there are logical phases of thematic analysis, the process is not linear because of the iterative process between steps that it involves. Below outlines the process during the thematic analysis of the qualitative data.

1. **Data familiarisation.** Data recorded in the open ended responses by participants was read and re-read to gain an insight of the content as a whole.
2. **Initial codes generated.** After the holistic sense of the data was obtained.  
  
The data set was systematically processed by manually coding the data, with each data set given equal consideration as described by Braun and Clarke (2006). A number of key patterns and themes identified which were coded.
3. **Search for themes.** As defined by Braun and Clark (2006) a theme should capture important aspects of the data in relation to a research question and represent the patterned response within the data set. This analysis phase refocused the analysis at the broader levels of themes and consideration was made as to how some of the smaller codes formed an overarching theme.
4. **Theme review.** During this step themes were refined and reviewed to ensure all themes were accurately captured. Additionally validity of the themes were considered in relationship to the dataset.
5. **Defining and naming themes.** Following this, the themes were reviewed to ensure they were appropriate in relation to the coded extracts and sub themes identified within each

overall theme, as outlined by Braun and Clarke (2006) all themes were clearly defined before the final analysis.

**6. Reporting** The final step included writing up the results found during the thematic analysis.

This involved selecting examples of participants' comments that illustrated the explanation of the themes and research questions.

## Results

### *Quantative Results*

The correlation matrix in table one shows the associations between the variables of interest. Participants reported moderate levels of leadership efficacy with leader-action efficacy ( $M = 3.90$ ), leader regulation efficacy ( $M = 4.03$ ) and career satisfaction ( $M = 4.07$ ). Out of the 159 participants, 45% had experienced having a mentor, 41% a sponsor and 26% an executive coach. The means for sponsorship satisfaction ( $M = 3.93$ ) and mentor satisfaction ( $M = 4.05$ ) were moderate. The variable with the lowest mean was executive coaching satisfaction ( $M = 3.78$ ). Sponsorship satisfaction was positively and significantly associated to leader action efficacy, leader regulation efficacy and career satisfaction. Coaching satisfaction has a positive association with career satisfaction. Satisfaction with a mentor was not significantly associated with any of the outcome variables.

Table 1. *Correlation Table*

Measure	N	M	SD	1	2	3	4	5	6
1. Mentor satisfaction	73	4.05	.81	(.90)					
2.Career sponsor satisfaction	66	3.93	.85	<b>.41**</b>	(.89)				
3.Executive Coach satisfaction	42	3.78	.93	-.34	.23	(.93)			
4.Leader action efficacy	159	3.90	.59	-.04	<b>.27*</b>	.18			
5.Leader regulation efficacy	159	4.03	.57	.04	.22†	.15	<b>.67**</b>		
6.Career satisfaction	159	4.07	.68	.12	<b>.27**</b>	.29†	<b>.25**</b>	<b>.26**</b>	
7. Leadership tenure	159	13.42	8.03	<b>-.29*</b>	.00	.23	<b>.31**</b>	<b>.21**</b>	.08

Note: \*\* $p < .01$ , \* $p < .05$ , † $p < .10$  (2-tailed)



To examine whether there were any significant differences between leadership efficacy and career satisfaction perceptions across ethnic groups (Māori and non-Māori), independent samples t-test was conducted. There were no significant differences in levels of leadership efficacy and career satisfaction experienced between Maori and non-Māori leaders in this study.

Table 2. *Regressions*

	Leadership Action Efficacy			Leadership Regulation Efficacy			Career Satisfaction		
	$\beta$	SE	95% CI	$\beta$	SE	CI	$\beta$	SE	CI
Sponsorship	.07	.19	[-.38, .48]	.03	.18	[-.38, .41]	.48	.20	[-.07, .83]
Mentor	.44	.36	[-.23, 1.4]	.17	.33	[-.55, .91]	-.22	.38	[-1.1, .54]
Coaching	.47	.21	[-.12, .80]	.41	.19	[-.18, .68]	.05	.22	[-.45, .52]

Note:  $\beta$  = standardized coefficients

Table two shows the effect sizes and confidence intervals calculated to explore research questions 3-5. No statistically significant associations were obtained. However, the effect sizes suggest that satisfaction with a mentor was positively associated with leadership action efficacy. And satisfaction with an executive coach was positively associated with both leader action efficacy and leadership regulation efficacy. Career sponsorship appears to have an effect on career satisfaction. Overall, the quantitative results indicate that, in relation to other forms of formal career support, sponsorship satisfaction has the strongest association with both the leadership efficacy variables and career satisfaction. Nevertheless, the findings obtained suggesting positive associations between quality of sponsorship, mentorship, and executive coaching and the outcomes of interest were further supported by the qualitative analysis conducted.

### ***Qualitative Results***

In the qualitative component of the survey participants were asked two main questions ‘Describe the top three factors that have hindered your leadership career’ and ‘Describe the top three factors that have directly contributed to your leadership success’. Of the 159 participants, 150 provided comments to the open ended sections. Answers ranged from listed examples to several sentences which were transcribed into the dataset as separate items. In regards to the factors that may have hindered leadership, the main factor described was organisational culture, as well as work-life conflict and lack of confidence or self-doubt. There were two overarching categories that emerged within the question pertaining to the three key factors that contributed to leadership attainment. These were individual-level variables such as drive, hard work, and personality/personal values, and social variables such as networks/relationships, sponsorship and managerial support.

#### *Factors that negatively affected leadership advancement*

The most common phenomenon described by women as hindering their leadership career was Organisational Culture with 38% of respondents describing the negative affect it has had on their leadership advancement. These were categorised as the organisation’s values, beliefs, assumptions which influenced how leadership decisions were made. Attitudes towards the roles of males and females or organisational policy were also included. Comments in this section ranged from “unconscious biases” to “old boys networks” and “internal politics”. Sexual harassment, and in particular “refusal to accept sexual advances” were discussed as reasons for being overlooked for career promotion. Comments were made regarding companies only promoting based on tenure “people with longer tenure appear to succeed in being promoted” and women “not being taken as seriously as male counterparts”. Additionally, gender was specifically labelled as a hindrance by 18% of the women. There were a number of ways in which this emerged in the findings. Such as “being a women in a male dominated field” or just

describing “being female”. Respondents discussed stereotypes about women in leadership roles such as being seen as “too aggressive” or “outspoken for a women” or “the perception of women in leadership roles”. Women leaders also reported being overlooked for roles in favour of males: “I genuinely believe that if I had been a male, I would have been considered for promotion to partnership sooner”.

Work-Life Conflict is the incompatible demands between family and work roles, described by 26% of women as having hindered their leadership attainment. Sources of work-life conflict included family commitments, not willing to geographically relocate, with the most common description was “family commitments or “work-life balance”. Comments around geographic constraints were also categorised under work life conflict with some respondents “not able to” or “not willing to move” geographically in order to be promoted or advance their leadership opportunities.

Self-Doubt and lack of confidence also emerged as a theme with around a quarter of respondents (26 %) discussing the impact this has had on their leadership advancement. When thematically coded, participants’ responses that alluded to a lack of faith or trust in themselves or lacking confidence in their own ability were included in the category. Leader’s responses varied with short and long descriptions, “Self-doubt” was consistently reported as well as description such as “lack of confidence to put myself forward for other roles” or “confidence in my ability” and “imposter syndrome” also described. Related to but a slightly different concept, was modesty with (9%) reporting “not putting themselves forward” or a “lack of self-promotion” with one respondent reported lacking “a here I am mana/impact”. Women who described modesty as a hindering factor also commented on “focusing too much on the work and expecting hard efforts to be acknowledged”.

Some other themes that emerged were lack of management support (15%) which was described as lack of support from either the organisations or managers earlier in their career.

These were explained as “Previous organisations not providing the opportunity for me to advance” and “poor support and lack of guidance from leaders”. 13% of leaders discussed a lack of career planning as a hindering factor of leadership advancement. Career or leadership plans are frameworks used to help people define career goals and the steps to achieve this. The lack of plans were described with comments such as “no clarity of career goals”, “a lack of goals around advancement” or “not taking time to map out next steps”.

Table 3.

*Summary of key factors that negatively affected leadership advancement*

Theme	Sub themes	% experienced
Organisational Culture	Old boys networks	37.5%
	Unconscious bias	
	Stereotypes	
	Sexual harassment	
Work / Life Conflict	Family commitments	26.3%
	Geographical locations	
	Work hours required	
Self-Doubt / Lack of confidence	Lacking faith in abilities	25.6%
	Not believing in one's self	
	Imposter syndrome	
Gender		18.8%
Lack of management support	Not supported by leader to progress	15%
	Held back in current team	
Lack of development plan	No career progression plans	13.1%
	No training opportunities	
Stereotypes	Gender stereotypes	11.3%
	Leader stereotypes	

Age and Ethnicity	Age too old or young	8.8%
	Being an ethnic minority	
Modesty	Not putting themselves forward	8.8%
No qualifications	Lack of adequate leadership training	7.5%
	Lack of university degree	
To Kind / Trusting / Conflict Avoidance	Fear of speaking up	5.6%
	No wanting to cause trouble	
	Expecting to be acknowledged for work	
Organisational Size	Organisation too small for progression	4.4%
Lack of Mentor	No suitable mentors available	2.5%
Other women in leadership		1.3%

#### *Factors that contributed to leadership attainment*

A theme derived for this study was personal drive. 34% of the participants attribute personal drive to leadership attainment. Some of the key words leaders used when describing this was “personal determination”, “drive”, “commitment”, “self-belief”, “a willingness”, “own motivation and ambition”.

