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WOMEN LEADERS IN SOCIAL ENTREPRENEURSHIP:
LEADERSHIP PERCEPTION, AND BARRIERS

BY

ALMAS ALDAWOOD

A dissertation submitted in partial fulfillment

of the requirements for the degree of

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TABLE OF CONTENTS

APPENDIX	VI
LIST OF FIGURES.....	VII
LIST OF TABLES	VIII
ABSTRACT.....	IX
CHAPTER I: INTRODUCTION.....	1
Statement of the Problem.....	3
Purpose of the Study	4
Research Questions.....	5
Theoretical Framework	5
Overview of Methods	11
The Significance of the Study	11
Role of the Researcher.....	12
Limitations and Delimitations	13
Definition of Terms	14
Summary.....	15
CHAPTER II: REVIEW OF LITERATURE	16
Introduction.....	16
Re-statement of Purpose	16
Social Entrepreneurship; A definition of the concept.....	16
Gender Norms and Intersectionality in Leadership.....	25
Summary.....	33
CHAPTER III: METHODOLOGY	35
Introduction.....	35
Purpose of Study	35
Restatement of the Research Questions.....	35
Research Method.....	35
Study Setting	37
Participant Selection.....	38
Data Analysis	41
Summary.....	43
CHAPTER IV: Results	45
Summary of Research Design	45
Data Collection Process.....	46

Data Analysis	47
Participant Profiles.....	49
Demographic Information	53
Findings.....	56
Summary.....	68
CHAPTER V: Discussion	69
Overview of the Study	69
Purpose of Study	70
Discussion of the Findings	71
Implications of the Study	77
Recommendations for Women Leadership in Social Entrepreneurship Practice	79
Recommendations for Future Research.....	81
Conclusion.....	82

APPENDIX

APPENDIX A Human Subjects Review Board Approval 98
APPENDIX B Participants’ Information Sheet..... 99
APPENDIX C Consent Form101
APPENDIX D QUESTIONNAIRE FOR WOMEN ENTREPRENEURS104
APPENDIX E Semi-Structured Interview Protocol Script105
APPENDIX F Sample participant transcript.....107

LIST OF FIGURES

[Figure 1.1 Understanding Gender in Organization Framework9](#)

[Figure 1.2 The concept of women empowerment.....10](#)

LIST OF TABLES

Table 1. Definitions of Social Entrepreneurship	18
Table 2. Contrasting definitions and core characteristics of the terms “entrepreneur”....	19
Table 3. Participants' Social Entrepreneurship Typology.....	52
Table 4: Demographic Information	53

ABSTRACT

Social entrepreneurship increases women's social inclusion and empowerment by providing self-employment opportunities (Datta & Gailey, 2012). There is growing attention, locally and globally, to social entrepreneurship from economic, social, environmental, and industrial lenses (Cornforth, 2014.) Grounded by feminist and empowerment theories, this phenomenological case study investigated the perceptions of women social entrepreneurs about leadership. In addition, the study explored the barriers to effective leadership in social entrepreneurship.

A total of five participants participated in this study. The participants were five women leaders in social enterprise with experience in the field ranged from 3-40 years. Data was collected through multiple avenues including the researcher, semi-structured interviews, reflective journaling, and demographic survey questionnaire.

The thematic Constant comparison coding was used to analyze the data collected. To ensure accuracy, the researcher shared the data transcripts with the participants and received feedback (Creswell, 2017).

The overall findings of this study support that the participants in this study perceive leadership as an act of empowerment and advocacy. The participants also shared their perception of leadership as a process of confusions learning. The study identified one main barrier to effective leadership as the intersection of race-gender-ethnicity.

Based on the findings of this study, implications, and recommendations to support and enhance the practice for women leaders were developed.

CHAPTER I

INTRODUCTION

With the drastic social and economic changes, the world is facing, there has been an increase in the number of instances of social inequalities in the last 30 years (Kille, 2013.) As social and economic complexities change in most countries, social, environmental, and economic issues, like poverty, gender inequality, ethnicity-based discrimination, and climate change, become more complex (Cornforth, 2014.)

These issues have led governments, organizations, and societies to search for sustainable resources and solutions that are available to address the problems (Churchman, 1967, pp. B141.) Social issues are rapidly changing and becoming more complex. As civilization has overcome many obstacles in its way to form modern social organizations, new issues are emerging because, and in spite, of these developments (Cornforth, 2014.) These pivotal changes in society require new types of solutions and a different way of thinking to approach them (Bornstein, 2007). At its core entrepreneurship revolves around making a valuable contribution to the community, which has led to the emergence of a new business model called social entrepreneurship (Doherty, Thompson, 2006). In essence, the model delivers profits while making positive impacts on society. Venkatraman (1997) defines the field of entrepreneurship as creating products and services to meet the current needs that exist in the market. Social entrepreneurship differs from the traditional entrepreneurship by its focus on a mission to implement a change in society (Seelos & Mair, 2005.) In social entrepreneurship, the social mission or the need to contribute positively to society is emphasized over the need to make profits as the case with traditional businesses (Dees, 1998). Professor Terjesen, AU Innovation Center

Research Director, defines social entrepreneurship as follows: “social entrepreneurship is about people starting any initiative which has a social, environmental, or community objective, it could be students who are starting a product that’s based on recycled materials, or a group working to find a solution to irrigation problems in their neighborhood.” Therefore, according to professor Terjesen and Dees (1998), it is evident that making a positive contribution to society is a key aspect of social entrepreneurship.

Social entrepreneurship has been an interest of researchers, talents, and investors in recent decades. The interest in social entrepreneurship is reflected in the growing number of nonprofit organizations, which has increased in the last decade to exceed the rate of new business formation (The New Nonprofit Almanac and Desk Reference, 2002). Recent data shows that involvement in social entrepreneurship has risen to 5.75% of the United States population. This shows that social entrepreneurship has gained popularity as more people seek to make a difference in the community they live in. In essence, the rise in the number of people joining social entrepreneurship shows a need to explore the concept of social entrepreneurship. The increase in social entrepreneurship is also reflected in the rise in the participation of women in social business. Croson and Gneezy (2009) argue that women are more likely to create and manage a social enterprise than men. Women are regarded as more socially minded and caring than men (Croson & Gneezy 2009.) The participation of women in business has resulted in the improvement in the community and the social status of women (Ardrey, 2006.) The increase in the participation of the women in social entrepreneurship has also seen a rise in theoretical focus on the unique contribution that they make to the business and community (de Bruin, Brush & Welter, 2007.) This study aims to investigate the participation of women

in social entrepreneurship, explore how they perceive the concept of leadership, and assess the barriers that women entrepreneurs face while leading a social enterprise.

When comparing the demographics of social entrepreneurs, women and men entrepreneurs have no significant difference in their educational background (OECD, 2014.) The data show that the highest portion, 35%, of women social entrepreneurs are aged between 35-44; this holds true for men entrepreneurs as well (OECD 2014.) There are limited resources to help professionals navigate through the leadership perception and style of women social entrepreneurs (Bibars, 2018). In this study, the aim is to understand the perspectives of women social entrepreneurs' leaders to develop strategies to impact and enhance leadership development practices for women.

Statement of the Problem

There is a growing beneficial contribution women's entrepreneurial ventures have had on economies around the globe (de Bruin, Brush, & Welter, 2006) and women's entrepreneurial ventures have made a positive impact on social issues (Handy, Kassam, & Ranade, 2002). The effort that women bring to the field of entrepreneurship has been underrepresented and less recognized by business and community. In part, this is because women's social entrepreneurship, especially in less developed countries operate more in the informal economy (de Bruin, Brush, & Welter, 2007.)

Literature shows that compared to traditional businesses, the gap in the participation of men and women in social enterprises is small. Globally, 55% of men are engaged in social enterprises as compared to 45% of women (Friedman, 2016.) this is significantly a smaller gap when compared to women entrepreneurs in traditional business. The lack of recognition and strategic support from businesses and communities

to women in social entrepreneurship informed the need to further explore the field of social entrepreneurship with the focus on women entrepreneurs. The lack of support and recognition can negatively affect women's participation in the market. Greater gender equality in participating in the market can play a role in boosting economic growth and overcoming many social issues (Humbert, 2012). “Women have had a positive impact on society through their involvement in the third sector, by putting some topics such as children, family, women’s health, violence and discrimination towards certain groups of population on the social agenda” (Humbert, 2012, p. 8). Therefore, there is a need to increase the participation of women in social entrepreneurship and create the possible mitigation that can be applied to increase the participation of the women in social entrepreneurship leadership.

To achieve this goal, this study sought to understand the perceptions of the women social entrepreneurs towards leadership and the barriers to lead effectively. The research findings should help understand the barriers facing women leaders in social enterprises and the possible mitigations that can be applied to increase the participation of the women in social entrepreneurship leadership.

Purpose of the Study

The statistics have shown an increased interest in the area of social entrepreneurship which is reflected in the growth of the number of nonprofit organizations (The New Nonprofit Almanac and Desk Reference, 2002.) However, there is a lack of scholarly output in Social Entrepreneurship in the mainstream management and entrepreneurship journals (Jeremy, Moss &, Lumpkin, 2009.) Despite the positive impact women social entrepreneurs have made on their community and their contribution

to the economy, there is a lack of research-based strategies that can help support and develop their entrepreneurial skills.

The purpose of this study was to examine how women leaders in social entrepreneurship perceive leadership. The study aimed to address the barriers to effective leadership in social entrepreneurship. In other words, the challenges that women social entrepreneurs face in becoming effective leaders. By addressing the barriers and understanding leadership perception, the research findings should help provide recommendations that can be applied to increase the participation of women in social entrepreneurship and improve their practice.

Research Questions

The study aimed to answer the following questions:

1. How do women social entrepreneurs perceive leadership?
2. What are the barriers to effective leadership in social entrepreneurship?

Theoretical Framework

Two main theoretical frameworks; Feminist Organizational Theory and Women Empowerment Theory will guide this dissertation research. Feminist Organizational theory focuses on how women are represented unequally in society. Notably, this theoretical framework is informed by the observation that the representation of the women in social entrepreneurship is less recognized than that of the men. Feminist Organizational Theory and Women Empowerment Theory allow the researcher to evaluate the socio-cultural barriers that women face in the quest to become effective

entrepreneurs (Culp, 1998.) The Theory of empowerment will address the actionable recommendations to understand and overcome the issues.

Feminist Organizational Theory Background

The term “feminism” is derived from the Latin word *Femina* which means women, having a quality of females (Abrams, 2001.) *Oxford Advanced Learner’s Dictionary* defines feminism as “the belief and aims that women should have the same rights and opportunities as men; the struggle to achieve this aim” (Hornby, 1975, p.560.) Feminist theory is the theoretical and philosophical term that aims to understand how gender roles, stereotypes, and social structure affect the nature of social gender-based inequality (Chodorow, 1991.) The feminist theory analyzes gender inequality in the society from different lenses such as politics, education, social work, art, and history (e.g., see Culp, 1998; Impett, Henson, Schooler, Sorsoli, & Tolman, 2008; Whittington, 2006.)

For the purpose of this dissertation, the focus on the feminist theories will be to address the socio-economic background and perspective of women leaders in SE.

Feminist theories first emerged as a result of four historical feminist movements. The first feminist movement emerged early as 1794 when political participation was not inclusive for all genders, and it was mainly focused on two elements; women's political participation, and equal rights for women in the society such as property rights, marriage (Sklar, 2000.) The first feminist movement worked as a platform for women to question their role in society and how they are seen as second-class citizens. The second feminist movement occurred during the economic boom in the late 1940s when higher education was accessible to girls and they were involved in the civil rights issues (Eagleton,

1986.) The second movement focuses on cultural, sexual, social, and political discrimination within systemic patriarchal oppression (Eagleton, 1986.) With the greater economic and professional power and status that women gained from the first and second feminist movement, the third wave of feminism emerged in the mid-1990s (Lotz, 2003.) Third-wave feminism is also called Post-Feminism or Revisionary feminism, it covers gender inequality with a race and multiculturalism focus (Snyder,2008.) The fourth feminism movement came through the 21st with a spiritual base as women advocate more for concern about ecology and the planet and all its beings (Wrye, 2009.)

Feminist theories developed over the years as a result of the social changes that the four feminist movements have created (Meyerson, Kolb 2000.)

The Feminist Organizational Theory is one of the feminist theories that focus on addressing the systematic gap between the different genders and how to bridge the gap using the Understanding Gender in Organization framework.

Feminist Organizational Theory

For the purpose of this dissertation, I will be using the Understanding Gender in Organization framework that was developed by Meyerson and Kolb in 2000 based on the Feminist Organizational theory and is aiming to bridge the gap between Feminist Theory and Practice. The framework is contents on four main components. See figure 1.1 components of Understanding Gender in Organization framework.

The first component, Liberal Individualism, remains the most prominent or probably the first that helps in describing the origin, effects, and goal. This component helps to clarify the pathway into the role played by sex-role socialization which is the

main difference between men and women in the social world. The concept behind liberal individualism is to encourage gender equity by minimizing the perceived differences between men and women to facilitate women's ability to compete equally in the workplace (Meyerson and Kolb, 2000.)

The second component is Liberal Structuralism. It differs away from the individual based issues to the structures of organizations. Inequities are, thus, attributed to biased hiring, evaluation, and/or promotion processes, therefore, creating segregation of occupations and workplaces. This component is focused on creating enhanced equal opportunities with no structural or procedural biases against women. Several legislations and policies have been implemented to encourage the idea in this approach by creating remedies that enhance employment ratio, which brings in more women to the already male-dominated occupations. Some of these legislations and policies are developed to protect women against all sorts of workplace harassment, and some to provide alternative career paths and family benefits. The shortcoming of the approach is that it is still not able to change some of those conditions; majorly responsible for creating or sustaining gender inequities (Meyerson and Kolb, 2000.)

The third component is Women Standpoint. This component conceptualizes the inequities as a result of socialized differences between men and women. This is embodied with varying masculine and feminine identities. In this context, establishing equity focuses on differences of identity and celebrates those differences rather than eliminates them. Women Standpoint focuses on raising the awareness of those relevant differences and, thus, demonstrates how those differences, strengths can be used to achieve the goals that were dependent only on men to be achieved (Meyerson and Kolb, 2000.)

The fourth component is Post Equity, which deviates towards showing that organizations are inherently gendered. This component depicts organizations as favoring masculine experiences with their systems, work practices, norms, and men-compatible life situations. What led to this problem is, thus, attributed to the existence of many gendering processes within an organization in the form of micro and macro elements. It is only when those processes are identified in an organization that they can be targeted for analysis and changes if needed (Meyerson and Kolb, 2000.)

