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How Exemplary Black Women Business Leaders Use Influence
to Achieve Extraordinary Results

A Dissertation by
Catrena Elliott

University of Massachusetts Global
A Private Nonprofit Affiliate of the University of Massachusetts
Irvine, California
School of Education

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Education in Organizational Leadership
March 2022

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How Exemplary Black Women Business Leaders Use Influence
to Achieve Extraordinary Results

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ACKNOWLEDGEMENTS

This dissertation is dedicated to my grandmother in heaven. She began calling me her Dr. Elliott in 1992 when I received my bachelor's degree. Well, momma, I did it and I know that you are smiling down on me. You were truly the wind beneath my wings during the tough days. To all my wonderful family, friends, and sorors – thank you for your endless encouragement.

To my heartbeat – my one and only child, Jalil Battle. I remember saying when you started preschool, that once you graduated from college, I would get my doctoral degree. I am blessed and honored to say, “we did it son”. Thank you for all your love and encouragement during this process. Always remember that you can do anything that you put your mind to.

My Incredibles Family!!! I could not have asked for a more smart, supportive, and spirited group to be a part of. Dr. Cote, Alison, Deborah, Kelly, Nemo, Stephanie, and Toloue, you are all gems! I am so incredibly grateful to have been on this journey with each of you. We started as a cohort together, quickly becoming friends, and now we are forever family.

To my chair, Dr. Patricia White, and my committee Dr. Jalin Johnson and Dr. Myrna Cote, thank you for your guidance, exceptional feedback, and your encouragement. I could not have completed this huge accomplishment without you.

To my chair in heaven, Dr. Hadden, you believed in me when I doubted myself the most. You consistently told me how smart I was and to *just get it done*. I will never forget how you continued to encourage and check on me in 2020 when I lost an abundance of family members. Even when you were transitioning from this side of

heaven, you were still pushing me to the finish line. I was determined to submit Chapter 4 that weekend and I constantly heard you saying, *Catrena, just get it done*. When I finally hit the send button, I learned of your passing. God works in mysterious ways. You will always hold a special place in my heart.

To my thematic team, Cheryl, and Mona. I am forever grateful that we became the influence dissertation team. Thank you for your support and teamwork. To all my awesome instructors, thank you for sharing your knowledge and expertise. This journey has stretched me and pushed me beyond any of my expectations, and I am honored to have walked this path with so many amazing leaders and now lifelong friends!

My Lord and Savior Jesus Christ, *I can do all things through you who strengthens me.*

ABSTRACT

How Exemplary Black Women Business Leaders Use Influence to Achieve Extraordinary Results

by Catrena Elliott

Purpose: The purpose of this phenomenological study was to understand and describe how exemplary Black women business leaders (BWBL) influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability.

Methodology: This phenomenological study research design identified and explored how 10 exemplary BWBL who have achieved extraordinary results influence employees through personal motivation, social motivation, structural motivation, personal ability, social ability, and structural ability. Participants were selected from exemplary BWBL in Southern California and Northern California who fulfilled the study's requirements. Interviews, observations, and artifacts were used to gather data. To identify study findings, data were coded and triangulated.

Findings: Exemplary BWBL use the following influence strategies to produce extraordinary results: creating a positive and appreciative work environment; celebrating and recognizing meaningful work; creating a learning culture and providing learning opportunities; listening, asking engaging questions, and providing balanced feedback; building a culture of belonging by valuing and caring for employees; developing a climate of mutual respect; providing support; giving specific verbal recognition; and creating an environment that encourages open collaboration.

Conclusions: This study concluded that BWBL who wish to influence their employees to achieve extraordinary results must create a positive and appreciative work environment while celebrating and recognizing the meaningful work of their employees. They must create a learning culture and provide learning opportunities and listen, ask engaging questions, and provide balanced feedback to their employees. BWBL who build a culture of belonging with their teams by valuing and caring for them create a climate of mutual respect and meet employees' needs by providing them with the support needed to be successful and giving them specific verbal recognition while creating an environment that encourages open collaboration to achieve extraordinary results.

Recommendations: Further research is recommended using a mixed methods approach to study influence strategies that leaders use to achieve extraordinary results. Also recommended for further research is on similarities and differences of influence strategies based on gender or where in the United States the leaders reside.

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PREFACE

After being introduced to the book *Influencer: The New Science of Leading Change* by Grenny, Patterson, Maxfield, McMillan, and Swizler (2013) by a doctoral professor, three doctoral students became interested in studying the ways in which leaders use influence to achieve extraordinary results in their organizations. The study is based upon the six sources of influence described in the book, which include personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability. In an attempt to identify the lived experiences of exemplary leaders as they use the six sources of influence in their organizations, the thematic team determined that a phenomenological approach to the study would be most effective. The thematic team collaborated to create the purpose of the study, research questions, definitions of the six constructs, interview questions, research methods, and procedures.

All three members of the thematic team interviewed at least 10 leaders from their population. Each of the three thematic team members selected unique leadership populations to study. This researcher studied exemplary Black women business leaders in California who served in Los Angeles, Orange, and San Francisco counties; Cheryl Sosa interviewed female superintendents who served in Orange, Riverside, and Los Angeles counties; and Monette Perez interviewed principals of blue-ribbon schools in California who served in Orange, Riverside, and Los Angeles counties.

CHAPTER I: INTRODUCTION

Being a great leader is all about having a genuine willingness and a true commitment to lead others to achieve a common vision and goals through positive influence.

—John Maxwell

At the start of 2020, the representation of women in corporate America was trending upward. However, in terms of leadership, the underrepresentation of women and women of color in senior management has steadily declined and remains significantly low when compared to men (Warner, Ellman, & Boesch, 2018). Forty-six percent of the United States is made up of women, with only 10% of women holding workplace leadership positions (Catalyst, 2021a). Over the past 6 years, the percentage of top business leadership positions held by women has stagnated, and those numbers are declining globally (Catalyst, 2021a; Geiger & Parker, 2018; Warner et al., 2018). In 2020, women held 7.4% of CEO positions in Fortune 500 companies, 6.6% in 2019, 4.8% in 2018 and 6.4% in 2017 (Catalyst, 2020).

Along with this slow progress of women in leadership positions, the representation of Black women in leadership has remained low in the United States since the start of the 20th century when women began to advance in roles of leadership (D. R. Davis & Maldonado, 2015). Sandberg (2013) posited that there is a failure in promoting women, especially Black women, into executive-level positions. This gap signifies that the business leadership positions for Black women are still limited a century later (Beckwith, Carter, & Peters, 2016; Catalyst, 2021a). Anderson and Ackerman Anderson (2010) postulated that mindset “is often the critical first step in building a person’s and an

organization's ability to transform" (p. 35). Therefore, mindset can make transformational changes to behaviors and only then will organizational cultures change regarding women in leadership positions (Anderson & Ackerman Anderson, 2010).

Senior vice president of the Center of Talent Innovation, Tai Green discusses this lack of Black women in leadership: "Black women are at an immediate disadvantage in the workplace. Often, they're not perceived as leadership material because they don't look, act or sound like White men, who make up the bulk of today's business leaders" (Lebowitz, 2015, p. 2). However, Black women business leaders represent the largest group of female leaders to receive college degrees (Holder, Jackson, & Ponterotto, 2015; Thompson, 2019). According to Holder et al. (2015), Black women business leaders have more education than both White women and men combined. The National Center for Education Statistics (NCES (2019a) reported that the 1.7 million bachelor's degrees that were awarded in the United States in 2016 were earned by a ratio of 64% Black women to 46% of White women.

Even though Black women business leaders are highly educated and have scored higher in leadership skills than their male counterparts, studies have shown that they are scarce in the executive ranks of leadership (Cheung & Halpern, 2010; Young, G., 2016). Moreover, women (specifically Black women), have proven their abilities as transformational leaders by increasing motivation among their employees (Young, G., 2016). According to Martin (2020), Black women business leaders are known to influence outstanding results by building strong relationships while collaborating, having alignment to the company's values, and being agile and visionary (The Executive Leadership Council, 2016). Hyppolite (2019) researched Black women's journey to

executive leadership positions and found that Black women leaders have a great deal of resilience. Based on this belief, Hyppolite connected resilience to further enabling Black women leaders to have confidence, respect for self and others, work intentionally, inspire followers, and understand the importance of social networks in order to achieve results. Former first lady, Michelle Obama (Rangwala, 2017) stated, “There is no magic to achievement. It is really about hard work, choices and persistence” (para. 3).

Background

According to Anderson and Ackerman Anderson (2010a), leaders are called to transform, motivate, and engage employees during the days of uncertainty and rapid change in organizations in unprecedented ways. As business organizations continue to grow, the need for influential leaders who achieve results are desired. Moreover, Black women business leaders, who understand how to create rapid and sustainable change through people’s behaviors, are needed in the business organizations today (Jones-Deweever, 2016).