Hard work and results was another consistent theme that emerged from 33% of women in their descriptions leading to their leadership success. Similarly to drive, the words used were often succinct and to the point “Hard work and delivering results,” “proven results”, “track record of achieving results and hard work”, “experience and achievements” and “strong performance”.

Personal values and personality were used to describe leadership attainment by 33% of respondents. During analysis any values or personality traits described were included in this theme. Women described their “work ethic”, “integrity”, “positive attitudes”, “values” as well as “going above and beyond” as factors that positively contributed to their leadership success. References to their personality such as being easy to get along with and “the ability to collaborate with diverse personalities in complex environments” were also mentioned. One leader described her “Personal attributes and wanting to get things done, to make a difference”. Discussion around “making a difference” was mentioned by a number of leaders in addition to listing their values, and was included in this group.

Another theme identified was individuals’ competencies. For this study competencies comprise of any ability, expertise knowledge or skills that respondents described as being key to leadership attainment. 29% of women described their “experience and skill set”, “technical aptitude” “ability to get new clients”, “meeting organisational standards” when listing positive factors that led to leadership attainment. Descriptions for competencies were also described in ways such as “demonstrating good leadership practice” and “people skills to get things done”.

Confidence was another emerging theme and was used when participants described confidence directly or any sort of reference to belief in themselves or their abilities. 28% of women as mentioned confidence as being a key factor in contributing to their leadership advancement. “Belief in my abilities and skills” and “having confidence in my ability to outperform my colleagues” were some of the ways leaders described this.

Table 4.

*Summary of key factors that contributed to leadership advancement*

<b>Theme</b>	<b>Subthemes</b>	<b>% experienced</b>
Drive	Commitment	33.8%
	Motivation	
	Determination	
Hard work / Results / Experience	Delivering results	33.1%
	Achievement	
	Best person for job	
Personality / Personal Values	Strong work ethic	33.1%
	Positive attitude	
	Understanding people	
	Making a difference	
Competencies	Strong skill set	29.4%
	Technical ability	
Confidence	Self-belief	28.1%
Relationships / Networks	Support from colleagues and other in the industry	16.3%
	Support from partner / friends	
Career Sponsorship	Advocate	12.5%
	Belief in abilities	
Leadership / Manager Support		10.6%
Peer support		8.8%
Qualifications	MBA	8.8%
	Further leadership training	
Luck / Timing	Right place at the right time	7.5%
Mentors	Guided and supported	5.6%
Coaching	Equipping with right tools	2.4%
	Developed a plan	

*Sponsorship, Mentoring and Executive Coaching*

The participants also had the opportunity to leave any comments regarding career sponsorship, mentors and executive coaching in an open-ended response field. These comments have been collated to develop a greater understanding of each factor and the impact it has on women in leadership.

When investigating sponsorship satisfaction, 41% of respondents had experienced a sponsorship relationship during their career. With 13% of these women directly describing that it as a vital factor that contributed to their leadership career. Whilst the percentage may not appear large in comparison to the overall sample, it does indicate sponsorship is having a significant influence, as over a third of the respondents that had experienced having a sponsor directly attributed it to their leadership success in the open ended descriptions. One of the participants stated “My sponsor definitely put me on my leadership path and supported and believed in me and what I could achieve. They were instrumental in my journey and helped build my confidence in what was possible.” In regard to how connections with sponsors are made, there was a mixed response with some respondents feeling lucky to have been sponsored “I was very lucky early in my career with two senior (male) staff members who created opportunities for me and helped me to grow my skills.” Described was how some women sought career sponsors out directly “I sought out the sponsorship with the opportunity to work in a collaborative team - which opened the door.” Women also encouraged others to try and get their own sponsor: “Having a sponsor is something I encourage wahine I work with to seek.”

Mentoring satisfaction received a mix response. It was the most commonly experienced factor by the leaders surveyed, with nearly half (46%) of all leaders having had a mentor throughout their career. Yet, only 5.6% directly attributed it to their leadership advancement. One participant stated: “A mentor is critical in executive roles as they become your peer support for challenges and times when these roles feel quite isolated.” Several participants mentioned



they had more than one mentor during their career “I have had more than one mentor throughout my career” and “I tend to seek out mentors depending on the advice I am seeking.” A crucial element described was having “a genuine connection” and the “right fit” if the relationship was going to be successful. The mentors women had were described as both formal and informal in nature, with one leader describing that “informal mentor relationships have been the most valuable (where we have identified each other through working experiences) as opposed to mentor 'set ups' where there is an obligation as opposed to a genuine connection.”

When further exploring the role executive coaching played in leadership attainment, only 26% of all women leaders had experienced executive coaching during their career, with 3% directly attributing it to leadership attainment in the open ended response section. The main theme that emerged in the discussion field was around personal fit and the relationship built with the coach. The coach–coachee relationship was described as being vital if it was to be a positive influence on leadership attainment. Some women reported having executive coaches “throughout different phases of my career - they have been invaluable for assisting to make sense of certain situations, reflection, planning and testing out of ideas.” Another theme that emerged was the discussion around investing in your own personal executive coach, as opposed to using one appointed by the organisation: “The coach had a conflict of interest as was coaching other members of the same team.” Some of the women who had executive coaches that were not organisationally prescribed appeared more satisfied with their coaching outcomes: “I used someone who was outside the corporate executive coach model - but this person was fantastic in challenging me to grow.” All the respondents who were not satisfied with their coaching experience and commented on this described executive coaches not understanding their “role or abilities”, and not being relatable: “the coaches I had in the past I couldn't relate to.”

## **Discussion**

The current study sought to explore current female leaders' leadership experiences using five research questions. Firstly, qualitative measures were used to gain further understanding of what has hindered leaders during their leadership advancement in New Zealand, as well as uncover the key factors that they attribute to their leadership success. Then, this study quantitatively investigated how the mentoring, career sponsorship and executive coaching described in the literature influenced female leaders during their career advancement. This was explored by measuring current leader's perceptions of leadership efficacy and career satisfaction in relation to their satisfaction with a mentor, career sponsor or executive coach. A self-report survey was distributed to women holding executive leadership positions in New Zealand.

When answering the first research question about the factors that negatively affect leadership advancement for women in New Zealand, the largest hindrance described was the organisational culture. Organisational culture contributes significantly to the expectations and norms associated with leadership opportunities (Walker & Artiz, 2015). Organisations that traditionally align with more 'masculine' characteristics such as individualism, authority and being competitive in nature are described as being more common in western organisations (Maier, 1999). However, each organisational culture is unique and different in the norms and cultural values that are displayed (Walker & Artiz, 2015). Although this study did not specifically measure the organisational culture in which participants were currently working, the answers provided the current study suggest that it has a large, seemingly negative effect on leadership advancement for minority groups, including women. Whilst many companies now emphasise the need for more inclusive policy and unconscious bias training, the results of this study indicate that there is still a long way to go to reduce the effects negative organisational culture has on women's careers and leadership advancement in New Zealand.

The second research question sought to explore the key positive factors that women ascribe to the attainment of their leadership positions. These included drive, hard work/results, personality, competencies and confidence. These findings align with a developmental model of leadership, which is when life experiences influence the development of leadership behaviours (Bass & Avolio, 1994). Zaccaro, LaPort, and José, (2013) described the work that executive level leaders undertake as being tough and demanding. Therefore these core attributes which also contribute to leadership engagement, and include motivation to lead, self-belief, internal locus of control, generalised self-efficacy and emotional stability are critical for leaders (Judge, Locke, Durham, & Kluger, 1998; Zaccaro, et al. 2013). Those with a sense of these core beliefs often have a high level of personal confidence and resilience through personal challenges (Antonakis & Day, 2017; Zaccaro, et al., 2013). From the evaluation of the qualitative component and levels of leadership efficacy determined in the quantitative findings, it would appear that there is a positive association between these self-beliefs and perceptions of leadership success among women leaders.

Given that positive outcomes were attributed internally by these women leaders, and negative outcomes were attributed externally, attribution theory could provide further theoretical understanding of the results. Attribution theory is concerned with why and how people describe events the way they do (Heider, 1958). The theory is based on two main ideas: dispositional attribution (internal cause) and situational attributions (external cause) (McLeod, 2010). In the current study, women leaders have predominantly attributed their leadership success to their own internal characteristics, rather than outside factors. When describing factors that may have hindered them, they have predominantly externalised the cause, relating it to the culture of the organisation, which is something that they cannot control. The results of this study are consistent with the self-serving bias, (Martinko, Harvey, & Dasborough, 2011; Zuckerman, 1979). Additionally, Silver et al (1997) described people with high self-efficacy as more likely

to attribute internally than those with lower levels of efficacy. Attributing success to one's own characteristics or ability increases the individuals' belief that they will succeed in the future, which in turn may improve performance (Silver, Bauman, & Iyres, 1995). However, scholars warn that a leader with self-serving bias may also blame their subordinates for organisational failures instead of taking personal responsibility (Martinko, Harvey, & Douglas, 2007).