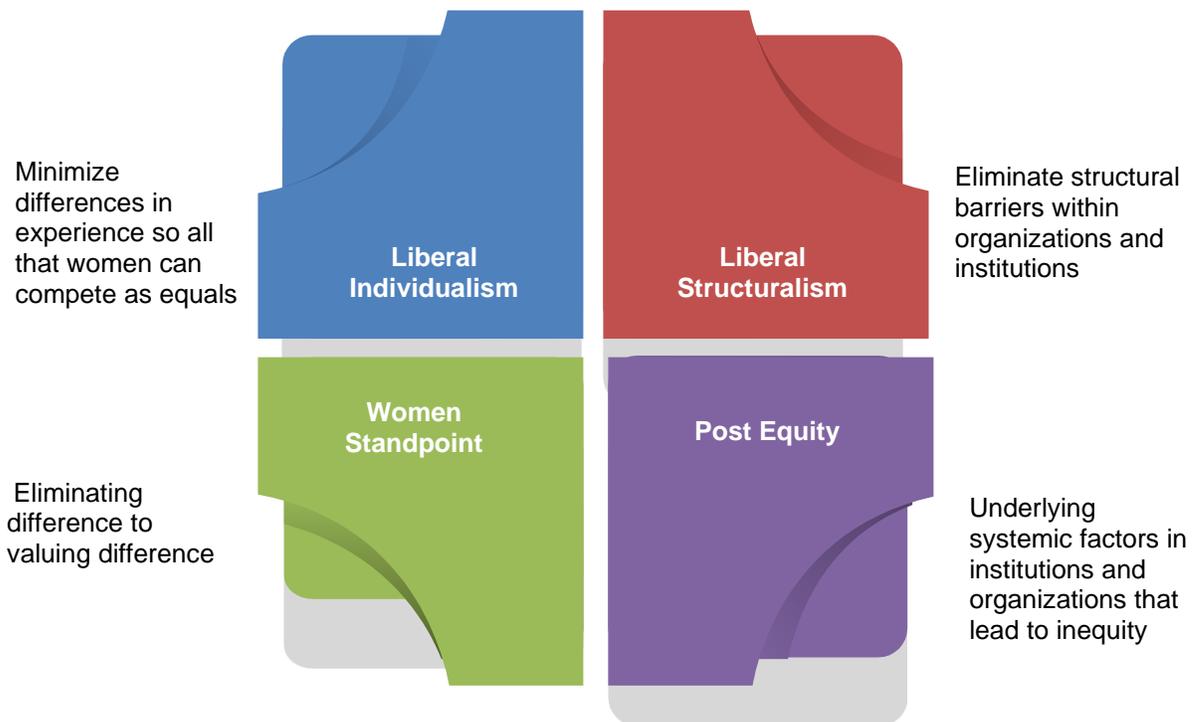


Figure 1.1. Understanding Gender in Organization Framework Adopted partially from Meyerson and Kolb (2000).

Understanding Gender in Organization framework offers a good lens through which issues affecting women entrepreneurs can be investigated.

Women Empowerment Framework

The practice of empowerment is seen as a key to community development (Pigg, 2009.) Gutierrez (1990, 1994, 1995) defines empowerment as “a process of increasing personal, interpersonal, or political power so that individuals or communities can take action to improve their circumstances” (1990, p. 149.) The Concept of empowerment as defined by Kabeer (1999) is appropriate to my research as it clearly provides the elements necessary to address women entrepreneurs in social entrepreneurship. Johnson (1994 quoted in Kabeer 1999:12) pointed out that “although women can empower themselves by obtaining some form of control over different aspects of their lives, empowerment also suggests the need to gain some control over power structures, or to change them“. That indicates that empowerment can be practiced as a process when an individual can practice their inner power ability by controlling the surrounding aspects that affect their lives. The ability to exercise choice, as described by Kabeer, consists of three dimensions: resources, agency, and achievements (Kabeer, 2010.) See figure 1.2.

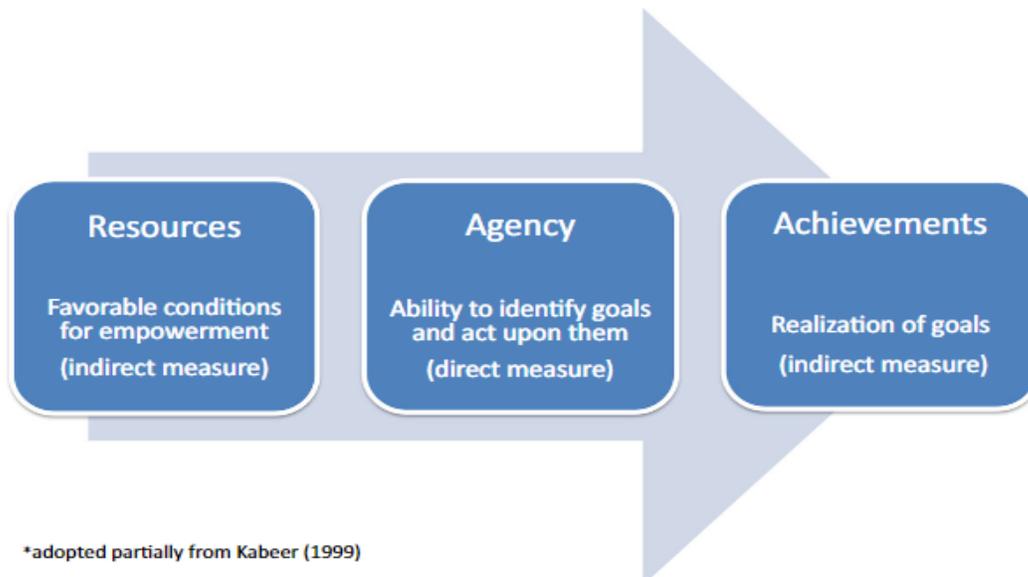


Figure 1.2. The concept of women empowerment Adopted partially from Kabeer (1999).

While the Understanding Gender in Organization framework provides the lens to understand gender effect on women leadership development, the Women Empowerment framework will provide a critical view of the aspects that should be addressed when looking at improving women's leadership practice.

Overview of Methods

This qualitative study research investigated the perceptions of women social entrepreneurs about leadership. In addition, the study explored the barriers to effective leadership in social entrepreneurship.

The study used a qualitative research design applying a Phenomenology Study approach. Interviews and questionnaires were used in the data collection phase to gather views of women social entrepreneurs on leadership. Qualitative research can be defined as, “a situated activity that locates the observer in the world” (Denzin & Lincoln, 2011, p. 3) where researchers seek to understand a phenomenon in its natural settings through different data sources and collection methods that lead to the interpretation and findings (Denzin & Lincoln, 2011.) The qualitative data from the individual interviews and the questionnaire was coded and analyzed thematically (Carswell, 2014.) Qualitative was deemed appropriate because the research questions sought to gain a more in-depth understanding of the practice of women leaders in social entrepreneurship.

The Significance of the Study

Economists and researchers are increasingly paying attention to the unique contribution of women entrepreneurs are making to the business and society (de Bruin,

Brush, & Welter, 2007.) In the past, women entrepreneurial contribution to the social enterprise was unrecognized (de Bruin, Brush, & Welter, 2007.) Notably, this could be because women entrepreneurs, particularly those in less developed countries, operate more in the informal economy. However, lack of attention or recognition does not take away the significant contribution women's entrepreneurial efforts have had economic wellbeing of communities around the globe (de Bruin, Brush & Welter, 2006) or the positive impact women have made on social welfare (Handy, Kassam, & Ranade, 2002.)

The study helps in developing a perspective on the challenges faced by women leaders in social entrepreneurship. The research-based perspective should help in understanding whether perceptions about leadership among women social entrepreneurs vary. Notably, with such knowledge of the challenges, appropriate recommendations were made on how to improve the participation of the women in economics. The other contribution of the study is to add to the body of literature on the area of social entrepreneurship. Furthermore, the theoretical framework used helped in providing recommendations and research-based strategies to enhance professional development programs that are targeting social entrepreneurs.

Role of the Researcher

In 2015, the researcher founded Almas Education; an organization that it aims to empower girls in Saudi Arabia by giving them skills and tool necessary to succeed in their future careers. Almas Education is essentially a social enterprise that helps in improving the lives of women and girls in society. Almas Education places emphasis on science, technology, engineering, and mathematics (STEM). Working in Almas Education, offered an opportunity to understand the social challenges facing women.

Moreover, working in a social enterprise such as Almas Education, cultivated an interest in researching literature on social entrepreneurship. Through Almas Education, the researcher built a relationship with other women entrepreneurs and became aware of scholarly work needed to improve the field of social entrepreneurship.

The researcher's areas of interest are women leadership development, social entrepreneurship, and educational development. She holds a bachelor's degree in Education from King Saud University, master's of education in educational leadership from Seattle Pacific University, and is currently pursuing a Doctorate of Education in Educational Leadership at Seattle University with a concentration in adult learning.

Limitations and Delimitations

Delimitations and Limitations of the Study - included the following

Delimitations of this study:

1. This study was conducted at a large urban area in the Pacific Northwest, which may create difficulty for replication of this study in another context.
2. The sample of the study was limited to female leaders working in the Pacific Northwest.

Limitations of this study include:

1. The qualitative nature of this study may lead to different interpretations by various readers.
2. The interpretative nature of this qualitative study allows for the potential of researcher bias.

Definition of Terms

Entrepreneur. “The term entrepreneur has been defined in different ways. The word "entrepreneur" comes from the French verb *entreprendre*, meaning, "to undertake." By the sixteenth century, the noun form, entrepreneur, was being used to refer to someone who undertakes a business venture” (Hall & Subal, 2006.)

Leadership. For the purpose of this study, the perspective of transformational leadership will be used to define leadership. Transformational leadership definition is “Leaders who motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance (Bass, 1998).

Empowerment. Kabeer (1999) who defines it as the process by which women increase their ability to make life choices.

Social Entrepreneurship. as the process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs (Mair and Marti, 2006).

Gender.” refers not to male and female, but too masculine and feminine - that is, to qualities or characteristics that society ascribes to each sex. People are born female or male but learn to be women and men. Perceptions of gender are deeply rooted, vary widely both within and between cultures, and change over time. But in all cultures, gender determines power and resources for females and males” (FAO, 2011.)

Women’s Movement. “The women’s movement is that collection of individuals, groups, and organizations which is dedicated to achieving social, political, and/or economic equality for women and girls. Feminism is a somewhat broader concept than the women’s

movement in that it includes a vision “that all are created equal, that power is the power to create one’s own life, rather than the power of one over another” (Secor, 1995, p. 1.)

Summary

This chapter introduced the focus of the research on women leaders in social entrepreneurship. It also provided the aims of the study, which is to (a) Examine the perception of women leaders in social entrepreneurship on leadership, (b) Explore the barriers faced by women leaders in social entrepreneurship.

The theoretical frameworks that used were the Feminist Organizational Theory and Women Empowerment Theory. Furthermore, this chapter introduced the study design and methods of data collection. Although considerable research has been conducted on the topics of social entrepreneurship, a review of the literature as presented in the next chapter shows that little research has been conducted in the area of social entrepreneurship and its relationship to women empowerment. The next chapter will review existing literature on women leadership and social entrepreneurship.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter provides a review of the literature that is in relevance to the research focus; Social Entrepreneurship, Gender Norms, and the concept of Intersectionality. The first section provides an overview of social entrepreneurship and discusses the different dimensions of social entrepreneurship and women in social entrepreneurship. The second section is an overview of gender norms and the concept of intersectionality and its application in leadership.

Re-statement of Purpose

The purpose of this study was to examine the women leaders in social entrepreneurship perception of leadership. The study aimed to explore the barriers to successful leadership in social entrepreneurship.

Social Entrepreneurship; A definition of the concept

With the drastic social and economic change, the world is facing, there has been an increasing gap between the rich and the poor, along with other social and environmental issues. These issues have led governments, organizations, and societies to search for sustainable resources and solutions that are available to address the problems. (Churchman, 1967, pp. B141.) At a global level, there is an immediate need among societies to create a new and innovative approach to overcome some of history's most consistent social problems. These social problems are usually known as complicated social situations that are not been addressed or usually overlooked by governments (Tent, 2015.)

To address the problems, the world is facing, social responsibility and the term of social entrepreneurship have raised in the past couple of decades and changed essentially the image about the role of entrepreneurship in the modern society (Akhmetshin & Gayazova, 2017.) "Social Entrepreneurship" as a term first mentioned in the scholarly literature over 44 years ago in a publication titled *The Sociology of Social Movements* although the use of practice was long before that (Banks 1972, p. 53.) In 1984, Bill Drayton, founder of the Ashoka Foundation, was awarded a MacArthur Award for his work that is focused on social entrepreneurship. Since then, the term has become increasingly familiar in the United States (Jones, Warner & Kiser, 2010.)

Consensus has yet to be achieved in defining social entrepreneurship as a concept. Due to its variety of applications, social entrepreneurship remains a contextual concept that can be narrowly or broadly defined (Kumar and Gupta, 2013.) Social entrepreneurship consists of two concepts: being socially minded and entrepreneurship. These two concepts can be understood from the focus of 'social' is on addressing social issues, while the 'entrepreneurship' component is focused on generating profits with innovation ways (Manyaka-Boshielo, 2017.) This understanding is based on the following definitions from the literature review. (See table 1.)

Table 1. Definitions of Social Entrepreneurship

Definition of Social Entrepreneurship	Author
The creation of viable (socio-)economic structures, relations, institutions, organizations, and practices that yield and sustain social benefits	Fowler, 2000
The work of a community, voluntary and public organizations as well as private firms working for social rather than only profit objectives	Shaw, 2004
The scholarly examination of how, by whom, and with what effects opportunities to create future goods and services to be discovered, evaluated, and exploited.	Shane & Venkatraman, 2000
The process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs	Mair and Marti, 2006

One of the broader perspectives on social entrepreneurship looks at it as a purely conceptual matter that can include a wide variety of applications that can include transactions, organizations, and entire economies all of which are set to achieve social welfare. Alan Fowler defined Social Entrepreneurship as “the creation of viable (socio-)economic structures, relations, institutions, organizations and practices that yield and sustain social benefits” (Fowler, 2000.) Another broader view of social entrepreneurship focused on organizations, public and private, and communities' objectives. It viewed social goals are as important as financial ones. Shaw defined social entrepreneurship as "the work of a community, voluntary and public organizations as well as private firms working for social rather than only profit objectives" (Shaw, 2004.) Other views narrow the definition of social entrepreneurship to an objective or a solution. Venkatraman defined the field of entrepreneurship as creating products and services in accordance with current actual needs that exist in the market (Venkataraman, 1997.)

Nicholls (2006) and Yujuico (2008) argue that SE “is considered as a response to either market failure, state failure, or both, in meeting social needs” (P. 23.)

Some of the literature is focused on the differences between business enterprises and social enterprises (SE) as a way to define SE. the common root stands in the fact that Business enterprise is purely profit-oriented while SE is the creation of social value (Tent, 2015.) In its effort to define social entrepreneurship, the business management literature focuses on the characteristic differences between entrepreneurs and businesspeople (see Table 2.) Abu-Saifan explains “The business literature differentiates entrepreneurs from business people by including statements such as entrepreneurs “create needs”; while businesspeople “satisfy needs” (Ab-Saifan, 2012, P23.)

Table 2. Contrasting definitions and core characteristics of the terms “entrepreneur” from Abu-Saifan (2012.)

Source	Definition	Core Characteristics
Schumpeter (1934)	An entrepreneur is an innovator who implements entrepreneurial change within markets. Where entrepreneurial change has five manifestations: 1) the introduction of new/improved good; 2) the introduction of a new method of production; 3) the opening of a new market; 4) the explanation of a new source of supply; 5) the carrying out of the new organization of any industry.	<ul style="list-style-type: none"> • Innovator
McClelland (1961)	An entrepreneur is a person with a high need for achievement. This need for achievement is directly related to the process of entrepreneurship [...] Entrepreneur is an energetic moderate risk-taker.	<ul style="list-style-type: none"> • High Achiever • Risk bearer • Dedicated
Kirzner (1978)	entrepreneur recognizes and acts upon market opportunities. The entrepreneur is essentially an arbitrageur.	<ul style="list-style-type: none"> • Arbitrageur
Shapero (1975)	An entrepreneur takes initiative, organize some social and economic mechanisms, and accept risks of failure.	<ul style="list-style-type: none"> • Organizer • Initiative taker

Carland et al. (1984)	Entrepreneurship is characterized principally by innovative behavior and will employ strategic management practice in the business.	<ul style="list-style-type: none"> • Strategic thinker
Kao and Stevenson (1985)	Entrepreneurship is an attempt to create value through recognition of business opportunities.	<ul style="list-style-type: none"> • Value creator • Opportunity ware
Timmons and Spinelli (2008)	Entrepreneurship is a way of thinking, reasoning, and acting that is opportunity obsessed holistic in approach and leadership balanced.	<ul style="list-style-type: none"> • Leader • Holistic • committed • persistent

Based on the characteristics of social entrepreneurs Abu-Saifan proposed a more recent definition of social entrepreneurship “The social entrepreneur is a mission-driven individual who uses a set of entrepreneurial behaviors to deliver a social value to the less privileged, all through an entrepreneurially oriented entity that is financially independent, self-sufficient, or sustainable” (Abu-Saifan, 2012, P 25.)