Leadership

A change is brought about because ordinary people do extraordinary things.

—Barack Obama

The study of leadership has evolved over decades, yet there is not a single a definition of leadership (Bass & Bass, 2008; Kouzes & Posner, 2003). Rost (1993) defined leadership as “great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness” (p. 180). Rost added that “leadership is an influence relationship among leaders and followers who

intend real changes that reflect their mutual purposes” (p . 2). Influence is threaded through the modern-day leadership models. In the early 21st century, following the collapse of banks and major financial companies, new theories of business leadership were introduced (Comstock, 2019). Transactional leadership and transformational leadership were introduced, complimenting each other but functioning in different ways (Humphreys & Einstein, 2003).

Transactional Leadership

Transactional leadership is seen as a traditional type of leadership. Transactional leadership focuses on the leader providing a form of a reward to the follower to achieve organizational goals (Bass, 1985). Transactional leaders, according to Bass and Riggio (2006), “are those who lead through social change, valuing order, and structure” (p. 3). Bass and Bass (2008) believed that transactional leadership provides “evidence that particular patterns of traits were of consequence to leadership; these included determination, persistence, self-confidence, and ego strength” (p. 102). Based on the transactional leadership traits, transformational leadership began to rise to the forefront.

Transformational Leadership

Transformational leadership has been one of the most researched leadership models over the past 3 decades (Bass, 1985; Dinh et al., 2014). Bass (1985) concluded that transformational leadership combines the characteristics of charismatic leadership and relationship-oriented leadership. He went further to explain that in contrast to transactional leadership, “transformational leaders move followers to transcend their own interest for the good of the group, organization, or society” (Bass & Bass, 2008, p. 1190). Researchers Eagly and Carli (2003) coined transformational leadership as a female

leadership advantage that inspires followers to achieve motivation on a higher level because women and men behave differently in leadership roles. Women “encourage teamwork and collaboration and emphasize the ability to empower, support, and engage workers” (Eagly & Carli, 2003, p. 3).

Self-Efficacy Leadership

Self-efficacy, the key concept in Bandura’s (1982) social cognitive theory, is defined as one’s belief about his or her ability to accomplish a goal. How one perceives his or her competency is a strong determinant of the outcome of a person’s efforts (Bandura, 1991). Another component of self-efficacy is confidence or the belief in one’s ability to succeed in a specific situation or accomplish a task (Bandura, 1977). Lent, Brown, and Hackett (2002) concurred that self-efficacy involves a dynamic set of beliefs that are specific to the question of, “Can I do this?” Self-efficacy is enhanced when individuals experience successful outcomes that lead to mastery (Bandura, 1977; Hibbs, 2012). Conversely, self-efficacy is lessened with repeated failures. Leaders who provide training and coaching help to create a workforce that is more likely to demonstrate self-efficacy in achieving organizational goals (Hibbs, 2012).

Theoretical Framework

The key to successful leadership is influence, not authority.

—Kenneth Blanchard

In the book *Influencer* by Grenny, Patterson, Maxfield, McMillan, and Switzler (2013), the authors postulated the definition of influence as a leader’s ability to use skills and strategies to “create quick, profound, and lasting change” (p. 6). These strategies when used habitually often yield sustainable results (Grenny et al., 2013). The authors

explain and provide detailed examples of how leaders use personal motivation, social motivation, structural motivation, personal ability, social ability, and structural ability as six domains of influence leadership strategies to achieve results.

Personal motivation. Grenny et al. (2013) described personal motivation as helping individuals love and gain confidence in things that they hate. This includes using strategies to reframe a task that is unfavorable in the mind of the individuals and aligning it to their personal values. Miller and Rollnick (2012) added that leaders help people by associating what deeply motivates them to their behaviors through empathy and questions. Personal motivation comes from within; therefore, people are more likely to pursue and spend time and effort on goals for which they have high self-efficacy (Bandura, 1997). Influencers help others love what they hate by addressing individuals' desires and values (Grenny et al., 2013).

Social motivation. What pulls at human heartstrings? According to Grenny et al. (2013), the answer is “social influence – the deeply felt desire to be accepted, respected, and connected to other human beings” (p. 183). Social motivation is used by leaders when encouragement and accountability is provided during crucial moments, which influences change in behavior (Grenny et al., 2013; Milgram, 1963).

In addition, Weiner (2006) suggested that motivation and social psychology are connected to three key social aspects (power and compliance, noncompliance, and aggression) that all leaders must consider when in a position of authority. Compliance and the power of authority is an integral part in how companies and leaders operate (Karakostas & Zizzo, 2016). Recognizing the behaviors associated with compliance, noncompliance, and aggression, Weiner (2006) believed that the social influence of

leaders can help in creating sustainable strategies of social motivation to achieve lasting results in others.

Structural motivation. Kerr (1995) highlighted that one will do what one is rewarded to do; therefore, organizational reward systems are most impactful when they are designed to motivate the desired behavior. Similarly, Fisher (2015) discussed structural motivation as making work pleasurable as a way to motivate individuals. Motivation is tied to both extrinsic and intrinsic factors and both are influential in helping to create change. Grenny et al. (2013) submitted that structural motivation “link[s] rewards to the specific actions you want to see repeated” (p. 245). The authors further discussed that when choosing rewards to achieve desired behaviors, “small, heartfelt tokens of appreciation” (p. 245) are not to be forgotten and less is more with extrinsic rewards.

Personal ability. Ericsson, Krampe, and Tesch-Romer (1993) argued that perfect practice is needed for an individual to achieve exceptional performance. They further demonstrated that individuals who have climbed the success ladder have done it by enhancing their skills with deliberate practice (Ericsson et al., 1993). An example of this is how Kobe Bryant would show up to basketball practice several hours before the scheduled time and shoot the basketball in the dark (S. Davis & Perrett, 2020). He was deliberately practicing and perfecting his skill. In this example, Kobe believed that becoming great at basketball was an acquirable skill; therefore, his self-efficacy influenced his understanding of the concept of ability. Grenny et al. (2013) further explained that leaders will influence the change of behavior they are seeking by allowing new skills to be learned and practiced while providing constructive feedback. When

leaders provide feedback on performance, it affects the individual's understanding of the concept of ability and allows vital behaviors to turn into vital habits (Bandura, 1991).

Social ability. Social capital is the key to social ability. An influential leader is “quick to consider what help, authority, consent, or cooperation individuals may need when facing risky or have daunting new behaviors” (Grenny et al., 2013, p. 215).

Another essential point of social ability is the importance of forming connections with others (Cohen & Prusak, 2001). Houghton, Pearce, Manz, Courtright, and Stewart (2015) illustrated successful employees develop networks to lean on when assistance is needed. Moreover, leaders who use social ability to achieve results help people unite for support and foster teamwork (Houghton et al., 2015; Rao, 2017).

Structural ability. Environmental factors, which employees do not have the ability to control, strongly influence their overall performance (Blumberg & Pringle, 1982). Structural ability includes nonhuman factors such as sight, sound, and space, which can have a direct connection with employees' behaviors and the results they produce. Changing “things” as they relate to the environment for employees correlates with achieving vital business results (Grenny et al., 2013). Propinquity is a key factor in structural ability effectiveness. According to Reagans (2011), empirical results illustrate the value of considering how social similarity and propinquity contribute to strong ties independently and when combined with each other, resulting in strong network connections within organizations.

Black women business leaders

I would like to be known as an intelligent woman, a courageous woman, a loving woman, a woman who teaches by being.

—Maya Angelo

L. M. Roberts, Mayo, Ely, and Thomas (2018) studied Black executive women and learned that their resilience skills have three key components: emotional intelligence, authenticity, and agility. This study showcased 30 Black executive women who became emotional intelligence experts adept at both reading the interpersonal and political dynamics of their organizations. Further, the study concluded that these women were able to manage their reactions to situations that threatened to undermine their sense of competence and well-being (L. M. Roberts et al., 2018).

The Network Journal (“TNJ Announces,” 2019) describes influential Black women in business as leaders who have made significant contributions in their selected profession and their community. An article written by Cindy Pace for the *Harvard Business Review* (2018) found that Black women leaders often are accomplished business owners and senior executives in the public, private, and nonprivate sector who possess a commitment to excellence and are dedicated to their community.

Gaps in the Research

According to the U.S. Bureau of Labor Statistics (BLS, 2022), in 2019 women made up 47% of the U.S. population and 7.4% of CEO positions in Fortune 500 companies. Despite a recent high number of Fortune 500 women CEOs in 2020, there are less than 20% of women corporate executives and fewer than 3% of those positions held by Black women (Catalyst, 2020). The research on how women lead is vague, even with many scholars having focused their research on the growth in leadership of women (Eagly & Johannesen-Schmidt, 2001). This gap is only exacerbated with the lack of research on Black women in leadership. And this is not for lack of ambition among

Black women, as research shows that they are even more likely to aspire to hold a powerful position with a prestigious title than White women (Muhummad, 2018).