The third research question sought to explore the association between having a mentor and career satisfaction and leadership efficacy. The results found that although on average women leaders were satisfied with their mentoring experiences, this was not significantly associated with perceptions of leadership efficacy and had a negative association with overall career satisfaction. While not significant, the effect sizes suggest that there is a relationship between leadership action efficacy and having a mentor.

The results partially support previous findings that mentoring is an important factor in developing leadership efficacy (Lester et al., 2011). Dawson, Bernstein, and Bekki, (2015) describe the psychosocial benefits of mentoring, as the social support women need to help buffer isolation, and overcome stress found when working as a minority in organisations. Mentors who provide psychosocial support also help provide coping strategies and perspective for family life conflict and help individuals' better cope with biases (Underhill, 2006; Van Emmerik, 2004). Whilst this study did not quantitatively test the psychosocial outcomes there was some indication of this effect in the qualitative analysis, with women discussing the importance of mentors in "assisting with personal challenges" and alleviating "feelings of isolation" during their career. Additionally, 16% of women described their relationships and networks as having a direct impact on their leadership attainment. Leaders expressed being "[i]nformally supported and mentored by colleagues" and the "friend/peer networks" that "encouraged and empowered me". Whilst mentoring did not yield significant results, with the

tested outcomes in this study, the benefit of mentors, peer relationships and networks should not be overlooked in the wider picture of leadership development (Hopkins et al. 2008).

When answering the fourth research question regarding the effect of satisfaction with career sponsor on leadership efficacy and career satisfaction, the quantitative findings revealed there was a positive association and significant effect size between having a sponsor and career satisfaction. This study's findings that sponsorship is strongly associated predictor of overall career satisfaction is supported by Ayree and Chay (1994). Kram's (1988) study also supports the notion that successful individuals have a tendency to attribute part of their career advancement to having a sponsor. The effect that leader action efficacy and leaders regulation efficacy is also associated to their levels of career satisfaction, meaning that those who experience a career sponsor are more likely to be more confident and satisfied in their leadership position (Kram, 1988).

The effect of a career sponsor and career satisfaction holds across multiple disciplines including academia (Ayree & Chay, 1994; Cameron & Blackburn, 2016). Cameron & Blackburn, (2016) found that working closely with a sponsor was associated with higher pre doctoral productivity and protégé were able to obtain better academic roles. Employees who have a high quality relationship with their sponsor are more likely to enjoy both subjective and objective career success (Wayne, Linden, Kraimer, & Graf, 1999).

The final research question explored the leaders' satisfaction with an executive coach and the impact this had on career satisfaction and leadership efficacy. The findings indicated that there may be an association between having an executive coach and both components of leadership efficacy. As the number of participants that had experienced executive coaching in this study was low, the effect of this result was low. However, as Haig (2013) describes in exploratory data analysis the researcher is looking for phenomena that may be occurring and should be explored further with constructive replication studies. Therefore the identification

this potential phenomena between coaching and the components of leadership efficacy should not be disregarded.

Given the varied levels of satisfaction with external executive coaches our research yielded, Jones, Woods, and Guillaume, (2016) shed further light on this study's findings. Their study revealed that coachees are more likely to be satisfied when the coaching is conducted in-house as opposed to an externally hired coach. As our research specified that executive coaching was done by an external consultant, this may have had an effect on both the number of people who recorded experiencing it and the effect it had on their leadership perceptions (Jones et al., 2016). This area of our study provides future researchers with a number of opportunities to expand on the effect coaching has on both current and aspiring leaders by ensuring the number of participants is increased. As well as exploring the differences in satisfaction depending on whether the coaching is conducted in-house or by an externally hired consultant

### ***Directions for future research and limitations***

Firstly one of the key reasons this research was conducted among women leaders in New Zealand was to honour the Treaty of Waitangi and the bicultural framework in which the New Zealand Psychological Society operate under (Herbert, 2010). Exploring the experiences of Pakeha (New Zealand European) and Māori women leaders, and empirically testing for differences between these groups, offers new and important insights for researchers and practitioners. In this study, no significant differences were found between Māori and non-Māori women leaders in perceptions of leadership efficacy or career satisfaction. Nor were there significant differences in levels of mentor, sponsor or coaching satisfaction. On the surface, this finding suggests that women leaders in New Zealand experience similar challenges and enabling factors in organisations.

Nevertheless, the qualitative findings hint at some differences between the ways Māori women have experienced their rise to leadership, this is consistent with previous research

highlighting differences between women of minority groups and the way they develop leadership careers (Wyatt & Silvester, 2015). Often Māori leaders often have to operate within environments dominated by the western philosophy (Te Rito, 2007). Māori leaders surveyed in the current study discuss how they felt there was a “double jeopardy” during their rise to leadership as they had to “prove their worth even more, not only as a woman, but as a Māori woman”. This finding supports the “double bind” description that in comparison to their white counterparts, black or ethnic minority managers felt they had to put in more effort and time into their work in order to receive equal credit (Wyatt & Silvester, 2015; Te Rito, 2007).

While this research did place emphasis on recruiting an ethnically diverse sample of participants and extended invitation out to a number of Māori organisations and leaders the final number obtained may not be generalizable. Given this, our study supports Fitzgerald’s, (2003) call for a focus on the need to formulate indigenous theories of leadership that account for and explain Māori women’s ways of leading. Therefore, future research should further focus on what it means to be a Māori women in leadership and the unique values, practices and obstacles experienced during their leadership careers.

The first limitation is the use of significance testing to analysis the quantitative research questions of the study. Cohen, (1994) describes the problem of significance testing and the mistaken assumption that if we do not reject the null hypothesis, there is no effect. In this study if we were to dismiss the associations between satisfaction with mentoring, sponsor, and executive coaching and the leadership outcomes of interest, we would be disregarding important experiences reported by women leaders. Fisher (1925) argues that significance testing pays too much attention to the significance of results and too little on the magnitude of effects (p.32). Therefore to overcome this in the present study, effect sizes and confidence intervals have been reported. Additionally, to overcome this limitation, the study also included qualitative methods which is considered a legitimate approach to exploratory research (Kline,

2004). Reporting the effect sizes allows for future researchers to replicate this study, expand on these results or use in a meta-analysis.

Secondly, this study relied on recall data regarding the women leaders' experiences with career sponsors, mentors and executive coaches, as well as the positive and hindering factors towards their first leadership position. It is acknowledged that retrieval biases (Podsakoff, MacKenzie, & Podsakoff, 2012) may have affected the responses in the questionnaire. Recall questions have been described as more difficult to answer due to the relative remoteness of the relevant information in memory (Podsakoff et al., 2012). Given the length of time that some women had been in leadership positions, and the overall positive satisfaction with factors measured participants retrieval bias may have skewed responses. Rosy retrospection is described as the tendency to recall events or people more favourably than when they occurred (Wirtz, Kruger, Scollon, & Diener, 2003). In addition negative events are often recalled as more salient. One way to help overcome retrospection biases, as suggested by Podaskoff et al., (2012), is to ensure all concepts are clearly defined, with specific and concise questionnaire. This recommendation was followed during the development of this survey. Future research could look at including the objective measures of career success or use longitudinal research to explore the phenomena described.

Another limitation to this research was that it only focused on female leaders, and was not extended out to current male leaders for participation. Whilst there was a call for researchers to explore what leadership means for female leaders exclusively (McLean & Beigi, 2016), having a comparison to male counterparts may have offered a different perspective or further insight into differences in leadership attainment factors and trajectories between genders. The results from this study on New Zealand women in leadership are acknowledged as exploratory, therefore offering future researchers the opportunity to replicate or build on from this study by including current male leaders to explore gender differences.



Finally, this study relied on qualitative analyses to understand the other factors described by participants with positive or hindering factors of leadership attainment. Collier and Mahoney, (1996) discusses the pitfalls of selection biases by the researcher in qualitative analyses. Given the parameters of this research as a dissertation for partial fulfilment for a master's degree, the sole nature of the research could not be overcome. In an attempt to limit biases during thematic analyses the Braun and Clarke, (2006) guidelines were followed. Additionally, quantitative data was collected alongside the qualitative. Future researchers should consider the factors described and follow recommendations of having multiple people code the data to ensure that there is consistency among the interpretations (Cresswell, 2012).

### ***Theoretical and Practical Implications***

The present study has numerous theoretical and practical implications. In order to overcome negative stereotypes and organisational culture, organisations should be proactive in educating not only leaders but all staff about unconscious biases and the affect this has on all aspects of the organisation. An organisations culture includes the visions, values, norms and systems which influence the business across the board (Burke & Major, 2014). This culture has a direct impact on hiring and promotion decisions. What gets measured gets done, and therefore if organisations are serious about enhancing gender equality within leadership teams they should take a strategic approach to organisational change and managing diversity (Friday & Friday, 2003). This includes setting realistic and measurable goals, establishing accountability, monitoring the implementation process and documenting the results (Giovannini, 2004). Furthermore, given the important factors of personal drive and motivation have on leadership advancement, organisations should look at ways to foster this in order to capitalise on capable aspiring leaders.