It’s critical here to point out that the major scholars in SE defined the term from different lenses based on the application of the term in the different sectors. For example, Dees and Anderson (2003) limited the term SE to the traditional non-profit sector, where other scholars restrict it to charitable organizations. Furthermore, Venkataraman (1997) and Korsgaard and Anderson (2011) focus on their definition on the Traditional entrepreneurship, where SE is seen as a social and economic phenomenon that creates a new solution to social issues and in the process of pursuing profits, entrepreneurs also enhance social wealth by “creating new markets, new industries, new technology, new institutional forms, and new jobs (Singh, 2016).

Social entrepreneurship is the ‘process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address

social needs' (Mair and Marti, 2006: 37.) Mair and Marti's (2006) research input in social entrepreneurship emphasis that it is not only individuals or about businesses with mainly social objectives. In addition, they involve a process of implementing market-based business practices to solve social problems (Grimes et al., 2013.)

The Different Dimensions of Social Entrepreneurship

Although consensus yet to be achieved in defining Social Entrepreneurship (SE) as a concept, the social entrepreneurship literature has described different dimensions to identify SE. These dimensions can be discussed from different lenses. For some researchers, they identify the different types of SE based on the legal and financial structure of the organization; for-profit, non-profit, and hybrid. Keeping in mind that the legal and financial structure is based on the idea that the entrepreneurship is established with a mission to create a social change (Battilana, Lee, Walker, & Dorsey, 2012.) Luke and Chu (2013) argue that the term Social Entrepreneurship is a distinct term from Social Enterprise and Social Innovation, which is often used interchangeably with the other terms. The important distinctions between the three terms are " social entrepreneurship involves seizing an opportunity for the market-changing innovation of a social purpose" where the term 'enterprise' is "associated with commercial business activity" and the term invitations refers to "new ideas that work in meeting social goals."

Other researchers focus on the characteristics of entrepreneurship to identify it as SE (Salib, Chin, & Huang, 2016.) Praszkie & Nowak (2011) identified five different dimensions that make up social entrepreneurship:

- Social mission- An issue that needs to be addressed (aging, disabilities, education, health, environment, etc.)
 - Social innovation- Once the entrepreneur chooses a mission, they come up with new approaches to make changes.
 - Social change- Creating changes that are long term Entrepreneurial spirit- This is important since it is the driving force of change
 - Personality- "Pattern breaking individuals" a risk-taking personality that does not give up is important in order to create social change.
- (p.4)

Zahra, Gedajlovic, Neubaum, and Schulman (2009) created three forms, each of which explains a specific and distinctive portion of the social entrepreneurship. The three forms were built on previous economic theories of Hayek (1945), Kirzner (1997), and Schumpeter (1942) to categorize and define the commonly practiced types of social entrepreneurship and their unique characteristics.

The first type of SE, which they label *the Social Bricoleur*, built on Hayek's (1945) view of entrepreneurship, as explained by Smith and Stevens (2010) "with a focus on local concerns, is partly driven out of first-hand exposure to problems (e.g., local citizens walking crime-filled streets or witnessing gang violence are more likely to see a lack of opportunities for young people) "(P.8.) Therefore, the first form focuses on the idea of firsthand localized social mission.

The second form of SE, labeled *Social Constructionists*, identifies needs in the social market (Kirzner, 1973) and tries to solve them (Burt 1992.) This form is resource-driven and differs from the Social Bricoler as explained by Smith and Stevens (2010) "is in recognizing an application that may be expandable to solve a problem occurring in different contexts." (P. 9.)

The third form of SE labeled as *Social Engineers*. Social Engineer is envisioned by Schumpeter's vision of sustainability (1942) and focuses on the border image of SE by implementing creative solutions. Smith and Stevens (2010) describe this form, as it is "focuses on deconstructing and reconstructing the engines of society to achieve broad social aims." (P.10.)

The dimensions of SE help distinguish social entrepreneurship from social service, enterprise, and social activism. The dimensions help clarify the distinctive value that SE brings to society and further lead to a better understanding and more informed decision making among social entrepreneurs, researchers, and policymakers.

Women in social entrepreneurship

According to Global Women's Entrepreneurship Research: Diverse Settings, Questions, and Approaches; women are 1.17 times more likely than men to create social ventures rather than only economic ventures, and 1.23 times more likely to pursue environmental ventures than economic-focused ventures. Women entrepreneurs participate in the social entrepreneurship with a significantly smaller gap -5%- between men and women when compared to traditional business (Hughes & Jennings, 2012.)

Despite the overall representation of women in SE, Sampson and Moore (2008) found that women were overrepresented in professional positions in smaller organizations but underrepresented in larger organizations. Themudo (2009) noted that women hold 50% of management positions in small nonprofits; 34% in mid-sized nonprofits and only 14% in large nonprofits.

Women's high participation in SE caught the focus of academic and economic literature. Themudo (2009) analysis of the social science research relevant to SE noted that:

women are more likely to exhibit long-term helping behavior (Eagly & Crowley, 1986) and to behave more generously when faced with economic decisions (Eckel & Grossman, 1998.) They are less likely to condone or engage in corrupt behavior (Swamy, Knack, Lee, & Azfar, 2000.) Women are also more likely than men to volunteer and to give to public causes (DiMaggio & Louch, 1997; Hodgkinson & Weitzman, 1996.) Women are more likely than men to work in the nonprofit sector, despite its lower wages when compared with employment in government and business (Conry & McDonald, 1994; McCarthy, 2001.) (P.663)

More and Buttner (1997) argue that entrepreneurs are believed to have more flexibility in balancing work life and creating organizations that allow them to accommodate home life better, which opened opportunities for women to participate significantly in SE. However, Ahl (2006) analysis of 81 research articles on women's entrepreneurship, noted:

That research on women entrepreneurs suffers from a number of shortcomings. These include a one-sided empirical focus (Gatewood, Carter, Brush, Greene, & Hart, 2003), a lack of theoretical grounding (Brush, 1992), the neglect of structural, historical and cultural factors (Chell & Baines, 1998; Nutek, 1996), the use of male-gendered measuring instruments (Moore, 1990; Stevenson, 1990), the absence of a power perspective and the lack of explicit feminist analysis (Mirchandani, 1999; Ogbor, 2000; Reed, 1996.). (P.2)

Teasdale, McKay, Phillimore, and Teasdale (2011) emphasized that “While a growth in social entrepreneurship may lead to increased employment and management opportunities for women, the literature suggests such opportunities would be of a lower status: overrepresented in caring sub-sectors, in non-management positions, and in smaller organizations, and that women would be lower paid than men in similar roles” (P. 13)

Women's Social entrepreneurship provides self-employment opportunities that can contribute to women's social inclusion and empowerment, and considered as a key factor in promoting gender equality by addressing gender-based issues and contributing to the economy (Nicolas, & Rubio, 2015.)

It is evident, based on what has been stated, that women are seen as a noticeable force in SE. It is essential to discuss the implications of women's social membership groups as illustrated by gender and the concept of intersectionality.

Gender Norms and Intersectionality in Leadership

Introduction

There is no lack of studies that focus on the implications that race has on the leadership experience (Ospina & Su, 2009; Sanchez-Hucles & Davis, 2010; Gooden & Dantley, 2012; Sy et al., 2010.) There are many studies that looked at how a leader's perception of his or her own race, and the perception of their subordinates on the leader's race, affects that leader's leadership experience (Festekjian et al., 2014.) The same can be said about gender and ethnicity (Richardson & Loubier, 2008.) Ospina and Foldy (2009) said about gaps between existing research's perception of leaders of color and their realities; "These gaps in the field considerably reduce our capacity to understand the full

complexity of leadership' (P. 877). Research has been viewing the experience of leaders from marginalized communities away from the larger context at play. That has led such experiences to be analyzed as individual cases rather than contextual patterns that could be a source for a theory (Ospina & Foldy, 2009.) What makes this especially important to look at is the fact that these leaders are facing biases because of their complex, layered social identities (Sanchez-Hucles & Davis, 2010.)

Gender Norms in Leadership

The overall status of women in many places has improved in the last century, however, women, in contrast to men, are still lacking access to command positions and open opportunities to executive leadership (Carli & Eagly, 2002). In terms of gender-related leadership style research, there is no shortage of studies that looked at the difference between men and women attributing that difference to physical, social, cultural, and/or psychological elements and realities (Richardson & Loubier, 2008.) Research has discussed different theories: whether or not the approach to leadership differs between men and women as distinctive biological groups; whether this difference is one of style or substance; whether it is real or perceived; whether one leadership approach is more or less effective than the other and which is more likely to lead to success (Appelbaum, Audet & Miller, 2003). The research in gender norms is mainly divided into four schools of thought; Biology and Sex, Gender Role, Causal Factors, and Attitudinal Drivers (Appelbaum, Audet & Miller, 2003).

In the Biology and Sex body of research, scholars attributed leadership capabilities to males; with some insinuating that a woman could never be a leader (Appelbaum et al., 2003.) Even though this school of thought hypothesizes that biological

realities are to determine leadership eligibility and excellence, there are not many substantiated outcomes of such studies that warrant positive results since many of the research subjects that have been used in these bodies of study are male (Appelbaum et al., 2003.) Some of these studies have pointed to gender as the reason for differences in leadership style (Helgesen, 1990; Hennig and Jardim, 1977; Rosner, 1990), the rest has declared leadership as single-gendered (Bass, 1990; Dobbins and Platz, 1986; Donnell and Hall, 1980; Maccoby and Jacklin, 1974.)

Furthermore, Kolb (1999) has shown in his research that there are a lot more similarities between men and women's leadership behavior than there are differences.

The Gender Role school of thought thinks that leadership effectiveness is linked to certain characteristics that are perceived to be typical of a male or female (Appelbaum et al., 2003.) Those characters, however, are more related to masculine traits than to feminine ones making gender role as a telling factor for leadership capabilities (Kent and Moss, 1994.) Male and female were not the only variables counted in this school of thought's of effective leadership, so is androgynous, which is having both masculine and feminine behavior with more emphasis on the stereotypically masculine behavior (Appelbaum et al., 2003.) Gender role, as a concept, hints to a rule under which acting feminine is associated with being incompetent while acting masculine is perceived as being competent (Oakley, 2000.)

Women are still less likely to be pre-tagged as leaders, according to this school of thought, since effective leadership behavior is associated with stereotypically masculine behavior which is associated with males rather than females (Kolb, 1997.)

The Causal, or Environmental, Factors school of thought is looking at the factors that could impair women's leadership effectiveness, and those are too many to be counted here. However, there are a few noticeable factors that could paint a picture of the mark that those factors have made into the way women's leadership effectiveness is being perceived (Appelbaum et al., 2003.) One factor is Women Attitude where women are supposed to assume specific roles and are encouraged to follow a certain demeanor making them less than "first-class" members (Appelbaum et al., 2003.) This factor stems from the sex role theory which tells how men and women have certain roles in society by which women are almost socially-conditioned into a female character in a form of a 'culture trap' (Claes, 1999; Lipsey, Steiner, Purvis, Courant, 1990.) Another factor is Self-Confidence where women, who have internalized their supposed role, are having less self-confidence in leadership expectations (Appelbaum et al., 2003.) Lower self-confidence might also be attributed to women accepting less; like taking a hire position but being paid less than a male at the same position (Kirchmeyer, 1998; Jackson, 1989.)

The corporate environment is one of the factors that affect women's leadership opportunities since most work environments tend to like to see more masculine behavior in leadership women are left to feel less than welcome experiencing such a culture (Appelbaum et al., 2003.) This status is not set to change soon since most individuals in powerful positions are looking to conserve the status quo of male power and valuing masculine behavior (Rigg and Sparrow, 1994.) Even though male-dominated fields are being more acceptable to women, occupants of those fields are not as accepting of women which drove women to leave such jobs (Maume, 1999.) However, with more

women getting into leading positions, it will less likely that this situation will remain the same (Jamieson, 1995.)

The last, but not least, cause is what is known as the old boys' network. Since men are dominating power in organizations, they make up the process by which women could rise to power (Appelbaum et al., 2003.) That process includes obstacles standing in the way between women and advancing in organizations by marginalizing, limiting them (Rigg and Sparrow, 1994.) Those decision-makers were also found to recognize that the characteristics needed for managerial advancement are more likely to be associated with men (Burke and Collins, 2001.)

The Attitudinal Drivers school of thought sees that there is an emerging value system that businesses are looking at that is built upon mutual relations and a new way of looking at communications, leadership, negotiations, organization, and control (Claes, 1999.) Male and female approach to leadership is different; where males have a more structure, transactional, autocratic, instruction-giving, business-oriented approach to leadership, while women have a consideration, transformational, participative, socio-expressive, people-oriented approach (Appelbaum, Audet & Miller, 2003) Some characteristics that are associated with being feminine, like heightened communication skills, advanced mediation skills, and well-developed interpersonal skills, are giving women leaders more of an edge than their male counterpart (Stanford et al., 1995.) It was found that women are more likely to be rated higher on empathy, communication skills, and people skills making them score higher on production while men scored higher in strategic planning and organizational vision (Kabacoff, 1998; Appelbaum et al., 2003.) This is inspiring for many potential outcomes; women have the opportunity and spirit

build more inclusive and rewarding places of work, negative thinking, like saying ‘act less feminine to succeed’, will be dismissed, and research will focus on effective versus ineffective leadership rather than the male/female dilemma (Appelbaum et al., 2003.)

The concept of Intersectionality in Leadership

People, as individual members of the larger society, are members of different social groups; each membership is an important factor in understanding one’s experience (Richardson & Loubier, 2008.) Race, gender, and ethnicity are crucial elements of the persona of leaders; especially individuals from marginalized societies (Crenshaw, 1989.) Leaders from marginalized societies, especially women, have a more complex multidimensionality, and it is essential to consider that complexity; since looking at a singular dimension erases the true, collective experiences that they go through (Crenshaw, 1989.) Thus, studying leadership from a contextual standpoint offers a practical view of the implications of the ever-changing realities of organizations in the modern era (Ospina & Foldy, 2009.) Looking at the dynamic at which the multiple identities of leaders from marginalized societies interact is an essential step into understanding their experiences, (Cole, 2009) and that concept is known as intersectionality. Rather than focusing on a single social group membership of a given person, intersectionality views all social group memberships or social categories a person can have and how those memberships, apart and collectively, translate into that person’s experience (Rosette, Koval, Ma & Livingstonb, 2016.) There are studies that have looked at the interaction of multiple aspects of identity as it pertains to leadership style,

but those were uncommon mostly focusing on an aspect or two (Harrison et al., 1998; Jackson et al., 2003).

Crenshaw (1989), the scholar who coined the term intersectionality, warned from treating “race and gender as mutually exclusive categories of experience and analysis” (P.139.) As a concept, intersectionality describes how most individuals from marginalized societies view their experiences as it pertains to their multiple social identities (Cole, 2009.) This concept was best described in the Combahee River Collective Statement (1977), Combahee River Collective is a collective of Black feminists who fought against oppression, as it states:

We believe that sexual politics under patriarchy is as pervasive in Black women's lives as are the politics of class and race. We also often find it difficult to separate race from class from sex oppression because in our lives they are most often experienced simultaneously. We know that there is such a thing as racial-sexual oppression which is neither solely racial nor solely sexual, e.g., the history of rape of Black women by white men as a weapon of political repression.

Intersectionality is significant in understanding the realities of leaders for that it helps paint a more accurate picture of why certain groups, females of minority backgrounds for example, are underrepresented in leading positions especially in executive leadership in most enterprises (Richardson & Loubier, 2008.) Rising to leadership positions is harder for women than men because of stereotypes and biases that impose the facade of being less capable than men (Sanchez-Hucles & Sanchez, 2007.) Gender is only one aspect of the collective identity of women from marginalized societies

and minority groups. They have additional aspects, race and ethnicity for instance, that will bring its own stereotypes and biases (Sanchez-Hucles & Davis, 2010.) All these implications of identity will make it more difficult for women of minority groups to navigate the leadership realm, and it will more likely push them to conceal, when possible, those essential parts of themselves (Sanchez-Hucles & Davis, 2010.)