However, Black women's advancement into leadership roles has remained stagnant, even as the number of them in professional and managerial roles has increased (Pace, 2018).

This lack of research magnifies the need for further insight on the lived experiences and effectiveness of Black women in business leadership.

Statement of the Research Problem

Leaders are expected to transform and motivate employees through changing organizational climates; however, lack of leadership opportunities for women are a global phenomenon when compared to men (Northouse, 2010). There is a disproportionality of men and women in business leadership roles. As identified in the McKinsey 2020 study on Women in the Workplace, White men represent 66% of senior leaders, White women represent 19%, and Black women represent 3% (Thomas et al., 2020). Northouse (2010) posited that over half of the management positions are occupied by women; however, White men are dominating senior leadership roles.

Black women are scarce in business leadership roles even though NCES (2019b) reports that they are more educated than both White men and women. In addition, Black women leaders deal with microaggression in the workplace, resulting in a need to provide evidence of being more competent than other leaders (Krivkovich, Robinson, Starikova, Valentino, & Yee, 2018). To better prepare themselves for these challenges, Black women leaders often attain higher education and skill development when compared to their counterparts (Krivkovich et al., 2018). Because of the multifaceted ramifications of their preliminary qualifications to assume leadership positions, Black women tend to

develop into transformational leaders by using motivational skills and idealized influence (Avolio & Bass, 2004; Benson, 2019). Young (2016) advanced that Black women lead by influence and are better transformational leaders for the 21st century.

In recent years, a body of research has been conducted regarding Black women business leaders and their lack of representation in organizations. The research postulates that the gaps are due to equity in the workplace, pay inequity, barriers (gender and bias), racial stereotypes, and a lack of diversity and inclusion (Holder et al., 2015; Hyppolite, 2019; Weatherspoon-Robinson, 2013). Research has also examined some of the leadership strategies of Black women leaders to include networking, mentorships, and sponsorships (Branch, 2012; Hyppolite, 2019). To date, no study has looked specifically at the lived experiences of Black women business leaders and how they use the six sources of influence identified by the framework of Grenny et al. (2013) to accomplish business goals. Therefore, strategies and a viable framework to address Black women business leaders and their ability to be effective influencers to achieve results are currently elusive and virtually unknown.

Purpose Statement

The purpose of this phenomenological study was to understand and describe how exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability.

Research Questions

Central Research Question

How do exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability?

Subquestions

1. What personal motivation strategies do exemplary Black women business leaders use to influence employees?
2. What personal ability strategies do exemplary Black women business leaders use to influence employees?
3. What social motivation strategies do exemplary Black women business leaders use to influence employees?
4. What social ability strategies do exemplary Black women business leaders use to influence employees?
5. What structural motivation strategies do exemplary Black women business leaders use to influence employees?
6. What structural ability strategies do exemplary Black women business leaders use to influence employees?

Significance of the Problem

Leadership is INFLUENCE. If people can increase their influence with others, they CAN lead more effectively.

—John Maxwell

Black women business leaders (BWBL) play an influential role in the vitality of the U.S. economy. Women of color make up 13.7% of the population of the United States and of that only 4.7% are in advanced leadership positions (Warner et al., 2018). However according to Catalyst (2021b), 87% of Black women have reported that they desire to be an influential leader. The current population of BWBL who are in leadership roles are recognized for their ability of relationship and network building, collaboration, and visionary leadership (The Executive Leadership Council, 2016). As a result of these leadership qualities, the BWBL are achieving positive business results.

Although the need for businesses to employ influential leaders to achieve results has been substantiated in the literature, there is a scarcity of research sharing the lived experiences of BWBL in their efforts to demonstrate influential leadership. Grenny et al. (2013) asserted that leaders who use influence strategies to motivate people to change behaviors are more likely to attain benchmarks in their businesses. This phenomenological study to understand and describe how exemplary BWBL who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability will provide women and Black women leaders with information and tools to effectively ignite change through influence within their organizations.

Studies have supported the idea that both leadership and influence are related to motivation, enabling task completion by business leaders (Bandura, 1977, 1991; Blumberg & Pringle, 1982; Grenny et al., 2013). By identifying and exploring how exemplary BWBL influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability, a framework

will be established that can be used at all levels within a business. Because of the disparities among Black women in leadership roles, this study provides insight for future generations of BWBL. In addition, this research provides a schema for existing women leaders, middle managers, and entry-level women in business, nonprofit, and academia organizations to begin learning the foundational skills of influential leadership.

In summary, it is imperative that leaders in the days of rapid change in organizations influence their followers to change behaviors to achieve goals. By understanding and describing how exemplary BWBL use influence variables within their organizations, they will be better prepared to implement influential leadership strategies to achieve exemplary results.

Definitions

This section provides definitions of all terms that are relevant to this study.

Personal motivation. Personal motivation is the deeply embedded desire to engage in meaningful and pleasurable work created with direct experiences in an environment in which one can choose to be optimistic about progress.

Personal ability. Personal ability is learning and practicing new skills while receiving frequent feedback to achieve results.

Social motivation. Social motivation is the deeply held desire to be accepted, respected, and connected to humans.

Social ability. Social ability is the capacity to enlist the power of human interactions and group solidarity to provide support for taking risks and creating change.

Structural motivation. Structural motivation consists of rewards, punishment, or incentives that can be used to encourage or discourage a person's behavior.

Structural ability. Structural ability is the elements of a person's environment such as physical space, surroundings, or atmosphere that positively affect performance.

Delimitations

This study was delimited to 10 exemplary BWBL who were vice presidents or higher in private, public or nonprofit organizations with more than 20 employees in their organization located in Northern and Southern California. This study was further delimited to women who had served for 2 or more years in their current position and received an award, and/or recognized in a publication or by an organization for their leadership or business contributions. Examples of such awards or recognition in publications are *The Network Journal's* Influential Black Women in Business Award, the Most Influential Women in the Bay Area Business Award, Orange County's 25 Most Influential Leaders, Unsung Heroes Leadership Award, or The Universal Women Network Awards: Game Changer Award, Global Impact Award, Black Women Leader Award, and Influencer Award.

Organization of the Study

The remainder of this study is divided into four chapters, references, and appendices. Chapter II presents an extensive review of the literature and research, which has been conducted on influence and the strategies used by exemplary BWBL. Chapter III explains the research design, methodology of the study, description of the population and sample, data collection, and research instruments in the study. Chapter IV provides an in-depth analysis of the qualitative data collected in the study. Lastly, Chapter V offers a summary of the findings, conclusions, implications for action, and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

As this research sought to understand and describe how exemplary Black women business leaders (BWBL) who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability, it was appropriate to investigate the factors related to leadership and Black women. Examining how Black women leaders influence employees requires understanding of Black women's representation in the workforce including where it has been and where it is going.

In this chapter, the review will outline the leadership theories that influence this study. It will also address the theoretical framework that explains influence in leadership. A review of relevant literature will outline the representation of women in leadership roles in the United States. The characteristics of exemplary BWBL will be addressed as well. The disproportionality of Black women in business leadership roles will also be explored.

Although the historical theories set the conceptual foundation for leadership, there is a paucity of research in establishing a comprehensive framework inclusive of BWBL specifically. Moreover, there is a scarcity of literature on how influence is used by BWBL to effect change. In addition, the literature is silent on how BWBL use influence with their employee population to achieve outstanding results.

Leadership Theory

Leadership is about empathy. It is about having the ability to relate to and connect with people for the purpose of inspiring and empowering their lives.

—Oprah Winfrey

Leadership theories explain how and why people become effective leaders. These theories focus on traits and behaviors that people embrace to increase their leadership capabilities (Cherry, 2019). A critical component of leadership theory explains how leaders develop personal traits that make them effective. This study focused on four areas of leadership: transactional leadership, transformational leadership, ethical leadership, and self-efficacy leadership.

Leadership is a complex topic that means many things to many people. The term *leader* has been around for centuries, and the definition has evolved. However, at its core, leadership is about establishing direction. It requires influencing and then aligning others toward a defined goal. Leadership requires motivating people to action and commands people to be responsible for their performance (Yukl, 2008).

Leadership focuses on motivating people to achieve a common goal. In a business setting it is directed at meeting the organizations strategy. The focus of leadership is on effectively engaging with people in a way that both motivates and empowers them. Leadership is linked to performance, and it is linked to increasing the organization's bottom line (Groysberg & Slind, 2012).