This is one of the first studies to empirically test the relationship between mentoring, career sponsorship and executive coaching, and current women leaders' perceptions of efficacy and career satisfaction. The findings revealed the influence that mentoring, career sponsors and executive coaches have had on the career satisfaction and efficacy perceptions of current female leaders. The use of qualitative analysis provided further understanding and important contextual insights regarding other factors that have positively influenced or negatively affected women leaders as they advanced throughout their career towards an executive level of leadership. Results of this study are vital for organisations who are actively promoting diversity and engaging with women to promote them to key leadership positions. Equally, the findings are important for aspiring leaders to understand and independently take control of their own careers by ensuring they know which factors may positively influence their leadership development, as well as offering possible areas for academics to research. The current study has a number of theoretical and practical implications.

This study revealed that having a career sponsor was the most influential factor associated to career satisfaction. Therefore, organisations should encourage their executive leadership team to identify any potential aspiring leaders that they could sponsor and advocate for to assist in accelerating their career. Additionally, leaders often described the confidence that having a sponsor gave them, indicating that women with leadership aspirations should seek out potential sponsors in order to increase their chance of promotion and overall confidence once appointed to the role.

The results also indicated that having an executive coach has an effect leadership efficacy. Due to the relatively under researched area on executive coaching and the influence this has on current leaders, future research should explore this phenomenon exclusively and ensure greater participant numbers, as well as examine the difference between in house coaching and externally hired coaches to see the extent that having an executive coach has on

leadership attainment and career satisfaction. Additionally, this research found that women leaders described a lack of career planning as hindering their leadership advancement in order to overcome this the employment of an executive coach may help with future planning for their leadership careers.

When considering the context in which this research was undertaken, it could be considered pleasing that there were no significant differences in leadership outcomes among between Maori and non-Maori women leaders. However, Haar & Brougham, (2013) discuss that the current models used to assess and measure career satisfaction may be too limiting for indigenous peoples and suggests including a fifth factor to the Greenhauss' (1990) career satisfaction measure that relates to workplace cultural wellbeing. As this scale was not included in the research, the findings outlined in this study may not be generalizable. Although, it does present future researchers a unique opportunity to further explore the rise to leadership for New Zealand's indigenous and other ethnic minority women leaders.

The current social and business climate is pushing for the promotion of women in leadership and gender parity on boards (Parker, 2019). With the New Zealand Government recently assuring gender parity of all state sector boards by 2021 (Harris, 2018). However, Adams (2016) proposes some caution to this view. While not directly challenging the importance of increased board diversity, it is suggested that the policy makers driving board diversity should be more cautious when blindly adopting the 'business case' approach that all organisations with more women on the board will perform better (Adams, 2016). Currently the research is not clear if promoting women on the basis of a positive stereotype or to maintain a quota system is actually beneficial to women or society as a whole (Adams, 2016; Rhode & Packel, 2014). The results of the current study indicate that whilst overcoming some obstacles in order to reach an executive leadership position, overall women leaders are confident in their abilities to lead once appointed. This research has been crucial for establishing a baseline of

leadership efficacy perceptions of current female leaders. Therefore, future research should continue to explore the quota phenomena in greater depth. By exploring the efficacy perceptions of those leaders employed in the public sector that may have been hired under a quota, and those in the private sector, to establish any differences between these groups and their experience during their leadership careers.

### **Conclusion**

This study sought to gain a deeper understanding of women leaders in New Zealand, and ascertain the factors that they believe helped them reach the executive leadership positions they hold. This study qualitatively collected data that current women leaders described as being imperative to attaining their first leadership position. Leaders described personal attributes such as drive and hard work as the most common reason for their leadership attainment. The findings demonstrate that it was an unfavourable organisational culture that hindered the advancements of women within leadership careers. Additionally, this is the first study of its kind to empirically investigate the previously described factors of mentoring, career sponsorship and executive coaching and the effect these factors have had on efficacy perceptions and their career satisfaction. The findings revealed that sponsorship satisfaction had the biggest influence on career satisfaction and indicated that executive coaching may influence leadership efficacy perceptions. This exploratory research offers an understanding of the current climate for women in leadership in New Zealand. It offers organisations and aspiring leaders practical implications which may assist in leadership development, as well as providing several possible directions for future research in this area to the wider academic community.

## References

- Accenture. (2014). *Career Capital 2014 Results*. Accenture. Retrieved November 8, 2018, from [https://www.accenture.com/\\_acnmedia/Accenture/Conversion-Assets/DotCom/Documents/About-Accenture/PDF/1/Accenture-IWD-2014-Research-Career-Capital.pdf#zoom=50](https://www.accenture.com/_acnmedia/Accenture/Conversion-Assets/DotCom/Documents/About-Accenture/PDF/1/Accenture-IWD-2014-Research-Career-Capital.pdf#zoom=50)
- Adams, R. (2016). Women on boards: The superheroes of tomorrow? *The Leadership Quarterly*, 27(3), 371-386.
- Akhtar, M. (2008, November 08). *What is Self-Efficacy? Bandura's 4 Sources of Efficacy Beliefs*. Retrieved from Positive Psychology: <http://positivepsychology.org.uk/self-efficacy-definition-bandura-meaning/>
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for protégés: A meta-analysis. *Journal of applied psychology*, 89(1), 127.
- Antonakis, J., & Day, D. V. (2017). *The Nature of Leadership* (3rd ed.). Thousand Oaks, California: Sage publications.
- Athanasopoulou, A., & Dopson, S. (2018). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters the most? *The Leadership Quarterly*, 29(1), 70-88.
- Athanasopoulou, A., & Dopson, S. (2018). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters the most? *The Leadership Quarterly*, 29(1), 70-88.
- Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist*, 65(3), 157-171.
- Ayree, S., & Chay, Y. (1994). An Examination of the Impact of Career-Oriented Mentoring on Work Commitment Attitudes and Career Satisfaction Among Professional and Managerial Employees. *British Journal of Management*, 5(4), 241-249.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1986). *Social foundations of thought and action*. New Jersey: Englewood Cliffs.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Bandura, A., & Wessels, S. (1997). *Self-efficacy*. W.H. Freeman & Company.

- Barnett, M. L., & Salomon, R. M. (2006). Beyond Dichotomy: The Curvilinear Relationship between Social Responsibility and Financial Performance. *Strategic Management Journal*, 27(11), 1101-1122.
- Bass, B. (2010). *The Bass handbook of leadership: Theory, research, and managerial*. New York: Simon & Schuster.
- Bass, B. M., Avolio, B. J., & Atwater, L. (1996). The transformational and transactional leadership of men and women. *Applied psychology*, 45(1), 5-34.
- Bass, B., & Avolio, B. (1994). Introduction. In *Improving organizational effectiveness through transformational leadership* (pp. 1-9). Thousand Oaks: Sage.
- Bass, B., & Avolio, B. (1994). Shatter the glass ceiling: Women may make better managers. *Human Resource Management*, 33(4), 549-560.
- Baugh, S., & Fagenson-Eland, E. (2007). Formal Mentoring programs. In B. R. Ragins, & K. Kram, *The Handbook of Mentoring at Work: Theory, Research, and Practice* (pp. 249-271). California: Sage.
- Berk, R. A., Berg, J., Mortimer, R., Walton-Moss, B., & Yeo, T. P. (2005). Measuring the effectiveness of faculty mentoring relationships. *Academic Medicine*, 80(1), 66-71.
- Bilimoria, D. (2000). Building the business case for women corporate directors. In *Women on corporate boards of directors* (pp. 25-44). Dordrecht: Springer.
- Bozer, G., & Jones, R. (2018). Understanding the factors that determine workplace coaching effectiveness: A systematic literature review. *European Journal of Work and Organizational Psychology*, 27(3), 342-361.
- Bozer, G., Joo, B.-K., & Santora, J. (2015). Executive coaching: Does coach-coachee matching based on similarity really matter? *Consulting Psychology Journal: Practice and Research*, 67(3), 218-233.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Burke, R. J., & McKeen, C. A. (1997). Benefits of mentoring relationships among managerial and professional women: A cautionary tale. *Journal of Vocational Behavior*, 51(1), 43-57.
- Burke, R., & Major, D. (2014). *Gender in Organizations*. doi:10.4337/9781781955703
- Cameron, S., & Blackburn, R. (2016). Sponsorship and Academic Career Success. *The Journal of Higher Education*, 52(4), 369-377.

- Chisholm-Burns, M. A., Spivey, C. A., Hagemann, T., & Josephson, M. A. (2017). Women in leadership and the bewildering glass ceiling. *American Journal of Health-System Pharmacy*, 74(5), 312-324.
- Cohen, J. (1994). The earth is round ( $p < .05$ ). *American Psychologist*, 49, 997-1003.
- Collier, D., & Mahoney, J. (1996). Insights and pitfalls: Selection bias in qualitative research. *World Politics*, 49(1), 56-91.
- Cook, A., & Glass, C. (2014). Above the glass ceiling: When are women and racial/ethnic minorities promoted to CEO? *Strategic Management Journal*, 35(7), 1080-1089.
- Cotter, D. A., Hermsen, J. M., Ovadia, S., & Vanneman, R. (2001). The glass ceiling effect. *Social forces*, 8(2), 655-681.
- Cresswell, J. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Dawson, A., Bernstein, B., & Bekki, J. (2015). Providing the Psychosocial Benefits of Mentoring to Women in STEM: CareerWISE as an Online Solution. *New Directions for Higher Education*, 53-62.
- de Haan, E., Grant, A. M., Burger, Y., & Eriksson, P. O. (2016). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research*, 68(3), 189-207.
- de Haan, E., Grant, A., Burger, Y., & Eriksson, P. (2016). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research*, 68(3), 189-207.
- Deloitte. (2017). *Westpac New Zealand, Diversity Dividend Report*. Auckland. Retrieved from <https://www.westpac.co.nz/assets/WOI/Westpac-Diversity-Dividend-Report.pdf>
- DeVillis, R. (2016). *Scale development: Theory and applications* (3rd ed.). California, USA: Sage Publications.
- Dobbins, G. H., & Platz, S. J. (1986). Sex differences in leadership: how real are they? *Academy of Management review*, 11(1), 118-127.
- Eagly, A. H. (2007). Female leadership advantage and disadvantage: Resolving the contradictions. *Psychology of women quarterly*, 31(1), 1-12.
- Eagly, A. H., & Carli, L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston: Harvard Business Press.