Using intersectionality as a viewpoint to understanding a leader's experience will not only show the different identities that a given leader has and how those identities are connected, it will also expand the understanding of individual social identities and how those identities interact, entangle, and distinguish with/from each other (Richardson & Loubier, 2008.) Thus, it is important to consider intersectionality as an aspect of leadership development because intersectionality goes beyond merely looking at social identities as labels each carries a certain stigma to explain the dynamics of these labels in the experiences of different members of the social collective (Sanchez-Hucles & Davis, 2010.)

One implication of intersectionality is that it offers leaders the ability to see a more clear picture of the experiences of persons from marginalized groups of society and, thus, improving their social conditions by making them relevant to those leaders even if they do not share a common group (Harris & Leonardo, 2018.) The same can be said about researchers in education, psychological, medical, and many more fields of study (Cole, 2009.) Even in the big picture, intersectionality, as a concept, helps scholars to take a closer look at the margins within any social context by refining those small lines and having a better understanding of what could be blurred by focusing on a bigger chunk within a given social context (Harris & Leonardo, 2018.)

A key aspect about the way that intersectionality views identity is that it sees the different social group memberships as an interconnected network of identities rather than separate elements within one identity (Breslin, Pandey& Riccucci, 2017.) Thus, being a female and being Hispanic, for example, are not two separate identities but rather two parts that make the identity of one person. A person's experience, that was triggered by one social group membership, is closely linked to all other social group memberships that that person has (Breslin et al., 2017.)

One critique could be made against intersectionality is that there are limited, if none, practical, quantifiable applications of intersectionality because of its fluidity and the multiple, intractable variables it is trying to consider (Breslin et al., 2017.)

Intersectionality could be thought of as not imposing new or different methods of looking at the social aspects of leadership; rather, it should change how the meaning and implications of social categories, and thus identity, are perceived (Cole, 2009.)

Nonetheless, intersectionality lack of precise instructions is what made it attractive in the first place; it is one of the best ways to conduct feminist theory analysis by going deep into the intricacies of identity and social group memberships (Davis, 2008.)

Intersectionality provides the necessary vagueness that a practice of the feminist theory needs to explore how to conduct feminist inquiries that are meant to go way below the surface to look at those complicated, connected lines (Davis, 2008.)

Summary

There has been significant attention to the literature and studies on the concept of Social Entrepreneurship and the participation of women in it. This chapter provided an overview

of the concept of social entrepreneurship and its connection to gender norms and the concept of intersectionality.

Chapter III will outline the research design utilized for this study, along with the data collection methods. In addition, it contains a discussion of the analytical tools that were used to address each research question.

CHAPTER III **METHODOLOGY**

Introduction

This chapter describes the research methodology, data collection. And data analysis that was used to understand the perception of leadership, barriers to effective social entrepreneurship among women social entrepreneurs. This chapter includes the following sections: (a) restatement of the problem and purpose of the study, (b) overview of research design, (c) participants, (d) data collection, (e) data analysis, and (g) summary.

Purpose of the Study

The purpose of this study was to examine how women leaders in social entrepreneurship perceive leadership and to explore the barriers to effective leadership in social entrepreneurship.

Restatement of the Research Questions

The study aimed to answer the following questions:

1. How do women social entrepreneurs perceive leadership?
2. What are the barriers to effective leadership in social entrepreneurship?

Research Method

A qualitative methodology, and in particular, phenomenological case study approach, was used to gain more insight into the research questions (Creswell, 2014.) A qualitative approach is used in this study as it allows for in-depth knowledge of participants' personal experiences, context, culture, perceptions, and values (Lincoln & Guba, 1985.)

The phenomenology approach was deemed appropriate for this research based on Patton (2002) definition of the phenomenological approach as a methodology used to "explore how human beings make sense of experience, how they perceive it, describe it, feel about it, judge it, remember it, make sense of it and talk about it with others" (p. 104.) This allowed the researcher to understand the perception of leadership from the participants' own perspective as the research sought to explore the perceptions of women social entrepreneurs about leadership.

Carswell (2014) describes the phenomenology research from Moustakas's (1994) work as "phenomenology is focused less on the interpretations of the researcher and more on a description of the experiences of participants" (P. 59.) Carswell (2014) highlighted the main procedural issues that a researcher should look for when conducting a phenomenology study:

1. The researcher needs to understand how people experience a phenomenon by understanding philosophical perspectives behind the approach.
2. The investigator develops questions that explore how participants describe their lived experiences.
3. Sample participants should be carefully selected to ensure that they have experienced the phenomenon under investigation.
4. Data analysis is divided into statements; clusters of meanings; and, a general description of what was experienced and how it was experienced. The research report should end with the reader better understanding the essence of the experience described by the participants (p. 54).

When studying women social entrepreneurs, the researcher must be able to observe and interact with the participants in their natural work setting, to gather data through multiple means in order to constantly integrate and compare new information. Therefore, a phenomenological case study, bound by specific criteria which are studied in detail and evaluated through the constant comparison method, provides the researcher the ability to attempt to interpret how one's competency and skill development impact her leadership development. Borg and Gall (1983) define a case study as "involving an investigator who makes a detailed examination of a single subject, group, or phenomenon" (as cited in Erlandson, Harris, Skipper & Allen, 1993, p. 163).

Phenomenology "describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (Creswell, 2013, p. 76). The phenomenological case study approach will be utilized so that the personal experiences of the participants could be examined in detail to provide insight into the phenomenon of competency/skill development in relation to the proposed research questions.

Study Setting

The study will be conducted in the City of Seattle, located in Washington State on the West Coast of the United States. According to U.S. Census data released in 2018, Seattle is the largest city in the state of Washington and ranks as the 15th largest in the United States with an estimated 730,000 residents as of 2018. The Seattle metropolitan area's population stands at 3.87 million.

Seattle city is known as one of the top social enterprise cities in the nation and considered as the third best city in the United States for women to establish a startup.

Furthermore, out of more than 200,000 women-owned companies in Washington state, 118,300 are in the Seattle area (Crowe, 2017).

According to the Seattle Business Journal:

Seattle is one of the most highly educated cities and has a correspondingly high median income and low unemployment rate. With 12.5 businesses per 100 residents, the city is highly entrepreneurial, and women own around 4 of those businesses. (p. 1).

Participant Selection

A non-probability snowball sampling is deemed appropriate for identifying potential participants and addressing the research questions "to select information-rich cases whose study will illuminate the questions under study" (Patton, 1990, p. 169.) Participants in this study were limited to; 1) female leaders in social entrepreneurship; the concept of SE was defined to the key informant based on Mair and Matrti's (2006) definition of SE " The process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs", 2) Currently lead a social enterprise for 6 months or more, and 3) located in the Seattle city Area. Because of the in-depth focus of the research, the participants were chosen on the recommendation of an "expert or key informant" (Miles & Huberman, 1994, p. 28.) Participants were identified by people who know which cases are information-rich and good examples to study or good interview subjects (Fink, & Kosecoff, 1998; Patton, 1990.) Snowball sample strategy provided more in-depth information and knowledge of the research question by selecting a small number of rich cases (Patton, 1990.)

For this study, individuals were specifically selected “for the important information they can provide that cannot be gotten as well from other choices” (Maxwell, 2004, p. 235.) The researcher identified an expert or key informant who identified critical cases or informants who have a rich knowledge of information about the phenomenon (Patton, 2001.) The key informant is a leader in social entrepreneurship who has been working in the area of social entrepreneurship for more than 20 years and currently hold the position of executive director of a mid-size non-profit organization in the city of Seattle. A relationship was established with the key informant to recruit the participants for the study.

Constant comparison method was used in which data review and analysis are done in conjunction with data collection as described in the data analysis section. The key informant served as a gatekeeper who assisted throughout the recruitment and data collection phase of the study as stated by Creswell (2006) “researchers need to find a gatekeeper, an individual in the organization supportive of the proposed research who will, essentially, “open up” the organization” (p. 112.) In qualitative research, gatekeepers are key to assist the researcher in getting access and developing trust with the community of study (Hatch, 2002.)

Data Collection

For the purposes of this study interviews, document analysis, and researcher observations were used as data gathering methods in order to triangulate the data. The data was collected using primary data resources. Data collection in qualitative inquiry aims to provide “evidence for the experience it is investigating” (Polkinghorne, 2005, p.138).

Questionnaire

The questionnaire was used to gain in-depth knowledge of the demographic information of the participants. Some demographic questions were developed and adopted from Kabeer (2011) work, for the researcher to guide the interview towards addressing the research objectives.

Interviews.

Since the goal of this research is to gain a deeper understanding of the issue investigated, the researcher conducted individual interviews with (n=5) of the participants. Interviews were the primary data collection method utilized by the researcher. The interview lasted approximately 30 minutes and was being conducted in the participant's enterprise location. During the interview, the researcher took written notes to gather observational data. The interview protocol was developed based on guidelines recommended by Patton (2015). Interviews "are useful in discovering what people think, how one person's perceptions compare with another, and in putting those varying responses in the context of common group beliefs and themes" (Fetterman, 1989, p. 42). A second set of questions was developed based on the participants' responses to the first round of interviews to gain a deeper understanding of some of the themes that occurred during the first interview (Patton, 2001.) The second round of interviews was conducted via email.

Researcher's Journal

The researcher kept a journal of the research process. In qualitative research, researchers are encouraged to practice a reflective approach, noting "their presuppositions, choices, experiences, and actions during the research process" (Mruck &

Breuer, 2003, p. 3). The reflective journal helped the researcher to focus on the participants' perspectives and their views and assumptions (Creswell, 2014).

In order to achieve the research objectives, the data was collected using primary data resources. The collection method includes semi-structured interviews and a questionnaire. The semi-structured questionnaire was used as an interview guide for the researcher. Some demographic questions were prepared, for the researcher to gain a capture some demographic information about the participants.

Since the goal of this research was to gain a deeper understanding of the issue investigated the researcher conducted individual interviews with (n=5) of the participants. a purposeful sampling method was used to address the qualitative research questions “to select information-rich cases whose study will illuminate the questions under study” (Patton, 1990, p. 169.) Because of the small sample size to address the qualitative questions and the in-depth focus of the research, the researcher administered the snowball sampling strategy (Patton, 1990.) snowball strategy provided the researcher with more in-depth information and knowledge of the research question by selecting a small number of rich cases (Patton, 1990.) Patton (1990) stated, “Identifies cases of interest from people who know people who know people who know what cases information are rich, that is, good examples for study, good interview subjects”.

Data Analysis

According to Jandagh and Matin (2010) “data analysis is the process of applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data” (p.67). All the interview records and notes were transcribed. Transcription involves close observation of data through repeated careful listening (Clarke, 2006.) The

researcher used Happy Transcribe software to transcribe the data from the audio records to text, and checked the transcription for accuracy. This step allowed the researcher to familiarize herself with the data "The process of qualitative data analysis involves an inductive approach that aims at reducing the volume of information by systematically organizing the data into categories and themes from specific to a general" (Ivankova & Stick, 2007, p. 233.)

Once all initial interviews and observations were transcribed the data was compared to form categories of like statements (Creswell, 2014). For this phase, the researcher followed the thematic coding process where "themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question" (Daly, Kellehear, & Gliksman, 1997, P166.) Constant comparison was used as a data analysis method, the researcher constantly compared the most recent responses to previous responses "looking for consistencies, discrepancies, anomalies, and negative cases" (Erlandson et al., 2001, p. 112). Glaser (1969) describes the constant comparison method of data analysis as a continuing process of comparison of the codes created. The constant comparative method could also be referred to as analytic induction which is "continuous and simultaneous collection and processing of data" (Lincoln & Guba, 1985, p. 335).

The next step was generating initial codes from the data. For this phase, the researcher followed the thematic coding process where "themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question" (Daly, Kellehear, & Gliksman, 1997, P166.) In this process, the researcher was focusing on simplifying the data and focusing on the specific

characteristics of the data (Morse & Richards, 2002.) Clear labels were attached manually to the codes as they relate to the research question using an inductive approach "The process of qualitative data analysis involves an inductive approach that aims at reducing the volume of information by systematically organizing the data into categories and themes from specific to a general" (Ivankova, 2015, p. 233.)

The next step was identifying the overall themes followed by defining each theme.

To ensure credibility, confirmability was established using the Reflexivity technique where the researcher used a reflexive journal during the process of data collection and analysis to maintain the attitudes and biases of the researcher that may be present during the study (Thomas & Magilvy, 2011). Korstjensa and Moser (2018) describe reflexivity as "Examining one's own conceptual lens, explicit and implicit assumptions, preconceptions and values, and how these affect research decisions in all phases of qualitative studies." (p. 121).

Another method was used by the researcher to ensure credibility is data triangulation. Data triangulation was used from the data resources like interview, questionnaires, and notes. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). To ensure accuracy, the researcher shared the data transcripts and the finding with the participants and received feedback (Creswell, 2017).

Summary

In this chapter, the research methodology, data collection, and data analysis that were used in this qualitative method study were discussed in detail. In addition, the data

collection instruments and steps were taken to ensure validity and credibility were discussed. Chapter 4 will provide the findings of the research

CHAPTER IV

Results

Chapter IV presents the results of this study. The topics that will be discussed include: 1) summary of the research design, an 2) overview of participant profiles, and the 3) study's findings. The purpose of this qualitative phenomenological research was to better understand how women leaders in social entrepreneurship perceive leadership and to investigate the barriers to effective leadership in social entrepreneurship. For the purposes of this study, social entrepreneurship is defined as the process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs (Mair and Marti, 2006). When viewed as a process, social entrepreneurship involves the offering of services and products but can also refer to the creation of new organizations.

This study was guided by the following two research questions:

1. How do women social entrepreneurs perceive leadership?
2. What are the barriers to effective leadership in social entrepreneurship?

Summary of Research Design

This qualitative research study was conducted through a phenomenology lens in which the goal is to understand the experiences participants have in the social world (Glesne, 2011). A phenomenology case study research design was utilized to examine the experiences and perceptions of female social entrepreneurs living in the Pacific Northwest of the United States. The steps for data collection included setting the boundaries for the study, conducting semi-structured interviews with social

entrepreneurship leaders in the Pacific Northwest who have experience leading social enterprises.

Prior to collecting data for this study, it was necessary to obtain approval from the Seattle University Human Subjects Review Board (see Appendix A). Once approval was obtained, the study began.

Data Collection Process

In order to achieve the research objectives, the data was collected using primary data resources. The collection method included semi-structured interviews, the researcher's journal, and a questionnaire. Some demographic questions were prepared, for the researcher to gain a capture some demographic information about the participants. Since the goal of this research was to gain a deeper understanding of the issue investigated the researcher conducted individual interviews with (n=5) of the participants. a purposeful sampling method was used to address the qualitative research questions "to select information-rich cases whose study will illuminate the questions under study" (Patton, 1990, p. 169.) Because of the small sample size to address the qualitative questions and the in-depth focus of the research, the researcher administered the snowball sampling strategy (Patton, 1990.) snowball strategy provided the researcher with more in-depth information and knowledge of the research question by selecting a small number of rich cases (Patton, 1990.) Patton (1990) stated, "Identifies cases of interest from people who know people who know people who know what cases are information-rich, that is, good examples for study, good interview subjects".

Data Analysis

All the interview records and notes were transcribed. Transcription involves close observation of data through repeated careful listening (Clarke, 2006.) The researcher used Happy Transcribe software to transcribe the data from the audio records to text, and checked the transcription for accuracy. This step allowed the researcher to familiarize herself with the data "The process of qualitative data analysis involves an inductive approach that aims at reducing the volume of information by systematically organizing the data into categories and themes from specific to a general" (Ivankova, 2015, p. 233.)