Leadership techniques and theories have evolved throughout time, though the need for exceptional leaders remains high (Bass & Bass, 2008; Kouzes & Posner, 2006). From ancient Greece and Rome's seminal theories to the present day, leadership philosophies have developed. Moreover, the focus on how leaders and followers interact began to become noticeable. The theories in the following sections offer a variety of perspectives on the interaction of leaders and followers.

Transactional Leadership

Transactional leadership, along with transformational leadership, was discovered in 1970. Kinicki and Williams (2003) defined transactional leadership as “focusing on clarifying employees’ roles and task requirements and providing rewards and punishments contingent on performance” (p. 464). Transactional leadership emphasized actions that would link the leader and the follower to accomplish business goals within an exchange relationship (Burns, 1978). Influence may be seen as a potential exchange between followers and leaders according to Bass and Stogdill (1990). However, a transactional relationship is described as leaders who are involved in a mutually beneficial relationship with their followers, which is the exchange process between the leader and the follower. An example is when leaders are focused on short-term goals and set expectations with their followers; when the goal is met, there is a reward. Consequently, if the goal is not achieved, there is punishment on the failure (Feng & Xiaohong, 2019). In addition, “Typically, transactional leaders set explicit, work-related goals and the rewards that can be expected as a result of performing successfully ... the implication is that this is not done proactively and in close cooperation with each team member” (Rowold, 2011, p. 632). Transactional leadership usually entails the leaders using their authority to reward or penalize people for meeting certain criteria and objectives (Bass & Riggio, 2006).

Task-oriented and productivity-focused leaders employ a transactional leadership style (Feng & Xiaohong, 2019). There are instances when it is required to inspire and motivate an employee; however, it is often an ineffective long-term approach. According to researchers, workers’ poorer performance may be linked to a leader’s transactional

style of leadership (Buch, Thompson, & Kuvaas, 2016; Rockstuhl, Dulebohn, Ang, & Shore, 2012). According to Northouse (2013), leaders who excel combine transformational and transactional leadership in the workplace. This method was in line with Northouse's results, which found that every leadership theory has strengths and weaknesses, and it is often better to utilize a variety of methods than to focus on one strategy. Bass (1990) stated, "The best leaders are both transformational and transactional" (p. 21).

Transformational Leadership

The transformational leadership theory examines how leaders create followers and transform organizations through transitions by using motivation, connections, and collaboration. This paradigm includes shifts in attitude, behavior, and culture with a strong focus on the variables that contribute to follower motivation and performance through a leader–follower transformation (Ackerman Anderson & Anderson, 2010; Bass, 1985; Burns, 1978).

Transformational leadership examines the intrinsic needs of followers, and it evaluates the qualities of the leaders and how they might influence followers (Bass & Bass, 2008). Transformational leaders both communicate their vision and inspire their followers. They motivate followers to achieve results that exceed expectations (Bass & Bass, 2008; Bass & Riggio, 2006). According to Ljungholm (2014), transformational leaders convey their vision effectively to their employees while inspiring and developing their skill set.

Transformational leaders have the capacity to influence their followers. Several scholars emphasized that when followers adopted the ideals of the transformational

leader, the leader's influence grew considerably as a result (Bass & Steidlmeier, 1999; Kuhnert & Lewis, 1987). Such influence enabled transformational leaders to push followers to achieve levels of success for themselves and others for the common good that they would not have been able to otherwise do (Kuhnert & Lewis, 1987). Transformational leadership theory concluded that transformational leaders were effective in motivating team members, increasing work satisfaction, and spurring feelings of purpose among followers (Bass & Riggio, 2006). Additionally, Bass (1999) emphasized that transformational leaders were influential and acted as role models for followers.

Bass (1990) asserted that James Burns pioneered the idea of transformational leadership in his 1978 work on leadership theories. Burns defined distinct traits and actions for the theory to distinguish management from leadership. Burns developed ideas of transformational leadership and transactional leadership (Bass, 1990). Bass built on Burns's theory by assessing the motivation and performance of followers of transformational leaders (Northouse, 2013). Bass's study established that followers of transformational leaders worked harder than followers of transactional leaders as a result of the transformational leader's trust, admiration, respect, and loyalty (Bass, 1990; Covey, 1990; Lencioni, 2002). Transformational leaders lead by example, foster others' growth, and development, inspire, and empower others to succeed, as referenced in Figure 1.

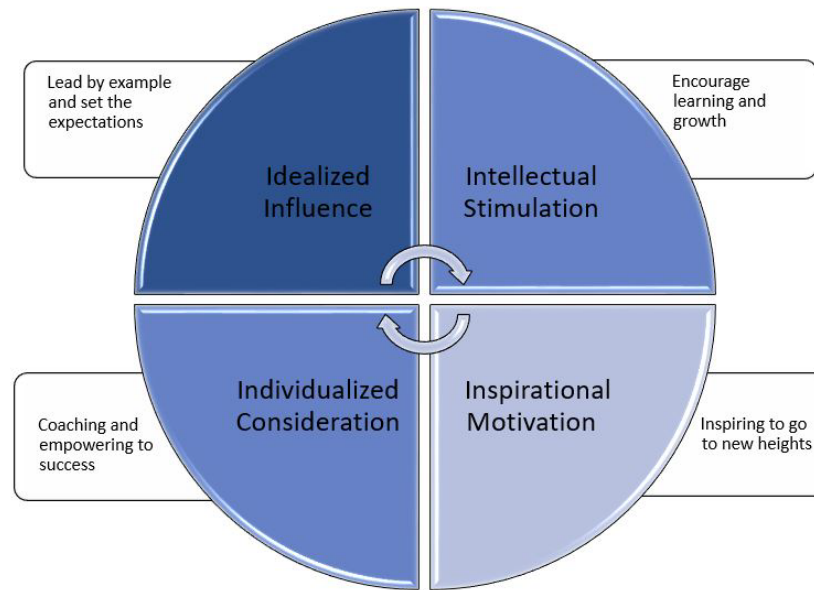


Figure 1. Transformational leadership model. Adapted from “Transformational Leadership: Leading Change Through Growth and Empowerment,” by Educational Business Articles, n.d., Section 3: The Transformational Leadership Model (<http://www.educational-business-articles.com/transformational-leadership/>).

The first element of transformational leadership is idealized influence, first referred to as charisma by Bass (1985). This is a critical pillar for transformational leaders because they utilize their leadership traits and behaviors to exert a huge influence on their followers, increasing the likelihood that their followers will align with the leader’s vision for change. Grenny et al. (2013) asserted that influence has such strength that it may assist in resolving issues or managing changes that would otherwise be deemed unachievable. Maslow’s hierarchy of needs theory says that human being’s fundamental needs are physiological and security related (Aanstoos, 2014); therefore, it is natural for any follower to place a premium on personal considerations. According to Bass (1998), transformational leaders use their characteristics to redirect their followers’ attention away from security and self-concept needs and toward self-actualization. In other words, via their use of influence, transformational leaders may fundamentally alter

their followers' mindsets and bring them to a point by which alignment with the leader's goal becomes a need for the follower (Antonakis, 2012).

The second element is intellectual stimulation, which is referred to a leader's capacity to foster and promote creativity, innovation, and critical thinking (Bass & Reggio, 2006; Northouse, 2013; Yukl & Uppal, 2013). Followers are involved in the problem-solving process and the development of better solutions and unique ideas (Bass & Reggio, 2006). Transformational leaders encourage followers to approach issues from a variety of different and diverse viewpoints by cultivating an environment conducive to experimentation and diversity of opinion between leader and follower (Bass & Reggio, 2006; Northouse, 2013; Yukl & Uppal, 2013).

Inspirational motivation is the third element and is defined by Bass and Reggio (2006) as a leader's capacity to demonstrate authentic excitement and passion. Yukl and Uppal (2013) observed that a leader's conduct, competence, and the circumstances surrounding a particular scenario all impacted how followers perceived the leader's charisma. Bass and Reggio (2006) used the term *charismatic-influential leadership* to refer to the phenomenon of combining inspiring motivation with idealized influence.

The last element is individualized consideration, which plays a critical role in attaching a follower to the change. As with every shift, followers want to know how the change will affect them and what they stand to gain by navigating it. In this regard, transformational leaders pay close attention to the accomplishment and development requirements of followers, effectively taking on the role of their mentor and personalizing the change for them (Anderson & Ackerman Anderson, 2010a, 2010b; Antonakis, 2012; Bass, 2005). Through this personalized approach, transformational leaders mitigate

skepticism and stress associated with change (Bommer, Rich, & Rubin, 2005).