- Eagly, A. H., & Carli, L. L. (2012). Women and the labyrinth of leadership. *Contemporary issues in leadership*, 147-162.
- Eagly, A. H., & Johnson, B. T. (1990). Gender and leadership style: A meta-analysis. *Psychological bulletin*, 108(2), 233-256.
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological review*, 109(3), 573-598.
- Eagly, A. H., Johannesen-Schmidt, M. C., & Van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological bulletin*, 129(4), 569-591.
- Eby, L., Durley, J., Evans, S., & Ragins, B. (2008). Mentors' perceptions of negative mentoring experiences: Scale development and nomological validation. *Journal of applied psychology*, 93(2), 358-373.
- Ensher, E., & Murphy, S. (2005). *Power mentoring: How successful mentors and protégés get the most out of their relationships* (Vol. 79). San Francisco : Jossey-Bass.
- Ensher, E., Thomas, C., & Murphy, S. (2001). Comparison of traditional, step-ahead, and peer mentoring on protégés' support, satisfaction, and perceptions of career success: A social exchange perspective. *Journal of Business and Psychology*, 15(3), 419-438.
- Fagenson, E. (1989). The mentor advantage: Perceived career/job experiences of proteges versus non-proteges. *Journal of Organizational Behavior*, 10(4), 309-320.
- Field, A. (2014). *Discovering statistics using IBM SPSS statistics* (4th ed.). London: Sage Publications.
- Fisher, R. (1925). *Statistical methods for research workers*. London: Oliver and Boyd.
- Fitzgerald, T. (2003). Changing the deafening silence of indigenous women's voices in educational leadership. *Journal of Educational Administration*, 41(1), 9-23.
- Fitzsimmons, T. W., Callan, V. J., & Paulsen, N. (2014). Gender disparity in the C-suite: Do male and female CEOs differ in how they reached the top? *The Leadership Quarterly*, 25(2), 245-266.
- Fitzsimmons, T. W., Callan, V. J., & Paulsen, N. (2014). Gender disparity in the C-suite: Do male and female CEOs differ in how they reached the top? *The Leadership Quarterly*, 25(2), 245-266.
- Friday, E., & Friday, S. (2003). Managing diversity using a strategic planned change approach. *Journal of Management Development*, 22(10), 863-880.
- Friday, E., Friday, S. S., & Green, A. L. (2004). A reconceptualization of mentoring and sponsoring. *Management Decision*, 42(5), 628-644.



- Gattiker, U. E., & Larwood, L. (1988). Predictors for Managers' Career Mobility, Success, and Satisfaction. *Human relations*, 41(8), 569-591.
- George, D., & Mallery, M. (2003). *Using SPSS for Windows step by step: a simple guide and reference* (4th ed.). Boston: Allyn & Bacon.
- Gibson, S. (2008). The developmental relationships of women leaders in career transition: Implications for leader development. *Advances in Developing Human Resources*, 10(5), 651-670.
- Giovannini, M. (2004). What Gets Measured Gets Done: Achieving Results Through Diversity and Inclusion. *The Journal for Quality and Participation*, 27(4), 21-27.
- Gist, M., & Mitchell, T. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management review*, 17(2), 183-211.
- Glass, C., & Cook, A. (2018). Do women leaders promote positive change? Analyzing the effect of gender on business practices and diversity initiatives. *Human Resource Management*, 57(4), 823-837.
- Glass, C., & Cook, A. (2018). Do women leaders promote positive change? Analyzing the effect of gender on business practices and diversity initiatives. *Human Resource Management*, 57(4), 823-837.
- Glass, C., Cook, A., & Ingersoll, A. R. (2016). Do women leaders promote sustainability? Analyzing the effect of corporate governance composition on environmental performance. *Business Strategy and the Environment*, 25(7), 495-511.
- Grant Thornton. (2018). *Women in business: beyond policy to progress*. Auckland: Grant Thornton. Retrieved from <http://www.grantthornton.co.nz/globalassets/1.-member-firms/new-zealand/pdfs/grant-thornton-women-in-business-2018.pdf>
- Grant, A. (2014). The efficacy of executive coaching in times of organisational change. *Journal of Change Management*, 14(2), 258-280.
- Greeneberg, J., & McCarty, C. (1990). Comparable worth: A matter of justice. In G. Ferris, & K. Rowland, *Research in personnel and human resources management* (Vol. 8, pp. 265-301). Greenwich: JAI Press.
- Greenhaus, J., Parasuraman, S., & Wormley, W. (1990). Effects of race on organisational experiences, job performance evaluations and career outcomes. *Academy of management Journal*, 33(1), 64-86.
- Haar, J., & Brougham, D. (2013). An indigenous model of career satisfaction: Exploring the role of workplace cultural wellbeing. *Social Indicators Research*, 110(3), 873-890.

- Haig, B. (2013). Detecting psychological phenomena: Taking bottom-up research seriously. *The American journal of psychology*, 126(2), 135-153.
- Hannah, S. T., & Avolio, B. J. (2013). Leader Efficacy Questionnaire. *Mind Garden Inc*, 1-14. Mind Garden.
- Hannah, S., & Luthans, F. (2008). A cognitive affective processing explanation of positive leadership. *Affect and emotion: New directions in management: Theory and research*, 97.
- Hannah, S., Avolio, B., Luthans, F., & Harms, P. (2008). Leadership efficacy: Review and future directions. *The Leadership Quarterly*, 19(6), 669-692.
- Hannah, S., Avolio, B., Luthans, F., & Harms, P. (2008). Leadership efficacy: Review and future directions. *The Leadership Quarterly*, 19(6), 669-692.
- Hannah, S., Avolio, B., Walumbwa, F., & Chan, A. (2012). Leader Self and Means Efficacy: A multi-component approach. *Organizational Behavior and Human Decision Processes*, 118(2), 143-161.
- Harris, C. (2018, July 6). Women must make up half of all state sector boards: Govt. *stuff.co.nz*. Retrieved from <https://www.stuff.co.nz/business/industries/105284096/women-must-make-up-half-of-all-state-sector-boards-govt>
- Harris, C., & Leberman, S. (2012). Leadership development for women in New Zealand universities: Learning from the New Zealand women in leadership program. *Advances in Developing Human Resources*, 14(1), 28-44.
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley.
- Heilman, M. (2001). Description and Prescription: How Gender Stereotypes Prevent Women's Ascent Up the Organizational Ladder. *Journal of Social Issues*, 57(4), 657-674.
- Heilman, M. (2012). Gender stereotypes and workplace bias. *Research in Organizationla Behavior*, 32, 113-135.
- Heilman, M., & Parks-Stamm, E. (2007). Gender Stereotypes in the Workplace: Obstacles to Women's Career Progress. In S. J. Correll, *Social Psychology of Gender (Advances in Group Processes* (Vol. 24, pp. 47-77). Bingley, West Yorkshire, England: Emerald Group Publishing Limited.
- Helms, M., Arfken, D., & Bellar, S. (2016). The Importance of Mentoring and Sponsorship in Women's Career Development. *SAM advanced management journal*, 81(3), 4-16.
- Herbert, A. (2010). Treaty framework for a sustainable future for psychology: Cultural competencies in context. *Psychology Aotearoa*, 2, 106-111.

- Heslin, P. (2005). Conceptualizing and Evaluating Career Success. *Journal of Organizational Behavior*, 26(2), 113-136.
- Hewlett, S. (2013). *Forget a mentor, find a sponsor: The new way to fast-track your career*. Harvard Business Review Press.
- Hezlett, S., & Gibson, S. (2005). Mentoring and human resource development: Where we are and where we need to go. *Advances in Developing Human Resources*, 7(4), 446-469.
- Hillman, A. J. (2015). Board Diversity: Beginning to Unpeel the Onion. *Corporatae Governance: An International Review*, 23(2), 104-107.
- Hinkin, T. (1995). A review of scale development practices in the study of organizations. *Journal of Management*, 21(5), 967-988.
- Hodgetts, W. H. (2002). Using executive coaching in organizations: What can go wrong (and how to prevent it). *Executive coaching: Practices and perspectives*, 203-223.
- Hopkins, M. M., O'Neil, D. A., Passarelli, A., & Bilimoria, D. (2008). Women's leadership development strategic practices for women and organizations. *Consulting Psychology Journal: Practice and Research*, 4, 348-365.
- Hoyt, C. (2005). The role of leadership efficacy and stereotype activation in women's identification with leadership. *Journal of Leadership & Organizational Studies*, 11(4), 2-14.
- Hoyt, C. (2005). The role of leadership efficacy and stereotype activation in women's identification with leadership. *Journal of Leadership & Organizational Studies*, 11(4), 2-14.
- Hoyt, C., & Blascovich, J. (2007). Leadership efficacy and women leaders' responses to stereotype activation. *Group Processes & Intergroup Relations*, 10(4), 595-616.
- Jogulu, U., & Wood, G. (2008). A cross-cultural study into peer evaluations of women's leadership effectiveness. *Leadership & Organization Development Journal*, 29(7), 600-616.
- Jones, R. J., Woods, S. A., & Guillaume, Y. R. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89(2), 249-277.
- Jones, R., & Bozer, G. (2018). Advances in the Psychology of Workplace Coaching. *Applied Psychology*, 67(4).
- Joo, B., Sushko, J., & McLean, G. (2012). Multiple faces of coaching: Manager-as-coach, executive coaching, and formal mentoring. *Organization Development Journal*, 30(1), 19-38.