Once all initial interviews and observations were transcribed the data was compared to form categories of like statements (Creswell, 2014). For this phase, the researcher followed the thematic coding process where "themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question"(Daly, Kellehear, & Gliksman, 1997, P166.) Constant comparison was used as a data analysis method, the researcher constantly compared the most recent responses to previous responses "looking for consistencies, discrepancies, anomalies, and negative cases" (Erlandson et al., 2001, p. 112). Glaser (1969) describes the constant comparison method of data analysis as a continuing process of comparison of the codes created. The constant comparative method could also be referred to as analytic induction which is "continuous and simultaneous collection and processing of data" (Lincoln & Guba, 1985, p. 335).

The next step was generating initial codes from the data. For this phase, the researcher followed the thematic coding process where "themes are patterns across data sets that are important to the description of a phenomenon and are associated with a

specific research question (Daly, Kellehear, & Gliksman, 1997, P166.) In this process, the researcher was focusing on simplifying the data and focusing on the specific characteristics of the data (Morse & Richards, 2002.) Clear labels were attached manually to the codes as they relate to the research question using an inductive approach "The process of qualitative data analysis involves an inductive approach that aims at reducing the volume of information by systematically organizing the data into categories and themes from specific to a general" (Ivankova & Stick, 2007, p. 233.)

The next step was identifying the overall themes followed by defining each theme.

To ensure credibility, confirmability was established using the Reflexivity technique where the researcher used a reflexive journal during the process of data collection and analysis to maintain the attitudes and biases of the researcher that may be present during the study (Thomas & Magilvy, 2011). Korstjensa and Moser (2018) describe reflexivity as "Examining one's own conceptual lens, explicit and implicit assumptions, preconceptions and values, and how these affect research decisions in all phases of qualitative studies." (p. 121).

Another method was used by the researcher to ensure credibility is data triangulation. Data triangulation was used from the data resources like interview, questionnaires, and notes. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). To ensure accuracy, the researcher shared the data transcripts and the finding with the participants and received feedback (Creswell, 2017).

Participant Profiles

Leader A was a 50-year old female leader who has been a leader in SE for 15 years. She is a single mother of two. She came to the United States in 1995 and went to graduate school where she earned a master's degree in international development and social change. She got married and relocated to the Seattle area where she started looking for jobs in the international field and couldn't find one that suited her. She then realized that she can work with any organization serving African refugees and immigrants. She started working as a domestic-violence victims' advocate for a mainstream organization for a couple of years. During that time, she learned a lot about the systems in the United States and how refugees and immigrants are struggling to navigate the system. Leader A started a nonprofit organization to meet those needs, to advocate for African refugees and immigrants, to help them to understand the system and navigate it on their own, and to give them a place where they can foster a relationship. She is currently the Executive Director of the Seattle Area-based organization.

Leader B was a 63-year old female leader who has been a leader in SE for 23 years. She is a professional social worker. She has an undergraduate degree in English literature and went from college into an AmeriCorps program as a staff person, where she developed an interest in social services as a field and then earned her master's degree in social work. She started working with people who had psychiatric mental health challenges and were in residential treatment, then moving to work with younger people, then teenagers, then elementary school-age kids. She was hoping to find a place to intervene more successfully. After that, Leader B went to work for an agency with the focus of serving families whose children had been identified by Child Protective Services

as at a very high risk of need to be removed from the home because of abuse or neglect. Her next journey was her current position as a leader of a social service agency for 23 years. Leader B is a Co-founder and is working as chief executive officer of the Seattle-based organization.

Leader C is a 36-year old female leader who has been a leader in SE for 4 years. She is married with three children. She holds a baccalaureate degree and has previous experience in management before her current leadership position. She came to the U.S. with her single mother of seven kids from Vietnam as refugees back in 1990. She has been challenged growing up as a young person going through resettlement, dealing with language barriers, cultural barriers, and many other barriers a refugee would go through to try to integrate and become successful in American society. Her experience in the system helped her to think about strategies and implementation plans for how to run the organization that is specifically serving refugees and immigrant those who have mirrored her pathway. Leader C is a co-founder and held the chief executive officer position at the organization.

Leader D was a 63-year old female leader who has been a leader in SE for 28 years. She is an Asian-American born in New York. She lived in Hong Kong for a while and, came back to the United States where she went to high school in Philadelphia, and then earned her undergraduate degree in Pennsylvania. She then earned a Master's in Architecture and Master's in City Planning from M.I.T. Leader D hold an honorary doctorate as well. Her focus is on making sure that everybody has housing, and to reduce homelessness because she sees housing as a human right. Her current role in the organization is the Founding Executive Director.

Leader E was a 63-year old female leader who has been a leader in SE for more than 15 years. She is married and has two children. Her family immigrated to the United States in 1969 from the Philippines when she was a teenager at that time. She has been challenged in the process of resettlement due to the academic system difference between schools in the Philippines and Seattle. Furthermore, in the late 60s early 70s there was a lot of civil unrest in the United States and a lot of protests in terms of the black rights movement. Leader E refers to that time as a very confusing time for her as a teenager immigrant. Her family went through a lot of struggle finding jobs and navigating settlement in the U.S. Leader E expressed that sharing the details of her experience growing up as an immigrant is very informative in terms of not just being aware of what people of color go through in the united states, but also what it means to be a solidly middle-class family than to experience a shift of your economic status. Her experience connecting to different students' groups as an undergraduate student helped her, also, to realize the different challenges that people with different identities face.

Leader E earned a public affairs baccalaureate degree and worked in as a government and federal employee. Her work in the government always had an orientation towards serving the community. Leader D had a fellowship at the National Urban Fellowship that enabled her to get a master's degree in Science and Urban Administration. Leader D started and planned many SE. She is currently a chief executive officer of one of the biggest Seattle-based social and health services organizations.

Based on Zahra, Gedajlovic, Neubaum, and Schulman's (2009) SE typology the researcher identified the study participants' SE, see Table 5.

Table 3. *Participants' Social Entrepreneurship Typology.*

Participants	Type of social entrepreneurship	Description
Participant A	Social Bricoleur	Focus on local concerns and partly driven out of first-hand exposure to problems.
Participant B	Social Constructionists	Recognizing an application that may be expandable to solve a problem occurring in different contexts.
Participant C	Social Bricoleur	focus on local concerns, and partly driven out of first-hand exposure to problems.
Participant D	Social Engineers	Focuses on the border image of SE by implementing creative solutions.
Participant E	Social Constructionists	Recognizing an application that may be expandable to solve a problem occurring in different contexts.

Demographic Information

A total of five female social entrepreneurs volunteered for the study. Participants' age ranged from 36 to 65 years old; three participants are married and two are divorced. Four out of five of the participants' educational level is a graduate degree and one holds a bachelor's degree. All participants have professional experience before leading or starting the social enterprise. Years of establishing the social enterprises they ran ranged from 3 to 40 years. The age of participants at the time of starting the enterprise ranged from 34 to 50 years old. The nature of enterprise varies as; housing, community health center, employment services, community advocacy, and social services agency. All participants are located within the Greater Seattle Area.

Table 4: Demographic Information

Age

AGE	NO.	%
36	1	20
50	1	20
63	2	40
65	1	20

Marital Status

MARITAL STATUS	NO.	%
Married	3	60
Divorced	2	40

Educational level

EDUCATIONAL LEVEL	NO.	%
Elementary School	0	0
Middle School	0	0
High School	0	0
Certificate/ Diploma	0	0
Bachelor's Degree	1	20
Graduate Degree	4	80

Occupation of the respondent before starting the Enterprise

OCCUPATION	NO.	%
Social Worker	1	20
A City Director	1	20
Housing Department Director	1	20
Advocate	1	20
Administrator	1	20

Age of respondent at the time of starting the Enterprise

AGE	NO.	%
34	2	40
35	1	20
40	1	20
50	1	20

Year of Establishment of Enterprise

MARITAL STATUS	NO.	%
3	1	20
15	1	20
23	1	20
28	1	20
44	1	20

Nature of Enterprise

NATURE OF ENTERPRISE	NO.	%
Housing Organization	1	20
Community Health Center	1	20
Employment Services Director	1	20
Community Advocacy	1	20
Social Services Agency	1	20

Findings

Thematic analysis of the data resulted in three main themes: 1) Leadership as an act of empowerment, 2) Leadership as an act of advocacy, 3) Leadership as a process of continuous learning, 4) The intersection of race, gender, and ethnicity impact on leadership in SE.

Theme 1: Leadership as an Act of Empowerment

Participants shared their perception of leadership as an act of empowerment. Their own experience in the system and involvement in SE was one factor that influences their perception of leadership. Leader A explained her perception of leadership as:

Providing opportunities for people to grow, support them in their growth and development, help them find resources and opportunities because I believe 100% that everybody has a lot of potential but they're not finding an opportunity where they can excel or something. So aligning like opportunities with people who have skills or something to give back for themselves or for the community. To me is a leadership role. It doesn't have to be anything fancy or prescribed.

She went on to explain how her perception of leadership applies to her own leadership role:

I see myself practicing what I preach, giving, finding opportunities and for my people, my community and paving the way for them to get there. Reducing Barriers supporting their goals; professional goals, and at the same time I grow in my own leadership roles as I help others.

Leader B shared her perception of leadership as: “I think leadership is the capacity to bring together multiple perspectives, visions, and hopes into one that an organization can pursue.”

Leader C emphasized the importance of leading by example and involving others in the decision-making process as an act of empowerment:

Really, I'm not that kind of a leader that draws a line and have a barrier between myself and the people that I work with or work for. But really being with there in it with them and giving them like this broader mission and vision of what it can be and then working together with them to make those changes happen along their side not necessary just giving them instruction and say hey this is what you need to do, that's you do that you do that. But OK how can we including myself together delegate all of this task to make sure that we're reaching you know that success point. So that's kind of where I see myself now as a leader you know coming down to the level of the people that I work with and just being in it with them and giving them hope that hey I'm here for you.

Leader D perception of leadership evolved around making changes to create solutions to social problems and, in the process of making the change, advocating for the cause of the organization:

Well, I think. There is so much you can do in the world to make social change and you basically have one life to live. So you might as well go for it. so if you see societal problems why not see it as a challenge to make change happen.

She explained:

I would say that I want to come up with creative solutions and innovative solutions and I'm very persistent. So people would identify me as someone who you can't say no to. And I think one of the qualities of being a leader is to be fearless. And be prepared. And you're pretty much facing lots of barriers. So you have to figure out strategically how to overcome the barriers and also how to build coalitions and alliances with other people.

Leader E explained her perception of leadership through the lens of her experience in transitioning from being a political leader to a leader in SE:

So to me, it's clearer, because then I don't have to worry about the politics of elections, and the politics of competition. And it's a very different, yes, there's competition among different types of nonprofits for grants for donors, for who has the better approach here, but still, the purpose is common right to serve those who really badly need services. So I think for me there's been a lot more clarity in terms of being a leader [...] the leadership is really you know how do I make things happen so that we can advance a community? versus when I was in government, how do I make things happen so I can advance the interests of my leader? Right? here I'm looking more at the total community in our case a lot of different communities.

She explained her leadership perception and role through empowering other leaders within the organization:

I think I've been good at seeing the different needs of the staff and the organization at different levels, at different sizes, because it's different to lead a 200 person organization which is what this was when I started, and now we have about 600

employees and still growing. So it's different when you're the leader the identified leader. Once you start growing then you have to make sure you have other leaders in the organization that people can see and identify with. You can't do everything.

It's always been the ability to work with people on tough issues and facilitate a process that moves everyone in the same direction.

Theme 2: Leadership as an Act of Advocacy

Participants shared their perception of leadership as an act of advocacy. Their own experience in the system influenced their perception of leadership as an act of advocacy. Leader A shared her experience of leadership:

We started just reshaping our relationship with funders and standing our ground like we don't accept anything less cost us this much and it's good for our community to do this research or bring the community voice to certain matters that you're not compensating us enough that we're not entering into any contract with you We just made it clear like that.

Leader D also emphasized on the advocacy as part of her leadership perception:

So I'm not trying to gain approval because I will speak out. I will speak out if I feel like the mayor or city council or a public official isn't doing the right thing around housing or homelessness. And I've learned that it actually helps to speak out because by getting people's attention you get them to do things differently. I think our business isn't just developing affordable housing but it's to advocate and change the funding and change public policy.

Leader E shared her belief of the importance of that a leader has to have the ability to speak out and advocate for the cause they are serving: “I’m very aggressive in other settings because I’m sorry but they they’ll hear us unless we’re louder, if we weren’t speaking like this they wouldn’t listen.”

Theme 3: Leadership as a Process of Continuous Learning

All women leaders pointed out that they are in a continuous learning process to be effective leaders. They shared that their job requires them to learn on the job. Leader A shared:

Supporting others and while finding resources for them is actually expose you to different worlds and different kind of dynamics with other people that you may never have even thought about but because you are meeting the needs for your community, that brought you to that level or that every now and then that exposure or experience really shaped who you are as a leader and you learn from that you pass the information and resources and move on to the next one.

Leader B stated that her leadership skills evolved throughout her years of experience:

It has evolved a lot over time because when I started, it was the first time I had run an organization, even though it was a tiny organization, twenty-three years ago, and I really thought my job was to direct people. So that's what I thought leadership was. But over time my definition really is more about building clarity and again collective well and purpose, which demand a lot of vulnerability. So it's about the I am much more human and emphasize my humanity more as a leader now than I did 23 years ago.

She explained:

I'm improving all the time and I started at about \$500,000 revenue it's felt 15 million now. So about every couple million dollars the organization's needs changed and so, I changed too.

Leader C pointed out how the process of developing the organization impacted her own leadership development:

with this organization we're pretty much started from scratch from how to run a business. Meaning you know it's a nonprofit organization is still a business. Right. How to run a business how to make sure that we have all the infrastructure necessary to be accountable and be transparent to public dollars. How do we engage with the community? How do we address their needs and how do we go after sources of funding to you know to be to be able to run and realize this mission and vision that we have? And that was really being done from no experience pretty much and, it took a lot of hard work. You know you have to spend lots and lots of hours to learn these processes. I mean we still have a way to go and there's always room for improvement to make an organization better more efficient, I mean I would say that but learning through all of that the nuances of running a business really build you. Definitely, that process has really developed me as a person to where I am today just learning from scratch also seeing the process.

Leader D shared her perception of leadership as an act of continuous learning by stating:

I think you pretty much have to learn on the job. And so you figure out, what works and what doesn't work and what works you continue to use the same strategy if it's working for you.

Leader E shared the same thought as she was reflecting on a critical incident that happened at the organization moments before the interview started:

So there is always an issue, so you need to be a little bit more agile, being open, and in continuous learning. And I say this to my staff all the time we all have to continuously learn. If we never learn or never change from each of the things that happen all the time. Just simple things not even crazy incidents like I just described, but then we're not going to be effective leaders.

Theme 4: The Intersection of Race, Gender, and Ethnicity Inequality Impact and Leadership in SE

All participants shared their own experiences and concerns about the impact of race, gender, and ethnicity inequality on the effectiveness of leadership. It was clear that this theme was identified as a key barrier across the different leaders despite their different backgrounds and experiences.

Leader A described one major barrier in leading a SE as the race inequality:

So I think this is a major obstacle not only for me but for other organizations led by women of color, established or founded and, run by people of color and, for the people of color. We still have to make a lot of cases to prove that we are worth it in investing on us, of donating to our cause. Most of the funding still go to well established large organizations, and if we could get any funding would be very small compared to them. So the competition is still high and sometimes it's not fair, because of racial inequities that we have here in America but we just persevere because we know that the mission we are driving that drives us is really well

established in our communities and, we just whenever one door is closed we just knock that next door and keep moving and that's what keeps us going.