Additionally, this broadens the organizational and personal context of the change, which is critical for change management. Context may both generate and affect the degree to which transformative change is required and the degree to which it will be embraced or resisted (Pawar, 2003). Therefore, it is critical to understand the context in addition to the leadership characteristics necessary for the change to be effective (Ford & Ford, 2012). All of these are necessary for a transformative leader to avoid the typical failure traps associated with transformational change such as “not providing a strategic discipline for how to lead change across the organization” or “not adequately engaging and communicating to stakeholders” (Anderson & Anderson, 2010, p. 20).

Transformational leaders influence their followers in such a manner that they become more driven to succeed. Transformational leadership entails the participation of both the leader and the follower for change to occur (Bass & Riggio, 2006). The way transformational leaders carry out initiatives differs to accomplish the desired outcomes. For instance, transformational leaders communicate well to inspire and develop their workers' skills (Bass, & Bass, 2008).

Transformational leaders have a positive effect on workers in this manner, resulting in good organizational outcomes. Transformational leaders have a good effect on employee performance, which has a favorable effect on the company (Jensen, Potocnik, & Chaudhry, 2020). Bass (1985) asserted that transformational leaders motivate their followers to achieve far beyond expectations.

Ethical Leadership

According to Kanungo and Mendonca (1996), morality and ethics are two terms used interchangeably as “what is ethical is moral, and what is moral is ethical” (p. 33). Burns (1978) defined *moral leadership* as the need for an ethical dimension to leadership. Morals consist of the principles of ethical leaders who hold their followers to high standards through good and proper conduct. Burns described moral leadership as the basic wants, needs, goals, and principles of followers. His view of this type of leadership was the belief in creating social change while achieving supporters’ genuine needs (Burns, 1978). Staying constant with one’s ethical standards is a requirement of ethical leadership, in addition to being aware of the contrasting perspectives of others and overseeing conflicts and understanding the complexity of moral issues (Blackman, 2018).

Ethical leadership concentrates on the choice’s leaders make and how to influence others. Additionally, ethical leadership is made up of leaders who manage their positions that provide a way in which they can impact others (The Workplace Coach, 2013). Leaders influence followers to complete tasks and perform actions and conduct in specific manners. As leaders promote an organization’s vision, ethical leaders strengthen a change in beliefs, attitude, and intensify the empowerment and self-efficacy of their followers (Grace, n.d.).

Self-Efficacy Leadership

Bandura (1977) presented the notion of self-efficacy in his social cognitive theory. He posited that self-efficacy was the main motivating factor affecting an individual’s behavior and described it as “the conviction that one can successfully execute the behavior required to produce outcome” (Bandura, 1977, p. 193). According

to this definition, self-efficacy may have a significant impact on how one approaches, or if one is even willing to approach, various objectives, tasks, and difficulties.

Self-efficacy is distinct from other conceptions of self because it is task-oriented and is based on an individual's perspective rather than the individual's actual ability (Goddard, Hoy, & Woolfolk Hoy, 2004; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). It is well established that efficacy beliefs and expectations have an influence on an individual's motivation, drive, accomplishment, choices, and avoiding task (Bandura, 1977, 1997; Morris, Usher, & Chen, 2017). Self-efficacy beliefs arise as a result of reciprocal triadic determinism with environmental effects, personal characteristics, and actions all contributing to an individual's development of self-efficacy (A. W. Hoy, 2004). Bandura (1978) defined reciprocal triadic determinism as "a person's behavior both influences and is influenced by personal factors and the social environment" (p. 3). Several authors have stated that it involves three components: "personal factors, behavioral factors, and environmental factors, which influence and affect each other as the individual attempts to promote desired outcomes and reduce undesirable ones" (Schiavo, Prinari, Saito, Shoji, & Benight, 2019, p. 2). Researchers have asserted that four sources of knowledge also contribute to the development of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal (Bandura, 1977; McCoach & Colbert, 2010; Usher & Pajares, 2009).

Foundation to Self-Efficacy

Confidence is key to self-efficacy. Although self-efficacy is often mistaken with self-esteem, self-confidence, and self-concept (Bandura, 1997; Lent, 2016; T. Williams & Williams, 2010), it is a unique and distinct construct that influences self-esteem, self-

confidence, and self-concept (Lent, 2016; T. Williams & Williams, 2010). In this respect, self-efficacy beliefs may be considered a partial predictor of self-esteem, self-confidence, and self-concept (Lent, 2016; Ng & Lucianetti, 2016; T. Williams & Williams, 2010). Additionally, Lent (2016) emphasized “that self-efficacy is not a one-factor theory. Rather, it is part of a network of cognitive, behavioral, trait, contextual, and ‘person input’ (e.g., gender) variables” (pp. 577–578).

Researchers have distinguished between different types of self-efficacy, such as social self-efficacy, which is concerned with an individual’s social confidence, problem-solving abilities, shyness, stress, social anxiety, depressive symptoms, and technology addictions (Satici, Kayis, & Akin, 2013), and creative self-efficacy, which is concerned with an individual’s self-perception of being inventive and the likelihood of continuing creative endeavors (Ng & Lucianetti, 2016; Satici et al., 2013).

Sources of Self-Efficacy

Mastery experiences. Of the four sources of knowledge about self-efficacy, mastery experiences had the most impact on self-efficacy beliefs (Bandura, 1977). The phrase “mastery experiences” refers to the impression that a task or action was effectively completed, thus increasing efficacy beliefs and the hope that the performance would be completed successfully in the future (Goddard et al., 2004). Having effective experiences demonstrates an individual’s capacity to do the same job successfully in the future. Tschannen-Moran and McMaster (2009) added that the more mastery experiences a person has in a variety of activities, the more willing the person is to take risks in comparable circumstances. In comparison, if an experience does not result in the intended goal or is regarded as a failure, the person may avoid doing the activity or any

comparable task in the future. The individual's self-efficacy beliefs will be transferred from one activity or circumstance to another that is comparable.

Vicarious experiences. The second source of knowledge on self-efficacy is vicarious experiences. This occurs when individuals observe another person successfully complete a task and then use those observed emotions of accomplishment to develop self-efficacy beliefs about themselves (Bandura, 1977). When an observer identifies with a person who successfully completes a task, the individual's efficacy belief is likely to be high; when the work is completed badly, the individual's efficacy belief is likely to be low (Goddard et al., 2004). Individuals must depend on others to build self-efficacy beliefs throughout these kinds of situations.

Verbal persuasion. Verbal persuasion is the third source of self-efficacy. This term refers to the expressed support of an individual's circle of friends and coworkers (Bandura, 1997). Individuals may acquire high-efficacy beliefs when they are praised by others around them. However, like with mastery and vicarious experiences, Bandura (1977) indicated that verbal persuasion may have a good or negative impact on an individual's self-efficacy views. Verbal persuasion is most effective when coupled with another source of self-efficacy knowledge and when delivered by a trustworthy person (Palmer, 2011).

Physiological arousal. The fourth source of information on self-efficacy is physiological arousal. This is the bodily reaction of a person to a job or circumstance. According to Goddard et al. (2004), "The level of arousal, either of anxiety or excitement, adds to individual's perception of self-capability or competence" (p. 6). Arousal levels are often elevated in circumstances regarded as frightening, and this

combination may result in poor self-efficacy views (Tschannen- Moran & McMaster, 2009). When accompanied by other sources of self-efficacy information, physiological arousal is most influential.

For instance, Bandura (1977) indicated that confidence is increased when a person successfully completes a task. Performance accomplishment is effectively completing an activity to acquire a new ability. Vicarious experience gives a person the power to see someone comparable to oneself achieve his or her goals; this may strengthen the observer's belief that he or she, too, can master similar tasks (Bandura 1977; Usher & Pajares, 2009). Bandura (1977) defined verbal persuasion as getting verbal support from others, which may assist individuals in overcoming self-doubt. Bandura posited that the fourth source, emotions, emotional states, and the impacts of stress may all have an influence on how individuals think about their skills in each circumstance.

Theoretical Framework: Influence Theory

Leaders have utilized influence to achieve desired outcomes throughout the ages, even before the word influence was connected to leadership (Sharot, 2017). Although it has been utilized throughout history, there was little research on the subject in 1981 (Greene & Podsakoff, 1981). Influence may be connected to the concept of leadership (Burt, 1935; Nash, 1929; Rost, 1991), but a standardized definition of influence in relation to the leadership position remains difficult.

Influence is defined by *Merriam-Webster* as “the ability or capacity to have an impact in indirect or intangible ways” (“Influence,” n.d.). Additionally, *Merriam-Webster* defines influence as “the act or power of producing an effect without apparent exertion of force or direct exercise of command” (“Influence,” n.d., 2a). Heath, Flynn,

Holt, and Faison (2017) agreed, describing influence as a leadership ability that enables leaders to influence others in a manner that motivates them to support their objectives. Other studies characterized motivation as a tool for achieving objectives (Gregg, 2003; W. K. Hoy & Smith, 2007). Each of these descriptions enables the leader to influence outcomes without resorting to force and coercion over the individual.