- Joo, B., Sushko, J., & McLean, G. (2012). Multiple faces of coaching: Manager-as-coach, executive coaching, and formal mentoring. *Organization Development Journal*, 30(1), 19-38.
- Joo, B.-K. (2005). Executive coaching: A conceptual framework from an integrative review of practice and research. *Human Resource Development Review*, 4(4), 462-488.
- Judge, T. A., Bono, J. E., Erez, A., & Locke, E. A. (2005). Core self-evaluations and job and life satisfaction: the role of self-concordance and goal attainment. *Journal of applied psychology*, 90(2), 257.
- Judge, T., Cable, D., Boudreau, J., & Bretz Jr, R. (1995). An empirical investigation of the predictors of executive career success. *Personnel psychology*, 48(3), 485-519.
- Judge, T., Klinger, R., & Simon, L. (2010). Time is on my side: Time, general mental ability, human capital, and extrinsic career success. *Journal of Applied Psychology*, 95(1), 92.
- Judge, T., Locke, E., Durham, C., & Kluger, A. (1998). Dispositional effects on job and life satisfaction: The role of core evaluations. *Journal of Applied Psychology*, 83(1), 17-27.
- Kline, R. (2004). *Beyond significance testing: Reforming data analysis methods in behavioral research*. Washington: American Psychological Association.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., . . . Thomas, D. (2003). *The effects of diversity on business performance: Report of the diversity research network*. Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management.
- Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are leader stereotypes masculine? A meta-analysis of three research paradigms. *Psychological bulletin*, 137(4), 616.
- Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are leader stereotypes masculine? A meta-analysis of three research paradigms. *Psychological bulletin*, 137(4), 616-642.
- Kram, K. E. (1988). *Mentoring at work: Developmental relationships in organizational life*. University Press of America.
- Lee, C., & Gillen, D. (1989). Relationship of Type A behavior pattern, self-efficacy perceptions on sales performance. *Journal of organizational Behavior*, 10(1), 75-81.

- Lester, P., Hannah, S., Harms, P., Vogelgesang, G., & Avolio, B. (2011). Mentoring Impact on Leader Efficacy Development: A Field Experiment. *Academy of Management Learning & Education*, 10(3), 409-429.
- Maier, M. (1999). On the gendered substructure of organization: Dimensions and dilemmas of corporate masculinity. In G. Powell (Ed.), *Handbook of gender and work*. Thousand Oaks, California: Sage.
- Martinko, M. J., Harvey, P., & Dasborough, M. T. (2011). Attribution theory in the organizational sciences: A case of unrealized potential. *Journal of Organizational Behavior*, 32(1), 144-149.
- Martinko, M., Harvey, P., & Douglas, S. (2007). The role, function, and contribution of attribution theory to leadership: A review. *The Leadership quarterly*, 561-585.
- Masta, D., & Miller, A. (2013). A Female Style in Corporate Leadership? Evidence from Quotas. *American Economic Journal: Applied Economics*, 5(3), 136-169.
- McLean, G., & Beigi, M. (2016). The importance of worldviews on women's leadership to HRD. *Advances in Developing Human Resources*, 18(2), 260-270.
- McLennan, C., McGregor, J., & Eaqub, S. (2018). *New Zealand Census of Women on Boards 2018*. Auckland: Simplicity. Retrieved from <https://simplicity.kiwi/assets/Uploads/Research-Women-on-Boards-2018-pdf.pdf>
- Melamed, T. (1996). Career success: an assessment of a gender-specific model. *Journal of Occupational and Organizational Psychology*, 69(3), 217-242.
- Miller, T., & del Carmen Triana, M. (2009). Demographic diversity in the boardroom: Mediators of the board diversity–firm performance relationship. *Journal of Management studies*, 46(5), 755-786.
- Ministry for Women. (2016, June 22). *Qualification attainment*. Retrieved from [women.govt.nz: http://women.govt.nz/work-skills/education-and-skills/qualification-attainment](http://women.govt.nz/work-skills/education-and-skills/qualification-attainment)
- Moen, F., & Federici, R. (2012). The effect from external executive coaching. *Coaching An International Journal of Theory Research and Practice*, 5(2), 113-131.
- Moen, F., & Kvalsund, R. (2008). What communications or relational factors characterize the method, skills and techniques of executive coaching. *Journal of Coaching in Organisations*, 6(2), 102-123.
- Multon, K., Brown, S., & Lent, R. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of counseling psychology*, 38(1), 30.

- Ng, T., & Feldman, D. (2014). Subjective career success: A meta-analytic review. *Journal of Vocational Behavior*, 85(2), 169-179.
- Ng, T., Eby, L., Sorensen, K., & Feldman, D. (2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel psychology*, 58(2), 367-408.
- Ngo, H.-Y., & Hui, L. (2018). Individual Orientations and Career Satisfaction: The Mediating Roles of Work Engagement and Self-Efficacy. *Journal of Career Development*, 45(5), 425-439.
- Nguyen, H., & Faff, R. (2007). Impact of board size and board diversity on firm value: Australian evidence. *Corporate ownership and control*, 4(2), 24-32.
- Noe, R., Greenberger, D., & Wang, S. (2002). Mentoring: What we know and where we might go. *Research in personnel and human resources management*, pp. 129-173.
- O'Neil, D., & Bilimoria, D. (2005). Women's career development phases: Idealism, endurance, and reinvention. *Career Development International*, 10(3), 168-189.
- Parker, T. (2019, Feb 1). *Lack of women on boards is 'embarrassing' for NZ - advocacy group*. Retrieved from NZHerald:  
[https://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=12196193](https://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=12196193)
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual review of psychology*, 63, 539-569.
- Powell, G. (1990). One more time: Do female and male managers differ. *Academy of Management Perspectives*, 4(3), 68-75.
- Prussia, G., Anderson, J., & Manz, C. (1998). Self-leadership and performance outcomes: the mediating influence of self-efficacy. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 19(5), 523-538.
- Raggins, B. R., Cotton, J., & Miller, J. (2000). Marginal Mentoring: The Effects Of Type Of Mentor, Quality Of Relationship, And Program Design On Work And Career Attitudes. *Academy of Management Journal*, 43(6), 1177-1194.
- Ragins, B. R., & Kram, K. E. (2007). *The Handbook of Mentoring at work: Theory, Research and Practice*. California: Sage.
- Rhode, D., & Packel, A. (2014). Diversity on corporate boards: How much difference does difference make? *Delaware Journal of Corporate Law*, 39(2), 377-426.
- Riaz, A., & Haider, M. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. *Business and Economic Horizons*, 1(1), 29-38.

- Riaz, A., & Haider, M. H. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. *Business and Economic Horizons*, 1(1), 29-38.
- Roebuck, D. B., & Smith, D. N. (2013). Wisdom from Executive Female Leaders: What Can Organizations, Executive Education Programs, and Graduate Students Learn?. *Journal of Executive Education*, 10(1), 43-74.
- Ruderman, M., & Ohlott, P. (2005). Leading Roles: What coaches of women need to know. *Leadership in Action: A Publication of the Center for Creative Leadership and Jossey-Bass*, 25(3), 3-9.
- Searby, L., Ballenger, J., & Tripses, J. (2015). Climbing the ladder, holding the ladder: The mentoring experiences of higher education female leaders. *Advancing Women in Leadership*, 35, 98-107.
- Setó-Pamies, D. (2015). The relationship between women directors and corporate social responsibility. *Corporate Social Responsibility and Environmental Management*, 22(6), 334-345.
- Shultz, K., Whitney, D., & Zickar, M. (2013). *Measurement theory in action: Case studies and exercises* (2nd ed.). New York, USA: Routledge.
- Silver, E., Bauman, L., & Iyres, H. (1995). Relationships of self-esteem and efficacy to psychological distress in mothers of children with chronic physical illness. *Health Psychology*, 14(4), 333-340.
- Singh, V., & Vinnicombe, S. (2003). The 2002 female FTSE index and women directors. *Women in Management Review*, 18(7), 349-358.
- Spurk, D., Abele, A., & Volmer, J. (2011). The Career Satisfaction Scale: Longitudinal measurement invariance and latent growth analysis. *Journal of Occupational and Organizational Psychology*, 84, 315-326.
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological bulletin*, 124(2), 240-261.
- Statistics, New Zealand. (2015, October 25). *Women at work 1991-2013*. Retrieved from [www.archive.stats.govt.nz:  
http://archive.stats.govt.nz/browse\\_for\\_stats/people\\_and\\_communities/Women/women-occupation.aspx](http://archive.stats.govt.nz/browse_for_stats/people_and_communities/Women/women-occupation.aspx)
- Stober, D., & Grant, A. (2006). *Evidence based coaching handbook : putting best practices to work for your clients*. New Jersey: John Wiley and sons.