She gave an example of one of the challenges that she faces as a woman of color and a leader:

I don't see a lot of cross trainings between different leaders of color or refugees or immigrants and all of that. So there are organizations who organize leaders, it is called executive leaders forums. But when I go there they're all white they don't understand where I'm coming from the struggles or the challenges I feel. So the more the more we have like forums for leaders of color or ethnic group leaders to talk with each other and find common threads for trainings that you asked before I might not see it but when we're talking together like how to manage things in organization how to face this how to advocate for that. It will come from a different perspective than me attending a mainstream training that I may get two or three things that I can use.

She expressed her struggle with the status quo by providing an example:

with the white folks who are our allies and we work with them because they understand system differently, they think differently. So, we this is part of building the leadership skills for our board including myself, how to work and navigate system when they're all white and they have different understanding and perception of different things. So, my operation director here is white, and she gave me that perspective like "Oh if you responded to this way they will it will have more impact".

Leader B shared her experience navigating the system:

I think in general people, men in business, do not think of social services as businesses. And so, it took a time I really had to develop myself as a peer with those men to be comfortable having you know forceful more forceful conversations with them.

She continues explaining:

I at one point this is now 15 years ago I joined this big [name of the club] Club the one that's [location]. It has maybe seven or eight hundred members. And what was really striking, first of all, they only had women members for maybe twenty years at the most maybe less maybe 15 years. So, it's an old boys club and really old men grey suits grey hair. Now you see these the big ballrooms [location] filled with these men. But I joined the club hoping to build relationships and get more comfortable working with men leaders. and I'd say I probably got more comfortable and never really worked very well though because they never treated me very seriously

She also pointed out that she had experienced the same issue with the organization board members:

Will, interestingly this board of directors- non-profits have to have a board of directors that represents community - was a vast majority woman for many years. In the last five years it's getting be more equal men and women. So I find the women not talking anymore, it's very male-dominated conversation.

Leader C shared the barriers that she faces as a women leader wearing Hijab:

I would like to point out that you know being a woman and being a business owner or someone in power within an

organization that's one thing but being a woman of color a woman that wears Hijab that is kind of like it becomes there like up there you know like in terms of the level of the difficulty that a person would experience. I would say my level would be pretty much extreme up there. So with all that I would say of course there I've experienced many things you know experience things that experience challenges within my organization with people who I work with thinking that perhaps I'm not a leader. Perhaps I am not a strong leader or that I am not worthy of being their leader or supervisor and it's something that I sense from people I would say they wouldn't say things out loud you'd be like Oh no I don't think you're good for this position. No. But it's more like I sense it from them and how they have communicated with the other individual.

She explained:

I think being who I am and being in the position that I am. You have to go above and beyond and proving it for people to get it. It's unfortunate that you know there's this double standard.

I would say I as an example of you know someone who is really not mainstream at all. I would say very unique where not many people who come from the background that I am at. Or who you know similar to who I am are in this position not many at all. And that's too unfortunate and I don't know what the reason is behind it. I'm sure there's many reasons but I can't imagine what is a good reason behind why not many more people like me are in management position. It could be Opportunity is not available right for me. I would say the opportunity was presented to me through another person who looks like me.

Leader D pointed out racism as a barrier to effective leadership:

Well, I think there is a lot of racism in Seattle. And the power structure is pretty white and male-dominated. Yeah and there is a sense that. Oh you know, you should just go along with the flow. So I think I face the fact that people don't expect me to speak out. Harder surprised that I'm speaking out. And so I think it is harder as a person of color to. You know. Like if I'm not part of the old boys' network. I have to work extra hard here.

She described the barrier of navigating the structure of power as a women leader:

I'll give you an example, I was representing. An African-American church trying to develop housing and, the natural response from the government was to say no. We're not going to fund you know we're not going to fund this; you know this project. And so we would have to say well OK if you don't fund us we're going to the mayor's office and then we'll go to the mayor's office and then we'll get funding right. Yeah but everybody along the way and the infrastructure and the bureaucracy they were white. They were thinking that Community groups especially community groups in a central area or the Asian community that they didn't have enough capacity or they weren't capable enough.

As a woman of color She emphasized the importance of questioning authority:

I think that so many women, people of color, are discriminated against and, so you have to almost come from a perspective that you have to. raise questions and you know you have to question authority and, you can't just be complacent. So I think it's very important that you understand the value of even being oppositional.

Leader E shared the same concerns about race, gender, and ethnicity inequalities as a barrier to effective leadership:

But you know and it's been a very hard thing, because there are so many things have been happening in this country and in our community organizations have been targeted especially those serving people of color”

She expressed her concerns about race-gender-ethnicity inequality through the lens of the history of civil rights movements:

So it's kind of crazy for me because I told you about the 60s when our family first came and then it got better and for the longest time people thought the civil rights era were done. We did well and now we're back. Yeah, awful place! and leading in a time of prosperity and then type of recession. This is 2008, 2010 2011 recession and then it's bouncing back and then now we have this president which is making it worse.

Leader E shared that she doesn't see a lot of women or people of color in leadership positions:

So I think in the nonprofit world I don't see a lot of barriers because there are so many of us. Healthcare is a different thing. We have tons of nurses. But when you start looking at leadership positions there are not a lot of women. It's usual for me to be the only one when I'm meeting with leadership from hospitals and other healthcare organizations is very male. Also still dominantly white, very White, even though you know again you take a look around a lot of those providing services they are women or people of color you know especially direct care.

I do think saying that I do think racism are still very much alive. I again I don't feel it as much in the nonprofit world because I do think we tend to do our best to support each other and work together just because we're all like in the front lines.

Summary

Chapter IV presented the findings of this study, as well as the themes that developed through an analysis of the data collected from the participants. Research question one sought to understand the perceptions of leadership among women leaders in social entrepreneurship. The analysis of the data collected for this study produced three themes: 1) Leadership as an act of empowerment, 2) Leadership as an act of advocacy, and 3) Leadership as a process of continuous learning. Research question two sought to examine the barriers to effective leadership in SE. The analysis of the data collected for this study produced one main theme across the different data collected from the participants which is the Intersection of Race, Gender, and Ethnicity inequality impact on leadership in SE. Chapter V will present a discussion of the findings, including implications of the results of the study for women leadership in SE practice, recommendations for social entrepreneurship practice, and recommendations for future research.

CHAPTER V

Discussion

Chapter V presents an overview of the study and a discussion on the study's findings.

Implications and recommendations for leadership practice are discussed along with recommendations for future research.

Overview of the Study

Social entrepreneurship has been an interest of researchers, talents, and investors in recent decades. The interest in social entrepreneurship is reflected in the growing number of nonprofit organizations, which has increased in the last decade to exceed the rate of new business formation (the New Nonprofit Almanac and Desk Reference, 2002.) Recent data showed that involvement in social entrepreneurship has risen to 5.75% of the United States population. This was demonstrated in the fact that social entrepreneurship has gained popularity as more people seek to make a difference in the community. In essence, the rise in the number of people joining social entrepreneurship shows a need to explore the concept of social entrepreneurship. The increase in social entrepreneurship is also reflected in the rise of women's participation in social business.

Croson and Gneezy (2009) argued that women are more likely to create and manage a social enterprise than men. Women are regarded as more socially minded and caring than men (Croson & Gneezy 2009.) The participation of women in business has resulted in the improvement of communities and the overall social status of women (Ardrey, 2006.) The increase in the participation of women in social entrepreneurship has also seen a rise in theoretical focus on the unique contribution that they make to business and community (de Bruin, Brush & Welter, 2007.) This study aimed to investigate the participation of women in social entrepreneurship, explored how they perceive the

concept of leadership, and assessed the barriers that women entrepreneurs face while leading a social enterprise.

When comparing the demographics of social entrepreneurs, there were no significant differences between women and men entrepreneurs in their educational background (OECD, 2014.) The data showed that the largest portion, 35%, of women social entrepreneurs are aged between 35-44; this held true for men entrepreneurs as well (OECD 2014.) Resources that should support professional women social entrepreneurs, to navigate through the leadership perception and style of leadership, were limited (Bibars, 2018). Through understanding the perspectives of women leaders in social entrepreneurship and identifying the barriers to effective leadership in SE, this study aimed to develop strategies to impact and enhance leadership development practices for women.

Purpose of the Study

The purpose of this qualitative study was to examine the perception of leadership among women leaders in social entrepreneurship and to address the barriers to effective leadership in SE. The qualitative nature of the research study made it possible to gain an in-depth understanding of the participants' perceptions of leadership and barriers they had identified.

The five participants recruited for this study were women leaders in social entrepreneurship. A non-probability snowball sampling was used to recruit rich cases with experience in the phenomenon being studied. This study's design addressed the following two research questions:

1. How do women social entrepreneurs perceive leadership?

2. What are the barriers to effective leadership in social entrepreneurship?

The qualitative method and the phenomenology approach was deemed appropriate for this research based on Patton's (2002) definition of the phenomenological approach as a methodology used to "explore how human beings make sense of experience, how they perceive it, describe it, feel about it, judge it, remember it, make sense of it and talk about it with others" (p. 104.) This allowed the researcher to understand the perception of leadership from the participants' own perspective as the research sought to explore the perceptions of women social entrepreneurs about leadership.

Using findings from the data analysis, the final line of inquiry synthesized the similarities and differences between the two. Conclusions from this research are intended to help the university and its Center for Community Engagement, by providing empirical data to help align strategies and resources, engage differently with the community and produce more civically committed student graduates.

Using the results and the findings from the data analysis, a discussion of the findings along with its implications will follow, describing the results as they relate to the research questions for the field of women leadership and training programs targeting women social entrepreneurs.

Discussion of the Findings

Research question one sought to understand the perception of leadership among women leaders in social entrepreneurship. The analysis of the data produced two main themes: 1) leadership as an act of empowerment; 2) leadership as an act of advocacy; and 3) leadership as a process of continuous learning.

Leadership as an act of empowerment. All of the participants in this study perceived leadership as an act of empowerment for their community and for the purpose they are serving. Kabeer's (1990) theoretical framework on women empowerment focuses on SE as a tool to empower women leaders and to give them a voice to promote gender equality and social change. The findings concerning women's perception of leadership as an act of empowerment supports the work of Rosener's (1990) on her study of how female and male managers describe their preferred leadership style. Rosener found that: "In describing nearly every aspect of management, the women made reference to trying to make people feel part of the organization from setting performance goals to determining strategy" ([16] Rosener, 1990, p. 120). In Rosener's findings, she suggested that women leaders tend to encourage participation, share power and information, and enhance peoples' self-worth.

The significance of empowerment to women leaders was asserted by all the participants who affirmed, more than once, how empowerment was an essential aspect of their experience and practice as leaders. Leader A has illustrated this theme:

Providing opportunities for people to grow, support them in their growth and development, help them find resources and opportunities because I believe 100% that everybody has a lot of potential but they're not finding an opportunity where they can excel or something. So, aligning like opportunities with people who have skills or something to give back for themselves or for the community. To me is a leadership role. It does not have to be anything fancy or prescribed.

Another example is in Leader B's words "I think leadership is the capacity to bring together multiple perspectives, visions, and hopes into one that an organization can pursue."

Leadership as an act of Advocacy. Three out of the five participants in this study perceived leadership as an act of advocacy for their community and for the purpose they are serving. The participant women leaders shared their view of advocacy as an important element of their practice of leadership. They emphasized the importance of voicing the purpose they are serving for and, standing up for others who do not have the access necessary to voice their needs. In answering the different interview protocol questions, the participants shared different examples of how advocacy played a positive role in serving the needs of the communities they are serving. London (2010) defined advocacy as: "the act of supporting an idea, need, person, or group. Advocates use cognitive, emotional, and behavioral strategies to influence attitudes, behaviors, and/or decisions for the benefit of individuals or to promote organizational change and/or social welfare" (p. 2). It is evident that the existing literature on advocacy in relation to social change or social entrepreneurship lacks the focus on the impact that women social leaders have on their communities.

Advocacy was captured by the participants who concurred its importance. Leader D explained her perspective on advocacy:

So, I'm not trying to gain approval because I will speak out. I will speak out if I feel like the mayor or city council or a public official isn't doing the right thing around housing or homelessness. And I've learned that it actually helps to speak out because by getting people's attention you get them to do things differently. I think our business isn't

just developing affordable housing but it's to advocate and change the funding and change public policy.

Leader E shared “I’m very aggressive in other settings because, I’m sorry, but they won’t hear us unless we’re louder, if we weren’t speaking like this they wouldn’t listen.”

Leadership as a process of continuous learning. The participants in this study shared that they are learning and improving their leadership while in the process of leading their organizations. Leader B, D, and E shared how their perception of leadership developed through years of experience as the practice of SE is changing and evolving. This finding is supporting the leadership literature around effective leadership in social entrepreneurship. Jerache & Mikkelsen (2015) shared that in the 21st century, social entrepreneurs’ ability to adapt to the change and willingness to adjust their way of thinking is essential to effective leadership. The leadership as a process of continuous learning finding also supports the literature of the characteristics of social entrepreneurs by Timmons and Spinelli (2004) and Shapero (1975) who described social entrepreneurs as leaders who are willing to learn and adapt to a holistic approach.

Leader B emphasized how leadership is a drive for continuous learning:

It has evolved a lot over time because when I started, it was the first time I had run an organization, even though it was a tiny organization, twenty-three years ago, and I really thought my job was to direct people. So that's what I thought leadership was. But over time my definition really is more about building clarity and again collective well and purpose, which demand a lot of vulnerability. So, it's about me being much more human and emphasizing my humanity more as a leader now than I did 23 years ago.

Leader C noted that as a leader, there is always a space, opportunity, to improve and develop through learning on the job:

With this organization we're pretty much started from scratch from how to run a business. Meaning you know it's a nonprofit organization is still a business. Right. How to run a business, how to make sure that we have all the infrastructure necessary to be accountable and be transparent to public dollars. How do we engage with the community? How do we address their needs and how do we go after sources of funding to let you know to be able to run and realize this mission and vision that we have? And that was really being done from no experience pretty much and it took a lot of hard work. You know you have to spend lots and lots of hours to learn these processes.

Looking at gender in the organizational framework in connection to the participants' statements, it is evident that they, through their roles as women leaders, are aware of the importance of liberal individualism and they are implementing its concept. The first component of the framework focuses on liberal individualism, which is to encourage gender equity by minimizing the perceived differences between men and women to facilitate women's ability to compete equally in the workplace. According to this approach women leaders need to be equipped with training and education to compete better in business and professional careers (Meyerson and Kolb, 2000.)

Research question two sought to examine the barriers to effective leadership in social entrepreneurship among women social entrepreneurs. The analysis of data produced one main theme that was evident across all leader participants: 1) the intersection of race, gender, and ethnicity inequality impact on leadership in SE.

The intersection of race, gender, and ethnicity inequality impact on leadership in

SE. The women leaders in this study each faced unique barriers throughout their practice. Yet, there was a commonality in their stories around the systematic inequality of race, gender, and ethnicity. This finding supports the research developed by Meyerson and Kolb (2000) and Kabeer (1990). Meyerson & Kolb and Kabeer found that structural barriers could play a role in promoting gender inequity. Those structural barriers were addressed by the framework through the components of Structural Liberalism and Post Equity. Inequities are creating segregation of occupation and workplaces, as forms of structural liberalism, caused by, for example, biased hiring, evaluation, and/or promotion processes (Meyerson and Kolb, 2000.) The participants shared a concern over the lack of systematic representation of the different race and ethnicity groups and how it negatively affected the effectiveness of their leadership practice. The participants expressed their struggle with the male-dominated system and its effect on their practice. The post equity component was developed to address this issue since organizations as favoring masculine experiences with their systems, work practices, norms, and men-accustomed life situations (Meyerson and Kolb, 2000.) Several studies (Burke & Collins, 2001; Cassirer & Reskin, 2000; Kolb, 1999; Oakley, 2000; Rigg & Sparrow, 1994; Van Engen, van Knippenberg, & Willie, 2001; Wicks & Bradshaw, 1999) examined the degree to which a heavily male-dominated systems culture precludes female leadership advancement.