Grenny et al. (2013) detailed how leaders effectively influence others to accomplish goals in their book, *Influencer*. The six influence strategies they discussed are personal motivation, social motivation, structural motivation, personal ability, social ability, and structural ability. The six strategies of influence are individually discussed in detail in the following sections.

Personal Motivation

In this study, personal motivation is defined as the deeply embedded desire to engage in meaningful and pleasurable work created with direct experiences in an environment in which one can choose to be optimistic about progress. Personal motivation was first described in Skinner's operant theory as human behavior is driven by reward (Ryan & Deci, 2000a). Financial recompense, emotional pleasure, and/or physical things may all be considered rewards. Moreover, rewards can lead to positive human behavior when they are received and used in an effective manner.

Grenny et al. (2013) stated that personal motivation is tapping into personal values and emotions by "allowing ... choices, creating direct experiences, telling meaningful stories, and turning the tedious into a game" (p. 111). In addition, "Vital behaviors are intrinsically pleasurable" (Grenny et al., 2013, p. 78). Personal motivation allows one to take pleasure in accomplishing a task. It is the strategy to consciously

connect to individual values, to make the undesirable desirable (Ariely, Bracha, & Meier, 2009).

Motivation is classified into two types: intrinsic and extrinsic. Extrinsic motivation is defined by Ryan and Deci (2000b) as “the performance of an activity in order to attain some separable outcome” (p. 71). Intrinsic motivation refers to the personal fulfillment associated with completing a task (Gagné & Deci, 2005; Ryan & Deci, 2000a). Personal motivation is a technique that could be used to motivate individuals to accomplish assigned activities and therefore contribute to job satisfaction.

Goleman (2004) stated, “[Personal] motivation is a deeply embedded desire to achieve, ... driven to do better, ... [and] track[s] progress” (p. 88). Goleman further stated that personal “motivation [is] ... optimism, even in the face of failure [and] organizational commitment” (p. 88). Employees who are intrinsically motivated are more inclined to provide outcomes. Additionally, employees are better able to surpass their personal limits by demanding deliberate and measured practices (Ariely et al., 2009).

Zhou (2014) examined what compelled people to pursue their goals despite perceived hurdles and possible unhappiness. Zhou’s research questioned a group of doctoral students on what drove them to persevere in the face of obstacles. Goal setting and the perception of accomplishment was mentioned by Zhou as the reasoning that motivation is influenced by one’s views of the task’s worth and expected outcome. The study highlighted that the engagement element was determined to be intrinsic motivation.

Quigley and Tymon (2006) reported that “intrinsic motivation consisting of the experience of meaningful, choice, competence, and progress is derived from both one’s

sense of purpose and activities performed” (p. 528). In the workplace, it is an employee’s personal willingness to overcome challenges and perform better. According to Olafsen, Deci, and Halvari (2018), leaders must make time to engage with their workers to comprehend their views. They said that it is critical to offer workers difficult tasks, chances to collaborate, opportunities to use newly acquired abilities, and intrinsically compelling possibilities. This degree of involvement and engagement with workers is intrinsically motivating. To be a successful leader, Hilgert (1974) believed that personal motivation is necessary. Considering the components of personal motivation, it can be stated that leaders who link employee work to what is personally motivating to the employee may help keep their employees interested in their job.

Social Motivation

As defined in Chapter 1, social motivation is the deeply held desire to be accepted, respected, and connected to humans. Lieberman (2013) described success in his book as a group, which depends on the ability to engage with others as individuals and as groups. Lieberman discussed the need to interface socially with others is as essential as the requirement for food, water, and shelter. Godman, Nagatsu, and Salmela (2014) agreed with Lieberman (2013) and posited that having a social connection is an important aspect of human well-being. In humanity early years, individuals could not live alone. Each individual contributed a talent to the group that aided in their survival as a collective, and when children were reared, they mirrored habits they would eventually adopt in the community. Men searched for food and performed hard work while women maintained the home, prepared meals, and cared for children.

The innate need to be connected to others is a constant human trait that leaders use to influence and accomplish their goals in organizations. According to Grenny et al. (2013), the most potent source of influence is social relationships. On the one hand, social connection may help people achieve their objectives while social disconnection might hinder such people. The social environment may influence a person's behavior positively or negatively (Ryan & Deci, 2000b). Workplace environments, which include social interactions, may influence the motivation of workers. According to Bass and Stogdill (1990), individuals act differently when they are alone than when they are in a group. When people are in a group, they have the social connection, and this may benefit the leader to achieve organizational goals. Ultimately, effective leaders utilize their relationships with people to accomplish their goals.

Belonging is a fundamental human need that is often filled by connecting with one another. To work well in a group, individuals must be intrinsically driven to connect and associate with their teammates (Over, 2016). To put it another way, individuals need to have a sense of belonging. Two scholars agreed with Over (2016) and found "the need to belong is a powerful, fundamental, and extremely pervasive motivation" (Baumeister & Leary, 1995, p. 497). By offering chances for workers to be linked and accepted by one other, which may drive people to action, leaders can harness the socially motivating desire to belong.

Structural Motivation

Structural motivation is defined in this study as rewards, punishment, or incentives that can be used to encourage or discourage a person's behavior. Grenny et al. (2013) spoke of structural motivation by maintaining that leaders should "link rewards to

the specific actions you want to see repeated” (p. 245). They described it as incentives, rewards, or impetus, which is used to drive people to accomplish the outcome or wanted conduct.

Extrinsic motivation is behavior that is motivated by rewards (Meadows-Fernandez, 2018; Ode, 2018). According to Ryan and Deci (2000a), structural motivation depends on extrinsic methods to yield results:

Because extrinsically motivated behaviors are not inherently interesting and thus must initially be externally prompted, the primary reason people are likely to be willing to do the behaviors is that they are valued by significant others to whom they feel (or would like to feel) connected, whether that be a family, a peer group, or a society. (p. 64)

Extrinsic motivation entails attaching to something that greatly influences how people feel and providing them with or without accessibility to what generates the feeling when a desired result is or is not accomplished. Each person has unique motivators, and the leader must determine which ones are appropriate for each individual employee.

Extrinsic motivation is an external force that compels individuals to behave in certain ways. External influences may take the form of positive feedback, such as a title change promotion and pay increases, among others. However, the structural motivation would be the pay increase in which the positive performance was rewarded by the employer. Consequently, the more probable result is that if the leader identifies the appropriate motivation for the action, the intended outcome will be achieved.

As put forth by several scholars, pay for performance may help in obtaining outcomes. However, pay had no influence on personal motivation as outlined in the

research conducted by Olafsen, Halvari, Forest, and Deci (2015). It is conceivable that money-related rewards and motivators may play a role in sustaining short-term and long-term motivation.

Although performance evaluations may be both pecuniary and motivating, they are also widely recognized as an excellent reward and punishment system. It is becoming common for companies to design performance evaluations in ways that are in alignment with their corporate goals and objectives. Success in achieving the organization's desired outcomes may result in increased pay, creating an extrinsic incentive system for workers (Baucus & Beck-Dudley, 2005; Munir, Lodhi, Sabir, & Khan, 2016).

Finally, many writers have examined punishment as a means of accomplishing goals. Kamijo (2016) provided an intriguing viewpoint by stating that although certain parts of work may benefit from the use of punishment as a strategy—for example, when ensuring a behavior is not repeated by an employee—other aspects of work would profit from the use of reward systems. Although the threat of penalty may deter an employee from making decisions that violate fundamental rules and safety, incentive systems may result in more effective achievement of goals and objectives (Kamijo, 2016).

Personal Ability

Ericsson et al. (1993) believed that perfect practice is required for a person to attain extraordinary performance. Additionally, he argued that people who have ascended the success ladder have done so via intentional practice of their talents (Ericsson et al., 1993). Grenny et al. (2013) added to the body of research by describing ability as “deliberate practice” (p. 121) and that “clear feedback” (p. 129) is essential. Leaders who create learning recourses for employees and opportunities to practice new

abilities while providing feedback may contribute significantly to an employee's personal ability. An example of this is how Serena Williams, while growing up in Compton, California, would practice tennis 3 or 4 hours a day, and sometimes twice a day, with one practice at 6 a.m. before school and another after school until dark (S. Williams, 2009). In this example, Serena and her father thought that being a great tennis player was a talent that could be acquired; therefore, her self-efficacy influenced her understanding of the concept of ability. Weisbord (2004) summed this up as a leader cannot force individuals to perform, but they must direct their development.

Each employee has a unique set of natural or acquired skills that may or may not correspond to the organization's present requirements. According to Vaughn (2016), "Some people have more natural ability than others. . . . Natural ability alone does not always translate into results on the scoreboard" (p. 804). Additional staff training may be needed. According to Grenny et al. (2013), "Changing behavior almost always involves learning new skills" (p. 142). To help their team members acquire new skills, leaders offer training and development opportunities.