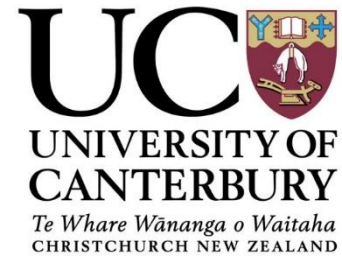
- Strauss, A., & Corbin, J. (1998). Grounded theory methodology: An overview. In N. Denzin, & Y. Lincoln, *Strategies of qualitative inquiry* (pp. 158-183). Thousand Oaks, CA: Sage.
- Taylor-Powell, E., & Renner, M. (2003). Analyzing qualitative data. *University of Wisconsin - Extension, Program Development and Evaluation*. Retrieved from <http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf>
- Te Rito, P. (2007). *Māori leadership: What role can rugby play*. Doctoral dissertation, Auckland University of Technology.
- Tolar, M. (2012). Mentoring Experiences of High-Achieving Women. *Advances in Developing Human Resources*, 14(2), 172-187.
- Underhill, C. (2006). The effectiveness of mentoring programs in corporate settings: A meta-analytical review of the literature. *Journal of Vocational Behavior*, 68, 292-307.
- Van Emmerik, I. (2004). The more you can get the better: Mentoring constellations and. *Career Development International*, 9(6), 578-594.
- Vecchio, R. P. (2007). *Leadership: Understanding the dynamics of power and influence in organizations*. Indiana: University of Notre Dame Press.
- Walker, R., & Artiz, J. (2015). Women doing leadership: Leadership styles and organizational culture. *International Journal of Business Communication*, 52(4), 452-478.
- Wayne, S., Linden, R., Kraimer, M., & Graf, I. (1999). The role of human capital, motivation and supervisor sponsorship in predicting career success. *Journal of Organizational Behavior*, 20, 577-595.
- Weyer, B. (2007). Twenty years later: explaining the persistence of the glass ceiling for women leaders. *Women in Management Review*, 22(6), 482-496.
- Wirtz, D., Kruger, J., Scollon, C. N., & Diener, E. (2003). What to do on spring break? The role of predicted, on-line, and remembered experience in future choice. *Psychological Science*, 14(5), 520-524.
- Woodruffe, C. (1993). What is meant by a competency? *Leadership & organization development journal*, 14(1), 29-36.
- Wyatt, M., & Silvester, J. (2015). Reflections on the labyrinth: Investigating black and minority ethnic leaders' career experiences. *Human Relations*, 68(8), 1243-1269.
- Yirci, R., Karakose, T., Uygun, H., & Ozdemir, T. (2016). Turkish Adaptation of the mentor effectiveness scale: A validity and reliability study. *Eurasia Journal of Mathematics, Science & Technology Education*, 12(4), 821-832.



- Zaccaro, S. J., LaPort, K., & José, I. (2013). The attributes of successful leaders: A performance requirements approach. In M. Rumsey, *Oxford library of psychology. The Oxford handbook of leadership* (pp. 11-36). New York: Oxford University Press.
- Zeldin, A., & Pajares, F. (2000). Against the odds: Self-efficacy beliefs of women in mathematical, scientific, and technological careers. *American Educational Research Journal*, 37(1), 215-246.
- Zuckerman, M. (1979). Attribution of success and failure revisited, or: The motivational bias is alive and well in attribution theory. *Journal of Personality*, 47, 245-287.

## Appendix A: Information and Consent Form

Department of Psychology  
 Email: [Hannah.livingston@pg.canterbury.ac.nz](mailto:Hannah.livingston@pg.canterbury.ac.nz)

**Information and Consent**

You are invited to take part in a survey, asking about **women leaders' perceptions about their career and role**. In addition to the survey items, you will also have the opportunity to offer further comments and provide context to your responses. Your input is invaluable and it will contribute towards our understanding of women leaders' career trajectories, and offer insights to improve support for women in leadership throughout New Zealand.

You will be asked to complete an online survey. The **survey will take no more than 15 minutes to complete**. If you complete the survey, you can choose to be entered into the draw to **win one of two \$500 Westfield vouchers** as a thank you for your time.

The project is being carried out as a requirement for a dissertation in partial fulfilment of a Master of Science in Applied Psychology by Hannah Livingston under the supervision of Dr. Joana Kuntz, who can be contacted at [joana.kuntz@canterbury.ac.nz](mailto:joana.kuntz@canterbury.ac.nz). She will be pleased to discuss any concerns you may have about participation in the project.

The link below will take you to an external online survey site. The responses are recorded on a university-based server and all data will be stored on password-protected computers.

By completing the survey it will be understood that you have consented to participate in the project, and that you consent to publication of the results of the project with the understanding that complete confidentiality will be preserved. Participation is voluntary and you have the right to withdraw at any time.

If you do not feel comfortable answering any of the questions, feel free to skip them, or to withdraw from the survey at any time. You may withdraw your participation, including withdrawal of any information by expressing this in one of the open-ended fields.

The results of this research will be published in a dissertation and may be published in academic journals or conference proceedings. The information you provide will not be linked back to you or your organisation in any way. If you would like to receive a summary of the results, please indicate by leaving your email address when prompted at the end of the questionnaire.

This study has been reviewed and approved by the University's Human Ethics Committee and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, [human-ethics@canterbury.ac.nz](mailto:human-ethics@canterbury.ac.nz)

If you agree to participate in the study, you are agreeing to the following statements.

- ☐ I have been given a full explanation of this project and have had the opportunity to ask questions.
- ☐ I understand what is required of me if I agree to take part in the research.
- ☐ I understand that participation is voluntary and I may withdraw at any time without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided should this remain practically achievable.
- ☐ I understand that any information or opinions I provide will be kept confidential to the researcher and that any published or reported results will not identify the participants or institutions. I understand that a thesis is a public document and will be available through the UC Library.
- ☐ I understand that all data collected for the study will be kept under secure facilities in password protected electronic form and will be destroyed after *five* years.
- ☐ I understand the risks associated with taking part and how they will be managed.
- ☐ I understand that I can contact the researcher [*researcher name and contact details*] or supervisor [*supervisor name and contact details*] for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Human Ethics Committee, Private Bag 4800, Christchurch ([human-ethics@canterbury.ac.nz](mailto:human-ethics@canterbury.ac.nz))
- ☐ I would like a summary of the results of the project.
- ☐ By clicking the link below and completing the survey, I agree to participate in this research project.

## Appendix B: Survey Content

Please let us know what **your current job title** is:

---

### Leadership Efficacy

Think about yourself as a leader in your organization, and for each item below indicate your level of confidence.

*As a Leader, I am able to...*

Response scale: five point Likert with anchors “Not confident at all”, “slightly confident”, “moderately confident”, “very confident”, “extremely confident”

1. Energize my followers to achieve their best
2. Develop agreements with followers to enhance their participation
3. Coach followers to assume greater responsibilities for leadership
4. Inspire followers to go beyond their self-interests for the greater good
5. Get my followers to meet the requirements we have set for their work
6. Utilize the forms of rewards and punishments that work best with each follower
7. Get followers to identify with the central focus of our mission
8. Rely on the organization to provide the resources needed to be effective
9. Go to my superiors for advice to develop my leadership
10. Effectively lead working within the boundaries of the organization's policies
11. Count on my leaders to support high standards of ethical conduct
12. Rely on my leaders to come up with ways to stimulate my creativity
13. Count on others to give me the guidance I need to complete work assignments
14. Rely on my peers to help solve problems
15. Determine what leadership style is needed in each situation
16. Motivate myself to take charge of groups
17. Remain steadfast to my core beliefs when I'm challenged
18. Motivate myself to perform at levels that inspire others to excellence
19. Develop detailed plans to accomplish complex missions
20. Strive to accomplish the targeted goals set by my superiors
21. Think up innovative solutions to challenging leadership problems
22. Distinguish the ethical components of problems/dilemmas

If there is any further information you like to provide about your answers above, please do so here. \_\_\_\_\_

---

### **Career Satisfaction**

The following items pertain to your experience of career satisfaction.

Response scale: Five point Likert with anchors “Strongly disagree”, “disagree”, “somewhat agree”, “agree”, “strongly agree”

I am satisfied with the success I have achieved in my career.

I am satisfied with the progress I have made towards meeting my overall career goals.

I am satisfied with the progress I have made towards meeting my goals for income.

I am satisfied with the progress I have made towards meeting my goals for advancement.

I am satisfied with the progress I have made towards meeting my goals for the development of new skills.

Is there anything else you would like to add about your sense of career satisfaction? \_\_\_\_\_

---

### **Career Sponsor**

A sponsor is usually a senior level staff member invested in your career progression, who advocates for your success on the corporate ladder. By making you visible to top people both within and outside of your organization, your sponsor may support you to secure high profile assignments, promotions, and pay rises. A person sponsored may be referred to as a protégé.