The implications of intersectionality on the leadership experience were painted by Leader C:

I would like to point out that you know being a woman and being a business owner or someone in power within an organization that's one thing but being a woman of color a

woman that wears Hijab that is kind of like it becomes there like up there you know like in terms of the level of the difficulty that a person would experience. I would say my level would be pretty much extreme up there. So, with all that I would say of course there I've experienced many things you know experience things that experience challenges within my organization with people who I work with thinking that perhaps I'm not a leader. Perhaps I am not a strong leader or that I am not worthy of being their leader or supervisor and it's something that I sense from people I would say they wouldn't say things out loud you'd be like Oh no I don't think you're good for this position. No. But it's more like I sense it from them and how they have communicated with the other individual.

Leader D has also shared her view from the other side of the dominated power:

The power structure is pretty white and male-dominated. Yeah, and there is a sense that, oh you know, you should just go along with the flow. So, I think I face the fact that people don't expect me to speak out. Harder surprised that I'm speaking out. And, so I think it is harder as a person of color to, you know, like if I'm not part of the old boys' network, I have to work extra hard here.

Implications of the Study

The findings of the study centered on three major themes that emerged from the in-depth interviews with the participants; *Leadership as an act of empowerment, advocacy, and leadership as a process of continuous learning, and the Intersection of Race, Gender, and Ethnicity inequality impact on leadership in SE.*

The first implication of this study finding for women leadership in social entrepreneurship practice, to acknowledge that women leaders' perception of leadership

in social entrepreneurship as an act of empowerment and advocacy, supported the existing literature on social entrepreneurship and women leadership. The participants shared their own experiences in the system and how becoming an effective agent in it, not just supported their own purpose but, empowered others within their community to positively contribute to their communities. They described empowerment as a transferable concept. The review of the literature of leadership empowerment centered on recognizing leadership in social entrepreneurship as a tool to empower women leaders (Kabeer, 1990). The findings of this study emphasized on acknowledging women leadership in SE not just as a tool to empower women leaders, but also as an act to empower their communities and the cause they are serving (Rosener, 1990).

The second implication of the research findings for women leadership in social entrepreneurship practice, all participants shared that their leadership practice is a learning process, supports the existing literature around leadership development (Jerache & Mikkelsen, 2015; Timmons & Spinelli, 2008; Shapero, 1975). The participants were all engaged in a continuous, on-the-job learning experience. This aspect has directly contributed to the participants' leadership development. From a cognitive point-of-view, leadership development can mature more rapidly by on-the-job learning than structured training. Action learning can be an effective form of on-the-job development as it focuses on a small set of skills that are more relevant and applicable to the need of the organization and the leader rather than a large number of skills delivered in a structural manner (Leonard and Lang, 2010.)

The third implication for women leadership in social entrepreneurship practice, based on the findings of this study, is that: (a) each of the women in the study faced

unique barriers and obstacles throughout their practice, yet there was a commonality in their stories around the systematic inequality that was based on race, gender, and/or ethnicity. Current systemic, rigid policies, ineffective practices, and discriminatory cultures in regards to race, gender, and ethnicity significantly impact the development and practice of leadership of women leaders in social entrepreneurship (Meyerson & Kolb, 2000; Kabeer, 1990). And (b) those policies, practices, and cultures need to be reviewed in a manner that recognizes the inequality and the lack of representation of different ethnic groups and its impact on the practice of social entrepreneurship. As more women successfully lead social entrepreneurship, the existing male-oriented leadership model needs to be analyzed (Burke & Collins, 2001; Cassirer & Reskin, 2000; Kolb, 1999; Oakley, 2000; Rigg & Sparrow, 1994; Van Engen, van Knippenberg, & Willie, 2001; Wicks & Bradshaw, 1999).

Lastly, the findings of this study contribute to the literature on women in leadership, gender in leadership, and Social entrepreneurship.

Recommendations for Women Leadership in Social Entrepreneurship Practice

The findings of this study have produced multiple recommendations for women leadership in social entrepreneurship practice.

The first recommendation of this study is to emphasize the need to strategically analyze the leadership model in social entrepreneurship practices. This analysis should address inequality and the lack of representation of different race-ethnic groups and its impact on the practice of social entrepreneurship. The findings of this study around the impact of the intersection of race, gender, and ethnicity on women leadership support the need to address the issue systemically. Furthermore, Meyerson & Kolb's (2000)

framework suggested that all the systematic barriers preventing women from succeeding should be eliminated.

The second recommendation of this study is that the information from this and other similar research could be useful to leadership training programs, businesses, and government leaders that are targeting women leaders in social entrepreneurship. Training programs, businesses, and government leaders, after seeing the implications of the women leaders' perception of leadership and the identified barriers to women leaders' effective leadership in the social entrepreneurship practice, should be more likely to adopt new strategies and create more opportunities for women addressing some of this study's findings. Organizational policies and procedures, for example, can be evaluated and adjusted to identify and address any inequalities or barriers that the lack of consideration for leaders' multiple identities, intersectionality, could have fostered. This study found that leaders interviewed viewed their leadership experience as training and learning journey that has improved and developed their leadership skills. The literature on the characteristics of social entrepreneurs by Timmons and Spinelli (2004) and Shapero (1975) suggested that social entrepreneurs are leaders who are willing to learn and adapt to a holistic approach.

The third recommendation of this study suggests that there is a need to develop a women-based support system to increase women's access to formal and informal networking opportunities within SE. All participants shared their concern about the lack of representation of women in leadership forums and professional clubs and its impact on their feeling of belonging and connection. Supporting women leaders through networking, as a form of resource, can impact the leadership development of women

social entrepreneurs. Meyerson and Kolb (2000) and Kabeer (1990). Meyerson and Kolb (2000) and Kabeer (1990) have found that structural barriers could play a role in promoting, gender inequity. An illustration of a structural barrier is the lack of a support system that women leaders to provide them with a sense of community to navigate their way through their leadership experience.

Recommendations for Future Research

The findings of this study on the perception of leadership among women leaders in social entrepreneurship and the barriers they have as they lead resulted in the identification of needs for future research. A study that could be conducted to further expand on the knowledge base relative to the implication of women leaders in the social perception of leadership as an act of empowerment and advocacy. The resulting research could be qualitative in nature and examine the journeys of these participants and the experience of their communities to gain an in-depth understanding of the impact of their practice on the communities they are serving. It could also be a quantitative study that would allow the researcher to conduct a measurement analysis of the outcomes and research questions rather than focus on the stories of the participants.

Another study that could be conducted to further expand on the knowledge base relative to the implication of the barriers that women leaders in SE face, is to examine the impact of the intersection of race-gender-ethnicity on leadership development. The study could be a qualitative, multiple case study that examines the experiences of women leaders in SE who identified as coming from minority groups. The findings could be beneficial to various types of institutions targeting women leaders' leadership development.

Conclusion

Social entrepreneurship has been an interest of researchers, talents, and investors in recent decades. The interest in social entrepreneurship is reflected in the growing number of nonprofit organizations, which has increased in the last decade to exceed the rate of new business formation (The New Nonprofit Almanac and Desk Reference, 2002.) Recent data shows that involvement in social entrepreneurship has risen to 5.75% of the United States population. This shows that social entrepreneurship has gained popularity as more people seek to make a difference in the community. Although women's participation rate in social entrepreneurship is at 45%, research on women's leadership development in social entrepreneurship is still limited, specifically in regard to systemic barriers.

A qualitative study was conducted through a phenomenology case study research design to examine the experiences and perceptions of female social entrepreneurs living in the Pacific Northwest of the United States. The steps for data collection included setting the boundaries for the study, conducting semi-structured interviews with women leaders in social entrepreneurship in the Pacific Northwest who has experience leading social enterprises. Prior to collecting data for this study, it was necessary to obtain approval from the Seattle University Human Subjects Review Board (see Appendix E). Once approval was obtained, the study began.

A total of five participants participated in this study. The participants were five women leaders in social enterprise with experience in the field ranged from 3-40 years. Data was collected through multiple avenues including the researcher, semi-structured interviews, reflective journaling, and demographic survey questionnaire. The constant

comparative for thematic coding was used to analyze the data collected. To ensure accuracy, the researcher shared the data transcripts with the participants and received feedback (Creswell, 2017).

The overall findings of this study support that the participants in this study perceive leadership as an act of empowerment and advocacy. The participants also shared their perception of leadership as a process of continuous learning. The study identified one main barrier to effective leadership as the intersection of race-gender-ethnicity. Based on the findings of this study, implications and recommendations to support and enhance the practice for women leaders were developed.

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APPENDIX A

Human Subjects Review Board Approval

May 9, 2019

Almas Aldawood
Dept. of Educational Leadership
Seattle University



Dear Almas,

As per my email of 5/3, your study **Women Leaders in Social Entrepreneurship: Leadership Perception, and Barriers** is exempt from IRB review in compliance with **45CFR46.104(d)**:

- 2) Research involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording), provided that i) data is recorded in such a manner that a participant's identity cannot readily be ascertained, directly or through indirect identifiers; ii) disclosure of participant responses outside the research would not reasonably place that individual at risk of criminal or civil liability or be damaging to their financial standing, employability, educational advancement, or reputation; or iii) data is recorded in such a manner that a participant's identity of the human subjects *can* readily be ascertained, directly or indirect identifiers, and the IRB conducts a limited determination review.

Note that a letter of exemption does **not** mean IRB "approval." *Do not include statements for publication or otherwise that the SU IRB has "reviewed and approved" this study*; rather, say the SU IRB has "determined the study to be exempt from IRB review in accordance with federal regulation criteria." **Be sure to retain this letter in your files for any future verification of exemption.**

If your project alters in nature or scope, contact the IRB right away. If you have any questions, I'm happy to assist.

Best wishes,

Andrea McDowell, PhD
IRB Administrator

Email: irb@seattleu.edu
Phone: (206) 296-2585

cc: Dr. Colette Taylor, Faculty Adviser

INSTITUTIONAL REVIEW BOARD

Administration 201 901 12th Avenue P.O. Box 222000 Seattle, WA 98122-1090

APPENDIX B

Participants' Information Sheet

Dear Participant,

My name is Almas Aldawood, and I am a student in the Educational Leadership doctoral program at Seattle University. The purpose of this letter is to invite you to participate in a research study required in my doctoral program at Seattle University. I am investigating women leaders in social entrepreneurship perception of leadership and the challenges they face as women leaders. Participants will be interviewed for 45 minutes and respond to a 9-question survey. The interview will consist of 7 open-ended interview questions. The interview question seeks to understand the perception of leadership among women entrepreneurs. It will also explore the barriers to effective leadership in social entrepreneurship to determine recommendations in regard to effective leadership training for women social entrepreneurs. Your participation in this research is requested because you are identified as a women social entrepreneur in the Seattle, Washington area.

Your participation in this study is voluntary, and you will not be compensated. You need to be 18 years old or older to be part of this research. You can withdraw from the study at any time by contacting Almas Aldawood at 425-496-4321 or Aldawood@seattleu.edu.

Risks

No risks are anticipated.

Benefits:

There are no direct benefits for those participating in this study. Any indirect benefits may result from participating in research and a better understanding of its processes. It

provides a chance for you to tell your experience and help improve the practice of leadership in social entrepreneurship.

Confidentiality:

Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. Anyone who helps me transcribe responses will only know you by this code. The recording will be erased after my dissertation has been accepted.

Questions about the research:

I will be conducting this study under the supervision of my faculty advisor, Dr. Colette Taylor. If you have any questions or concerns, would like to know more about the study, please contact Almas Aldawood via email at aldawood@seattleu.edu. Dr. Colette Taylor, Associate Professor of Educational Leadership at Seattle University can be reached via telephone at 206-296-6061 or via email at taylorco@seattleu.edu.

Almas Aldawood

Doctoral Candidate in Educational Leadership

College of Education

Seattle University

APPENDIX C**Consent Form****CONSENT TO PARTICIPATE IN RESEARCH**

TITLE: Women Leaders in Social Entrepreneurship: Leadership Perception, and Barriers

INVESTIGATOR: Almas Aldawood
14244 SE 6TH ST
Bellevue, WA 98007
(425) 496-4321; aldawood@seattleu.edu

ADVISOR: Dr. Colette Taylor
Seattle University, College of Education
(206) 296-6061; taylorco@seattleu.edu

PURPOSE: You are being asked to participate in a research project that seeks to investigate investigating women leaders in social entrepreneurship perception of leadership and the challenges they face as women leaders. You will be asked to complete a 15 question Questionnaire that will take approximately 10 minutes, and participate in a one-hour interview.

SOURCE OF SUPPORT: This study is being performed as a partial fulfillment of the requirements for the doctoral degree in Educational Leadership at Seattle University

RISKS: There are no known risks associated with this study.

BENEFITS: There are no direct benefits for those participating in this study. Any indirect benefits may result from participating in research and a better understanding of its processes. It provides a chance for you to tell your experience and help improve the practice of leadership in social entrepreneurship.

INCENTIVES: There are no direct benefits for those participating in this study. Any indirect benefits may result from participating in research and a better understanding of its processes. It provides a chance for you to tell your experience and help improve the practice of leadership in social entrepreneurship.

CONFIDENTIALITY: Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. Anyone who helps me transcribe responses will only know you by this code. The recording will be erased after my dissertation has been accepted.

RIGHT TO WITHDRAW: Your participation in this study is *voluntary*. You may withdraw your consent to participate at any time without penalty.

SUMMARY OF RESULTS: A summary of the results of this research will be supplied to you, at no cost, upon request. A summary of the results of this research will be supplied to you, at no cost, upon request.

Almas Aldawood
14244 SE 6TH ST
Bellevue, WA 98007
(425) 496-4321; aldawood@seattleu.edu

VOLUNTARY CONSENT: I have read the above statements and understand what is being asked of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason, without penalty. On these terms, I certify that I am willing to participate in this research project.

I -----understand that should I have any concerns about my participation in this study, I may call Almas Aldawood, who is asking me to participate, at 425-496-4321. If I have any concerns that my rights are being violated, I may contact Dr. Michelle DuBois, Chair of the Seattle University Institutional Review Board at (206) 296-2585.

Participant's Signature

Date

Investigator's Signature

Date

CONSENT TO USE IDENTIFYING INFORMATION:

I give my permission for my direct quotes to be used in any presentations, publications, or other public dissemination of the research findings of this study.

Participant's Signature

Date

APPENDIX D**QUESTIONNAIRE FOR WOMEN ENTREPRENEURS****PART-I****DEMOGRAPHIC PROFILE OF WOMEN ENTREPRENEURS****A) PERSONAL INFORMATION**

1. Name and Address
2. Age
3. What is your marital status?
 - Married
 - Divorced
 - Widowed
 - Separated
4. What is your highest educational or professional level?
 - Did not complete elementary school
 - Elementary school
 - Middle school
 - High school
 - Certificate/Diploma
 - Bachelor's degree
 - Graduate degree
 - Other (specify) _____

PART-II**OCCUPATIONAL PROFILE OF WOMEN ENTERPRISES**

2. Location of Enterprise
3. Occupation of the respondent before starting the Enterprise
4. Age of respondent at the time of starting the Enterprise
5. Year of Establishment of Enterprise
6. Nature of Enterprise

APPENDIX E**Semi-Structured Interview Protocol Script****Qualitative Research – Individual Interviews**

Location:

Date:

Interviewer:

Participant Pseudonym:

Investigator will collect consent forms prior to the beginning of the interview.

INTRODUCTION

Statement to begin the interview

Thank you for agreeing to speak with us today. A doctoral student in the College of Education at Seattle University is conducting this research. This study will seek to understand the perception of leadership among women entrepreneurs. It will also explore the barriers to effective leadership in social entrepreneurship. I would like to remind you that to protect the privacy of participants, all transcripts will be coded with pseudonyms (fictitious names).

Your responses are confidential and cannot be traced back to a specific individual. Only group data will be reported in the final study. Your participation is voluntary, and you can refuse to participate. You may choose not to answer any question. The interview should take approximately 45 minutes or less and we will audiotape the discussion to make sure that it is recorded accurately.