To enhance a newly learned skill, practice is required. As put forth by Great Schools Partnership (2013), National Education Association (NEA, n.d.), and Sankey and Machin (2014), these researchers agreed on a definition that professional development included the acquisition of information and skills to enhance performance or effectiveness. New skills and abilities are acquired when employees participate in training or professional development.

According to Ericsson et al. (1993), "Deliberate practice would allow for repeated experiences in which the individual can attend to the critical aspects of the situation and

incrementally improve her or his performance in response to knowledge of results, feedback, or both” (p. 368). Bass and Stogdill (1990) characterized follow-up actions as “post-session debriefing, maintenance of alumni groups, consultation, as-needed follow-up training, and recognition for improvement and implementation of what was taught” (p. 855). One method for leaders to follow up is to provide timely feedback on performance after training completion.

Feedback is critical for employees to understand their current level of competence and serves as a beginning point for determining how to improve their abilities (Hattie & Temperley, 2007; Rao, 2017). According to Silverman, Pogson, and Cober (2005), “Employees need to receive feedback regarding their performance and progress toward other valued goals. Feedback is important for motivation, development, career planning, and performance management” (p. 136). It is crucial to continue to assist and give feedback to employees after training. It is encouraging to provide them with what they need in addition to room to develop and grow (Rao, 2017). When leaders offer professional development and then provide critical feedback as their employees practice new talents, they are using personal ability methods.

In considering the elements of personal ability, it can be described as learning and practicing new skills while receiving frequent feedback to achieve results. Leaders who provide employees the opportunities to practice newly learned skills while providing them timely positive and constructive feedback may increase employee’s personal ability to achieve goals.

Social Ability

As defined in Chapter I, social ability is the capacity to enlist the power of human interactions and group solidarity to provide support for taking risks and creating change. A leader who has social ability is defined by Grenny et al. (2013) as being “quick to consider what help, authority, consent, or cooperation individuals may need when facing risky or have daunting new behaviors” (p. 215). Gouldner’s (1960) research on the norm of reciprocity aligns with this description of social ability in which he asserted that when individuals get positive treatment from others, they are more inclined to reciprocate. The team’s capacity to assist and bolster off one another endows them with a high level of social ability.

To build a socially stimulating atmosphere, leaders may take a cue from Rao (2017), who highlighted the value of enabling teams or groups to collaborate on growth-oriented initiatives. They may build greater degrees of group solidarity by working together as a team to learn from one another. Houghton et al. (2015) defined group solidarity as heightened degrees of “mutual trust, affective regard, social unity, and commitment” (p. 317) in their work on shared leadership. They outlined the following advantages of group solidarity in their model: “mutual trust between group members; affective regard toward group members; social unity in the face of tasks and pressures; and common commitment to maintain the group” (p. 316). By improving how the team or group communicates, leaders may be able to create an atmosphere where teams feel more comfortable taking chances and navigating change. Leaders may be able to construct an environment where groups feel more comfortable taking risks and moving through change by improving how the team or group collaborates.

While encouraging employees to take chances and adapt to change, healthy groups may provide mutual support throughout the project. Leaders must maintain open and honest communication and discussions with their employees while navigating the transition process (Anderson & Ackerman, 2010b; McKee, Boyatzis, & Johnston, 2008). When teams collaborate, they may be able to help one another and the leader throughout the process.

Structural Ability

Structural ability may play a major role in achieving organizational results. Grenny et al. (2013) stated in their study that “nonhuman forces—the world of buildings, space, sound, and sight, for example—can be used in an influence strategy” (p. 248) to achieve results. This was supported by Blumberg and Pringle (1982) who stated “available evidence indicates that certain environmental factors beyond the employee’s control play a far stronger role in influencing his or her job performance than is generally acknowledged in the literature” (p. 564).

Changing things in the workplace corresponds with attaining critical business outcomes according to Grenny et al. (2013). According to Grenny et al. (2013), “‘Things’ can either enable or disable performance. To examine the source, ask: Does their environment enable them?” (p. 33). Proximity is an important element in the efficacy of structural abilities. According to findings, they underscore the importance of understanding how proximity led to strong results in network connections and organizational outcomes (Reagans, 2011). The structure or atmosphere in which an individual works may either assist or impede the individual’s capacity to accomplish goals. Fisher (2015) also addressed structural ability in terms of how many companies

see a pleasant and comfortable work environment as a component of their employee wellness program. Structural ability may contain aspects of structural motivation and ability—an examination of what is given or utilized to motivate in conjunction with the physical environment.

Structural ability is critical for success. Numerous scholars have discovered a significant connection between the employees' surroundings and the outcomes they generate. Kim and Young (2014) discovered that the employees' work environment has an impact on their performance. Sadatsafavi, Walewski, and Shepley (2015) discovered that the aesthetics of the workplace influenced how workers viewed their company. By providing workers with visually pleasing physical spaces, their performance may improve, enabling the business to accomplish its objectives. Structural ability, as defined in Chapter I, are elements of a person's environment such as physical space, surroundings, or atmosphere that positively affect performance.

Women in Leadership

Women make up nearly half of the population in the United States (Catalyst, 2021a). Yet, when it comes to leading organizations, there is only 7.4% of women holding CEO positions in Fortune 500 companies (Pew Research Center, 2020). According to the NCES, women earn more than 57% of undergraduate degrees and 59% of all master's degrees. Women hold 48.5% of all law degrees, 38% of Master's of Business Administration and other generalist degrees, and 49% of specialized master's degrees (NCES, 2019a). They account for 47% of the U.S. labor force and 52.5% of the college-educated workforce (NCES, 2019a; Pew Research Center, 2020).

Despite these facts, the labor force seems to mirror Schein's (1973) think manager, think male theory. Schein conducted a series of experiments in which participants were asked to rate men in general and women in general based on 92 traits (Manwa, 2002). In these studies, which have been replicated over 40 times, men were always regarded as managers and leaders, and women as leaders were regarded as less legitimate than men (Manwa, 2002). Women may not have moved up to prominent positions of power at anywhere near the rate that would reflect their skills. Women's presence in executive leadership positions remains stagnant (Thomas et al., 2020).

More specifically, Black women held only 14.2% of all U.S. management, business, and financial operations positions in 2020 (U.S. Census Bureau, 2020). The number of Black women who advance to leadership positions is equally limited. Black women make up 12% of managers, 9% of senior directors' managers, 6% of VPs, 5% of senior vice presidents (SVP), and only 3% of chief executive suite positions (Thomas et al., 2020).

Notable Black women business leaders

Conversations of leadership in organizations focus on names including Mark Zuckerberg, Bill Gates, and Jeff Bezos. There is little dispute that based on the success of their companies (Facebook, Microsoft, and Amazon), these men may be deemed the epitome of successful leadership. Research rarely depicts leadership conversations regarding Marilyn Hewson, Susan Wojcik, or Mary Barra. These women lead Lockheed Martin, YouTube, and General Motors respectively (Catalyst, 2021a). The mention in research and their likeness may not give the same accolades as their male counterparts.

The mentioned White men and women are successful at being CEOs of Fortune 500 companies.

Despite obstacles BWBL had to face, four have made history as being among the first to become CEOs of Fortune 500 companies. Rosaland “Roz” Brewer is a notable BWBL who serves as the CEO of Walgreens who was appointed in March 2021. She was previously the CEO of Sam’s Club. Before climbing the corporate ladder, Roz Brewer obtained her bachelor’s degree from Spellman College, an historical Black college university (HBCU), in chemistry. She is also a graduate of the nation’s premier Stanford Law School Directors’ College and Wharton’s Advanced Management Program, which are two distinctive executive education programs. Another notable leader is Thasunda Brown Duckett who is the CEO of TIAA, a 103-year-old retirement and investment funds organization. She is the former CEO of Chase Consumer Banking, a division within JP Morgan. Ms. Duckett received her bachelor’s degree in finance and marketing and an MBA from Baylor University.

Before Ms. Brewer and Ms. Duckett, there have only been two other Black women to lead as CEOs of a Fortune 500 company. The first was Ursula Burns who served as CEO (2009–2016) and chairman (2010–2017) of Xerox Corporation, a worldwide provider of document management and business services. Not only was she the first BWBL to serve as CEO of a Fortune 500 company, but she was also the first female to succeed another female CEO in such a position. Ursula Burns obtained both a bachelor’s degree and master’s degree in mechanical engineering. The second BWBL trailblazer to lead a Fortune 500 was Mary Winston who served as the interim CEO of Bed Bath & Beyond. Unfortunately, she only held that position from May 2019 until

November 2019 when she was replaced by a White male CEO. This level of disparity in the representation of Black women in the workplace requires additional exploration.