**Prior to your current leadership position, did you ever have a sponsor?**

Yes ☐

No

*(Yes would take them to the follow questions, No would skip them the next section)*

Response scale: five point Likert with anchors “strongly agree”, “agree”, “somewhat agree”, “neither agree nor disagree” “disagree”

My sponsor was accessible.

My sponsor gave me assignments that presented opportunities to learn new skills.

My sponsor reduced unnecessary risks that could threaten my chances of receiving a promotion.

My sponsor helped me meet new colleagues.

My sponsor gave me assignments that increased personal contact with important clients and key leaders.

My sponsor gave me assignments or tasks that prepared me for a senior leadership role.

My sponsor assigned me responsibilities that increased my contact with people in the organisation who had a say in future career advancement.

Is there anything else you would like to tell us about your sponsorship experience? \_\_\_\_\_

---

## Mentor

Mentors offer advice and guidance, and support you in achieving your desired career goals. Ideally, they are removed from your day-to-day functions and usually don't provide coaching on your job tasks. The person being mentored is usually referred to as a mentee.

### Prior to your current leadership position, did you have a mentor?

Yes ☐

No

*(Yes would take them to the follow questions, No would skip them the next section)*

Response scale: five point likert with anchors “strongly agree”, “agree”, “somewhat agree”, neither agree nor disagree” “disagree”

My mentor was accessible.

My mentor was helpful in providing direction and guidance on professional issues.

My mentor has shared their history of his/her career with me.

My mentor discussed any questions or concerns I had regarding feelings of competence, commitment to advancement, relationships with peers and supervisors, or work/family conflicts.

My mentor shared their own personal experiences as an alternative perspective to my own problems.

My mentor challenged me to extend my capabilities.

My mentor encouraged me to prepare for career advancement.

Is there anything more you would like to add about mentorship relationships? \_\_\_\_\_

---

## Executive Coaching

Executive coaching is designed to help facilitate professional and personal development to enable individual growth and improved performance. It is an organization-funded developmental initiative that centres on the relationship between coach and client (you).

### Prior to your current leadership position did you have an executive coach?

Yes ☐

No

*(Yes would take them to the follow questions, No would skip them the next section)*

Response scale: five point Likert with anchors “strongly agree”, “agree”, “somewhat agree”, neither agree nor disagree” “disagree”

My coach was accessible.

My coach and I respect each other.

I was confident in my coach's ability to help me.

We agreed on what was important for me to work on.

As a result of coaching sessions, it became clear how I might be able to change.

My coach and I collaborated on setting goals during my coaching sessions.

I feel the things I did in coaching helped me accomplish the changes I wanted.

Do you have anything to add regarding your executive coaching experience?\_\_\_\_\_

---

What are the **3 things** that you believe **positively contributed** to the attainment of your 1st leadership position?

\_\_\_\_\_

What are the **3 things** that you believe have **negatively affected** your leadership advancement?\_\_\_\_\_

---

Finally, a few more questions about yourself that will help with our analysis.

What sector are you currently employed or working in?

Public sector ☐

Private sector

NGO

Other ☐

Do you own or have financial investment in this organisation?

Yes ☐

No ☐

What is the industry type (eg; healthcare, banking etc) of your current role?\_\_\_\_\_

What is your total length of experience in leadership positions (years)?\_\_\_\_\_

What is your ethnicity (please select all that may apply)

Maori ☐

Nz European/Pakeha ☐

Pasifika ☐

Asian ☐

Another ethnic group ☐

That concludes the questions we have. If you have any further comments about your leadership trajectory and the factors that you believe have influenced your attainment of these positions, please feel free to comment below.

\_\_\_\_\_

---

End of Survey\_\_\_\_\_

## Appendix C: Results of Factor Analysis

Table C-1

*Initial Factor loadings and communalities for leadership efficacy scale using principal component factoring and varimax rotation*

Item	Factor 1	Factor 2
Energize staff members to achieve their best.	<b>.85</b>	.24
Develop agreements with staff members to enhance their participation.	<b>.87</b>	.14
Coach staff members to assume greater leadership responsibilities.	<b>.72</b>	.26
Inspire staff to go beyond their self-interest for the greater good.	<b>.75</b>	.24
Get staff to meet the requirements that have been set for their work.	<b>.58</b>	.32
Utilize the forms of rewards that work best with each staff member.	<b>.42</b>	.37
Get staff members to identify with the central focus of our mission.	<b>.66</b>	.32
Determine which leadership style is needed in each situation.	<b>.54</b>	.37
Motivate myself to take charge of groups.	.45	<b>.52</b>
Remain steadfast to my core beliefs when I'm challenged.	.36	<b>.51</b>
Motivate myself to perform at levels that inspire others to excellence.	.36	<b>.68</b>
Develop detailed plans to accomplish complex projects.	.07	<b>.72</b>
Achieve the targeted goals set by myself or relevant others.	.17	<b>.80</b>
Think up innovative solutions to challenging leadership problems.	.34	<b>.68</b>
Distinguish the ethical components of problems/dilemmas.	.33	<b>.69</b>
Eigenvalue	6.92	1.37
% of variance (cumulative)	46.18	55.32



Table C-2

*Final Factor loadings and communalities for leadership efficacy scale using principal component factoring and varimax rotation*

Item	Factor 1	Factor 2
Energize staff members to achieve their best.	<b>.86</b>	.23
Develop agreements with staff members to enhance their participation.	<b>.88</b>	.14
Coach staff members to assume greater leadership responsibilities.	<b>.73</b>	.26
Inspire staff to go beyond their self-interest for the greater good.	<b>.75</b>	.23
Get staff to meet the requirements that have been set for their work.	<b>.58</b>	.32
Get staff members to identify with the central focus of our mission.	<b>.66</b>	.33
Determine which leadership style is needed in each situation.	<b>.55</b>	.35
Remain steadfast to my core beliefs when I'm challenged.	.38	<b>.49</b>
Motivate myself to perform at levels that inspire others to excellence.	.38	<b>.66</b>
Develop detailed plans to accomplish complex projects.	.09	<b>.75</b>
Achieve the targeted goals set by myself or relevant others.	.17	<b>.80</b>
Think up innovative solutions to challenging leadership problems.	.35	<b>.68</b>
Distinguish the ethical components of problems/dilemmas.	.34	<b>.69</b>
Eigenvalue	6.2	1.36
% of variance (cumulative)	47.71	58.29

Table C-3

*Factor loadings for career satisfaction with communalities using principal axis factoring and direct oblimin rotation*

Item	Factor 1	Communalities
I am satisfied with the success I have achieved in my career so far.	<b>.82</b>	.68
I am satisfied with the progress I have made towards meeting my overall career goals.	<b>.91</b>	.83
I am satisfied with the progress I have made towards meeting my goals for income.	<b>.67</b>	.45
I am satisfied with the progress I have made towards meeting my goals for advancement.	<b>.84</b>	.70
I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	<b>.61</b>	.37
Eigenvalue	3.39	
Percentage of variance	67.86 %	

Table C-4

*Factor loadings for sponsorship effectiveness with communalities using principal axis factoring and direct oblimin rotation*

Item	Factor 1	Communalities
My sponsor was accessible.	<b>.63</b>	.40
My sponsor gave me assignments that presented opportunities to learn new skills.	<b>.88</b>	.77
My sponsor reduced unnecessary risks that could threaten my chances of receiving a promotion.	<b>.42</b>	.74
My sponsor helped me meet new colleagues.	<b>.77</b>	.60
My sponsor gave me assignments that increased personal contact with important clients and key leaders.	<b>.88</b>	.78
My sponsor gave me assignments or tasks that prepared me for a senior leadership role.	<b>.81</b>	.66
My sponsor assigned me responsibilities that increased my contact with people in the organisation who had a say in future career advancement.	<b>.784</b>	.61
Eigenvalue	4.35	
Percentage of variance	62.23 %	

Table C-5.

*Factor loadings for mentor effectiveness scale with communalities using principal axis factoring and direct oblimin rotation*

Item	Factor 1	Communalities
My mentor was accessible.	.66	.43
My mentor was helpful in providing direction and guidance on professional issues.	.76	.60
My mentor has shared their history of his/her career with me.	.71	.50
My mentor discussed any questions or concerns I had regarding feelings of competence, commitment to advancement, relationships with peers and supervisors, or work/family conflicts.	.75	.56
My mentor shared their own personal experiences as an alternative perspective to my own problems.	.78	.61
My mentor challenged me to extend my capabilities.	.88	.77
My mentor encouraged me to prepare for career advancement.	.70	.49
Eigenvalue	4.38	
Percentage of variance	62.62%	

Table C-6

*Factor loadings for executive coaching scale with communalities using principal axis factoring and direct oblimin rotation*

Item	Factor 1	Communalities
My coach was accessible.	.56	.32
My coach and I respect each other.	.70	.48
I was confident in my coach's ability to help me.	.95	.90
We agreed on what was important for me to work on.	.92	.85
As a result of coaching sessions, it became clear how I might be able to change.	.92	.85
My coach and I collaborated on setting goals during my coaching sessions.	.81	.66
I feel the things I did in coaching helped me accomplish the changes I wanted.	.88	.77
Eigenvalue	4.82	
Percentage of variance	72.60 %	