Do you have any questions before we begin?

SECTION I: BACKGROUND INFORMATION

1. Tell us a little about yourself and your background.
2. For how long have you established your social enterprise?

SECTION II: Leadership Perception and Barriers

1. People apply different meanings to the word ‘leadership’, what is your personal view of leadership?
2. How do you, as a female social entrepreneur, describe yourself as a leader?
3. How have the learned experiences through social entrepreneurship supported the development of your leadership skills?
4. As a woman, what obstacles do you face when pursuing entrepreneurship? Are there any barriers that you faced in the process of getting to where you are now?
5. How did you overcome the barriers?
6. Do you believe there is a difference in how you should lead social enterprise versus traditional business enterprise? Please explain.
7. What leadership information or advice would you give to training programs desiring to support women in a social entrepreneurial venture?

APPENDIX F

Sample participant transcript

A: So thank you again for agreeing to participate and taking the time to interview with me today. So can you tell me about yourself and your background.

P2: OK. I am married with three kids. I come from Vietnam from an ethnicity called Cham and I came to the U.S. with a single mother of seven kids from Vietnam as refugees back in 1990 and have kind of really been challenged and growing up as a young person you know resettling going through resettlement dealing with you know language barriers, cultural barriers all sorts of barriers you can imagine a refugee would go through to try to integrate and become successful in American society. I would say that all of the hard work have paid off for what it is that I've become today. But it was a challenge. So definitely knowing that I go through that process has really helped me to really think about strategies and implementation plan for how to run the organization that I currently run right now which is specifically serving refugees and immigrant those who have kind of mirrored my pathways.

A: So for how long have you established your social enterprise.

P2: the organization which is a nonprofit organization XXX began in pretty much 2016. That's when myself and my co-founder XXX in 2016 late 2016 began the organization. And since then we've been pretty strong as an organization overall.

A: Perfect, so now I'm going to move to the leadership perception and Barriers questions. So people apply different meanings to the word leadership. what's your personal definition for leadership?

P2: Wow. Oh I've never been asked that question before. You know I've heard this thing about people telling other people what a leader is really is a person who has a vision a bigger vision than the rest who they're leading which makes sense to me. For me the leadership for me would be of course that's important as well. But that's not everything you know. Yes, a leader has to have a very clear vision on the path that we're we're taking seeing you know the broader having a broader understanding of issues and matters that are taking place. But someone who has also respect from the people that they're working with and the people that they're leading. A leader goes above and beyond on really showing others by example that really what they're trying to do and trying to change takes a lot of effort and that effort is not to be pushed on others who they lead but really being an example of that person who goes above and beyond and doing more than anyone you know would do to make changes happen. I would say I think that's what a leader is,

but if you tell if you're gonna ask me later you know what's my preferred leadership style that's another question.

A: I'm actually going to ask you about how do you describe yourself as a leader.

P2: oh yes. Oh that's a tough question. I would describe myself as a leader. Definitely really earning respect from the people that I've worked with the community that I work with are involved with and earning that respect in a way to get to that point, really for me anyways, I really have to, to go step down to the level of those that I work with to really show them that my work and intention is really pure and authentic. I'm here for you. I'm here to make changes that is going to be positive for you not necessarily for me but it is for you. I'm more of a giving person where I would do more to make more impact on other people. And. You know it may mean that I would really overwork myself or doesn't matter what it is to make sure that they know that I am with them. I feel what they feel and I want the positive changes that they want. So really I'm not that kind of a leader that. That has that draws a line you know like and have a barrier between myself and the people that I work with or work for. But really being with them in it with them and giving them like this broader mission and vision of what it can be and then working together with them to make those changes happen along their side not necessary just giving them instruction and say hey this is what you need to do, that's you do that you do that. But OK how can we including myself together delegate all of this task to make sure that we're reaching you know that success point. So that's kind of where I see myself now as a leader you know coming down to the level of the people that I work with and just being in it with them and giving them hope that hey 'm here for you.

A: so you said you see yourself as a respected leader Can you elaborate more on like how do you describe the respect part. Like how do you see it.

P2: I would say a respected leader is when your vision is being carried out. Mm hmm. All right. Your plan and vision are being carried out. And of course you know if people don't respect your vision, they won't follow it or maybe they respect your vision but they don't respect you as a leader. They will not follow it. So I'm kind of like both things right. but yes you know you see that through. Not people telling you that Oh you're amazing you're great I respect you. No it's from the actual tangible things that people are actually doing that would kind of really strongly tell you that yes you feel likewhat you're doing is being listened to and that we're going into this together. And to me I feel that's respect.

A: Yeah, so how have the learned experience through social entrepreneurship supported the development of your leadership skills.

P2: Wow, so, with this organization we're pretty much started from scratch from how to run a business. Meaning you know it's a nonprofit organization is still a business. Right. How to run a business how to make sure that we have all the infrastructure necessary to be accountable and be transparent to public dollars. How do we engage with the community? How do we address their needs and how do we go after sources of funding to you know to be able to run and realize this mission and vision that we have? And that was really being done from no experience pretty much and so. So it took a lot of hard work. You know you have to spend lots and lots of hours to learn these processes as you go but I think that from that learning process and from the fact that we were able to just take it on without even having any compensation at all and be like this is what I want, this is what is needed and just kind of just go forward with it. And for some reason things kind of just fell into place. We work at let's say you know addressing a certain structure of the organization one at a time and then eventually building all of the infrastructure necessary. I mean we still have a way to go and there's always room for improvement to make an organization better more efficient. But I think where we start and where we've gotten now it's been pretty solid. I mean I would I would say that but learning through all of that the nuances of running a business really build you Yeah I don't know if that answers the question but definitely that process has really developed me as a person to where I am today just learning from scratch also seeing the process.

A: Yes. Yeah. So as a woman what obstacle do you face when pursuing entrepreneurship. Are there any barriers that you've faced in the process of getting to where you are now?

P2: I'd like to point out that you know being a woman and being a business owner or someone in power within an organization that's one thing but being a woman of color a woman that wears Hijab that is kind of like it becomes there like up there you know like in terms of the level of the difficulty that a person would experience. I would say my level would be pretty much extreme up there. So with all that I would say of course there I've experienced many things you know experience challenges within my organization with people who I work with thinking that perhaps I'm not a leader. Perhaps I am not a strong leader or that I am not worthy of being their leader or supervisor and it's something that I I sense from people I would say they wouldn't say things out loud you'd be like Oh no I don't think you're good for this position. No. But it's more like I sense

it from them and how they have communicated with the other individual. I felt that was coming from a man you know. Yeah. And it was interesting because it came from a man of color not just any man but a man of color. So. And so that taught me a lot. I was like definitely I will not step down I will not back down. I will show this person that I am worthy of being his supervisor. I don't like to call a leader. That's kind of weird but being someone who can offer the leadership aspect of it for that individual and then over time it worked out right. This person eventually realized and so you have to prove to people quite a bit. I think being who I am and being in the position that I am. You have to go above and beyond and proving it for people to get it. It's unfortunate that you know there's this double standard. Like I was thinking for that particular individual. Imagine if I was just a white blonde haired lady speaking perfect English accent and being his boss I'm sure that that would probably not be an issue. And it's funny because that same individual has recently left the organization which makes sense. You know I don't think he was into whatever was left this organization with this type of with my leadership and went to another organization with a white female leadership. And hopefully it will work out for him. You know it's it suits him then. Oh well that's great right. But I hope that he learns that how it was working under my leadership as a person a female of color, and a hijabi and a person who is totally opposite. I wonder. Hopefully he can you know learn something from there that two different style and really then realize that the leadership style that he had under my supervision was much better or quite different and unique not in a bad way but a unique and not something that was bad for him. I would say also it's a field of business right now it's relationship building. You know when you're building relationship for me I feel like I'm a little bit stricter when it comes to relationship building which was what I'm trying to say is that the way that I build a relationship it's more conservative. All right. So an example would be like I wouldn't call someone out to have a beer which is typical in this society like Hey let's go after hour and grab some and chit chat. Right. I don't do that. I call out an executive who is a man and be like Hey let's go and have lunch. I don't do that right. But those are typical things that people do all the time and that's how they build relationship. Yeah. So but I don't do that. And people may think that that's going to jeopardize your organization because you're not really building or establishing a relationship but it's untrue. I would say the way that I build relationship is really through the work that I bring to the partner. Right. I'm not selling myself. You don't care or you shouldn't care about who I am but care about the work you do, the mission and the vision that I fight for and the people that I serve. If that resonates with you and that's a vision and mission that you would want to be part of. Then there you go. You have this relationship and that's to me it's authentic and more pure relationship than a relationship that is based on you know whether or not I can go out for a beer. And I mean so far I I I would say that all of the relationship that I've been able to establish are

very authentic. And it's a pretty strong relationship. I would say that to me is most important. Others are yet to be established. So we'll see. But I know that my style of connecting with people is going to be very atypical. And whoever realized that that is OK is a true partner. I would say right. Did you ever realize that? No I don't want to work with that individual just because the way that she looks and the way that she's dealing of power communicating is not what they want. Totally understandable. That's just not to me a healthy partnership anyway. That's totally understandable. So I would say yes it's a barrier but for me it's not. A high barrier at the moment because you know those other things are very superficial. So I want to connect with people who wants the same goodness for the people that I serve.

A: Yes. Yes. Make sense. So do you have any other barriers in mind like as a woman?

P2: Yeah I would say as a woman and as a mother as well I would say and as a person who practice Islam you know going travelling is a challenge. You know like, do I now , having young kids not like they're older where they can take care of themselves so traveling becomes a burden because then you're leaving behind your children. All right. Forget about your husband like you're leaving behind your kids. And when you travel for business it's like couple of days. And if you're flying out of town that could be several days. Right. And you know it's just a matter of juggling between the responsibility of a business woman and the motherhood and being a wife. It can be a struggle some time and but it works out for me and my situation where it works out. I think it's because you know I've set a foundation for my family with the understanding that this is who I am this is the path that I've chosen for myself. And we have to figure out a way that will work not only for me but for my husband for my children.

And what's the plan. What's the game plan here for it. For us to make it successful. I mean you work long term and so having that conversation and having that buy in and understanding from the family is really important.

And you know having the husband understand the type of work that you do is also very important and getting that support from him is also very important.

But it's like you know should I go to four or five-day conference you know like compared to other individual it's easier right. Has no baggages. I'll just pack my stuff. I love to go and get out of here for five days but for me I have to think and internalize that. Is this something that is absolutely needed. Can I do it. And then you know going through that internal discussion within myself and make it work. So definitely it's a challenge but it's not such a big challenge.

I would say so those are just some of the things other challenge are like work hours you know work hours like you know do what I have to do is my schedule 9:00 to 5:00 or what's my schedule to juggling that with having children and the responsibility. You know I would love to be as much involved in my kid's life. You know there's schooling. You know the play there. You know extra activities outside of school like I get my being able to be participating in those. I would say I'm fortunately not just because the responsibility that I have sometimes you know getting home very late and don't see the kids.

So those are I would say the other challenges I think being a woman and being in a leadership role.

And again it's really a matter of communication and how you make up for what you miss. You know and work out your scheduling with your team and more work and more planning on how to make life work and that work life work for both. Yeah definitely. Yeah.

A: So our next question is, do you believe there is a difference and how you should lead social enterprise and then traditional business enterprise. Do you see a difference between leading these two like enterprises?

P2: OK, Yeah. These two. I would say I would not want to be in a business enterprise. I think that when I first started in the nonprofit I fell in love. It's just the nature of it. It's more human connection more. They're more caring for each other. Yeah it's. Whereas I think in the business world it's more about money about outcomes about reputations statuses and climbing higher and higher into whatever position is higher. And really I. And that's where there's a big difference. And so that's why I say I don't see myself in a for profit business.

I work. I just like working more with people and see the changes and the impact that happens that takes place for them. Yeah. There is a component of know social enterprise. I mean out of business enterprise in social enterprise because it doesn't matter what it is, it's still a business. So it comes to operation of it I would say the concept is pretty much the same. Yeah. Right. Operations finance. Right. Projects. Programs same thing. Managing people, supervising people, punctuality, blah, blah, blah. Same thing when you talk about the basic structure of both business and for social enterprises. But really the big difference would be like the mission behind it like the concept behind what you're doing for it for the business right here. I believe one is for people. And the other is you know for money and fame, I assume, I'm not exactly sure about for profit business but that's what I've heard anyways. And so that's where I feel that that's the big

difference. Is really just going to change people's lives. But in general they're pretty much the same structure you're talking about leading or running an agency or an organization.

A: Yeah. Yeah. Makes sense. So what leadership information or advice would you give to training programs to support women in social entrepreneurship venture.

P2: I would say I as an example of you know someone who is really not mainstream at all. I would say I'm very unique where not many people who come from the background that I come from. Or. those in similar position as me are not many at all. And that's too unfortunate and I don't know what the reason is behind it. I'm sure there's many reasons but I can't imagine what is a good reason behind why not many more people like me are in management position. It could be opportunity is not available. For me I would say the opportunity was presented to me through another person who looks like me. All right. And maybe that's not happening in other fields or you know in other areas of Seattle or in this overall nation or in other country perhaps those opportunities aren't provided or are available. And what we are trying to do right now at XXX is we want to be an show example of how individuals can become successful in business like the individual that looks just like them and still become successful.

All right. Like OK. For example, we assisted a mother of three with limited English but they can still make 30 dollars an hour at a job for example. And this person looks just like you and she's a mother to.. If she could do it why can't you do it. All right. So giving that opportunity and providing that pathway to them is important. And we're trying to do more and more of those as much as we can. But I'm just feeling like in general in society that's just not happening. So how can we promote more and market more of this type of opportunities.

And talk more about people that is different. And you mean like minority views. Minorities. Just people from different backgrounds and how they've become successful and promoting that pretty much. Yeah. All right. But having a program that also gives those opportunities I think is very important too.

I think it really just comes down to that opportunity. And having a program that kind of course first give those opportunities but also support them throughout the year as well with people that looks like them that have come from the same background as them and who are willing to be able to provide those guidance to them. I know that in my experience you know when I was going to college there were similar programs but unfortunately who was my counselor a white lady. You know like why. Why isn't there more diversity in people in those really critical positions who are giving guidance and counselling to future women leaders.

So there's just a lot there unfortunately maybe in my time but I don't know nowadays but a program that has more people view out there maybe have more people like me out there to be a resource to be that counsellor. You know like our mentor. Yeah I think that would be so awesome for female it started early not late later. Yeah. You know like high school would be a great time to kind of get them connected to somebody and then they can work with that individual throughout college. You know I think that's really powerful because from my experience when I had that counselor it was just a quarter you know like after the quarter ends, that's it?

Then what happens you know when you get into the real world and that counselor is no more available, unfortunately because that's really when you need that person. So something that is more long term instead of short term.

A: Yeah. So, when we talk about training programs and how can they support women social entrepreneurs. I'm also curious to know how could they support women that are already in the field like you?

P2: I would say even as leaders who were all in different stages of our development. Yes. Right. So offer like professional development. Programs that we can take advantage of and I would say that you know some people say that all money don't matter but sometimes when it comes down to budgeting money does matter. And so even program costs too much. Yeah am I able to find the resources to be able to pay for that professional development training right and so they will just brush it off. But if it's something that is more affordable or even best if its free and, can be flexible with our you know with hours is so important because in my position I'm already too busy and, this program makes it like at a specific time during work hours. Like how am I gonna be able to do that? having some sort of more flexible hours' or online would have been great but for me personally my learning style is not really online. I like to build that relationship with my mentor with my training and other people too. And to have that exposure because that's also that connection. Yeah networking piece as well.

A: So when you say professional development training program, what are the areas you think that these programs should be targeting when they do professional development.

P2: It's a variety. I may say one thing but another person throwing out a whole bunch of other things like for me in my stages of leadership development. I'm looking at is how do I make an organization most efficient. How do I make it most effective?