Despite earning more college degrees than men for 30 years, women continue to be underrepresented in corporate America in leadership roles. For Black women, that underrepresentation is particularly acute. Studies show that for every 100 men who are promoted to manager status, only 58 Black women are promoted (Thomas et al., 2020). That means there are fewer Black women to promote at every subsequent level, and the representation gap keeps getting wider.

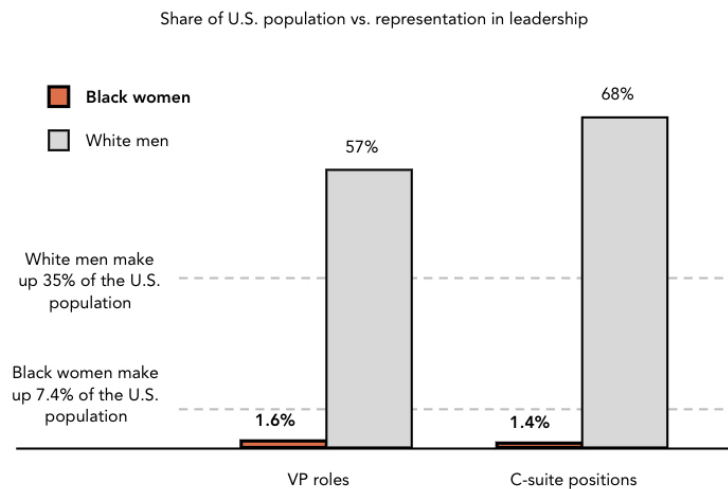
The number of Black women leaders may have improved, yet they are still the most underrepresented group in the labor market (Sandberg & Thomas, 2019). Black women are often the last to advance to executive leadership or CEO levels in Fortune 500 companies (Beckwith et al., 2016; Sandberg & Thomas, 2019). This is in stark contrast to government projections that the number of Black women executives would increase by at least 6% between 2014 and 2024 (BLS, 2013). In 2016, the BLS reported that there were 343,000 CEO positions. Of that number, only two were Black women (Beckwith et al., 2016).

According to Thomas et al. (2020), Figure 2 illustrates that

Black women are underrepresented in the workplace for many reasons. One big factor is a “broken rung” at the first critical step up to manager. For every 100 (White) men promoted to manager, only 58 Black women are promoted, despite the fact that Black women ask for promotions at the same rate as men. And for every 100 (White) men hired into manager roles, only 64 Black women are hired.

That means there are fewer Black women to promote at every subsequent level, and the representation gap keeps getting wider. (Part 1, Section 1)

Black women are severely underrepresented in senior leadership³



*Figure 2. Black women are severely underrepresented in senior leadership. From *Women in the workplace 2020: Corporate America is at a critical crossroads*, by R. Thomas, M. Cooper, G. Cardazone, K. Urban, A. Bohrer, M. Long, . . . S. Coury, 2020 (https://wiw-report.s3.amazonaws.com/Women_in_the_Workplace_2020.pdf).*

Additionally, for every 100 White men promoted to manager, 72 White women are promoted, 68 Latina woman, and only 58 Black women are promoted (Lean In & McKinsey & Company, 2019). This further illustrates that Black woman are promoted more slowly than other groups of employees, especially White men and White women. Moreover, this contributes to the underrepresentation of BWBL in senior leadership roles.

Characteristics of the Black Woman Business Leader

Numerous studies have shown that BWBL must have confidence in their skills and judgment (D. R. Davis, 2012; D. R. Davis & Maldonado, 2015). Once BWBL are in their positions, they face additional pressure to succeed in addition to battling stereotypes and isolation. Confidence is shown via communication, decision-making, execution, and the outcomes of company operations. Several authors suggest BWBL develop and safeguard their confidence, which may be harmed or destroyed by workplace behaviors (N. M. Johnson, 2006; McGee, 1999; Smith, 2003).

BWBL may have to have confidence in their skills and often have less space for error than their male colleagues. According to Scott (2011), “The intersection of race and gender biases often result in workplace inequities that distort others’ perceptions of African American (BWBL) women’s capabilities and, thus, permeate the everyday experiences of African American (BWBL) women” (p. 13). This may result in increased scrutiny and criticism of Black women business leaders, making it more difficult for them to succeed (Hughes & Dodge, 1997; Patterson, 2006). Several scholars have postulated that BWBL must demonstrate masculine characteristics to counteract the image of passivity, yet this aggressiveness and drive are often misunderstood (Duehr & Bono, 2006; Sanchez-Hucles & Davis, 2010; Twenge, 1997).

Bandura (1982, 1986, 1997) concluded that self-efficacy is necessary for overcoming stereotypes that have harmful effects. According to Hoyt and Blascovich (2007), “Individuals high in self-efficacy adopt a more problem-focused strategy; those lower in self-efficacy assume a more emotion-focused approach” (p. 598). This sense of self-efficacy contributes to increased self-confidence and overall performance (Bandura,

1982, 1986, 1997; Hoyt & Blascovich, 2007). Self-efficacy becomes a crucial characteristic for BWBL to thrive in the face of adversity and may provide them with a competitive edge.

Catalyst (2004) performed a research in which it was discovered that Black women may have a unique viewpoint compared to other women. According to the article, Black women can succeed in the workplace by exceeding performance expectations, communicating effectively, connecting with mentors, developing positive relationships with managers and others, and leveraging their cultural backgrounds to enhance their job performance. Being “external observers” (Catalyst, 2004, p. 4) seems to benefit their performance in certain respects.

Thus, BWBL work from an “outsiders” perspective, which provides an insight and benefit that those on the “inside” often overlook. BWBL have had to learn how to navigate a corporate environment dominated by White men using this viewpoint.

BWBL have had to build the capacity for resilience to become influential leaders (L. M. Roberts et al., 2018). Bowleg (2012) reported that Black women experience barricades related to migrating to executive level leadership positions. However, in the case study “Beating the Odds” by L. M. Roberts et al. (2018), 30 BWBL were interviewed who graduated from Harvard Business School. L. M. Roberts et al. defined the BWBL as leaders who had “attained the position of chair, CEO, or other C-level executive in a corporation or senior managing director or partner in a professional services firm” (p. 128). L. M. Roberts et al. asked what it takes to succeed, and the resounding answer was “resilience.” In the case study, three key factors defined their resilience, which included emotional intelligence, authenticity, and agility. Emotional intelligence is defined

as the mastery to control and regulate one's emotions (Bradberry & Greaves, 2009; Haber-Curran & Shankman, 2018; L. M. Roberts et al., 2018). The Black women leaders in the study stated that "they practiced authentic leadership through deep self-awareness and an ability to craft their own identities" (L. M. Roberts et al., 2018, p. 128). Additionally, they abstained from knee-jerk responses that might have been detrimental to their careers and exerted the ability to respond thoughtfully and constructively. Furthermore, they developed an ability to read others' emotions and respond strategically (L. M. Roberts et al., 2018). The second key factor of resilience is authenticity. Several authors defined being authentic as to aligning one's own sense of self with how they present themselves—making an intentional effort to create their identity and showcasing it in a manner that seems genuine (Avolio & Gardner, 2005; Eriksen, 2009; L. M. Roberts et al., 2018). In the study, the BWBL described their authenticity as "being candid about their opinions, transparent about their motives, and vocally committed to their values" (L. M. Roberts et al., 2018, p. 130). The third identified factor of resilience was agility, which the authors defined as "the ability to effectively confront and nimbly transform obstacles and roadblocks into opportunities throughout one's career" (L. M. Roberts et al., 2018, p. 130).

Most of the BWBL interviewed in the case study did not follow a traditional route to the top. Their professional lives were marked by ups and downs, with lateral movements and promotions following changes in sector, industry, role, or employer, among others. They sought out interesting and challenging learning possibilities, and if a position or a business did not provide them with chances to advance, they mobilized their networks and found other opportunities. They maintained a professional focus throughout the course of their careers, postponing or foregoing personal interests and

obligations in the process. Despite the experiences of BWBL being the topic of several research studies, a gap in the literature concerning BWBL still exists (Catalyst, 2020; D. R. Davis, 2012).

Gaps in Research

There is an abundance of research on how BWBL have confronted and overcome barriers and biases in their leadership roles (Cain, 2015; Catalyst, 1999; W. U. Johnson, 2005; Sanchez & Davis, 2010; Thomas et al., 2020), as well as BWBL underrepresentation in executive positions (Catalyst, 2021a; Sahadi, 2016), and a plethora of studies on the impact of race and gender faced in the workplace (Bailey, Wolfe, & Wolfe, 1996; Combs, 2003; W. U. Johnson, 2005; Scales, 2011). The research remains scarce on how BWBL use influence strategies (personal, social and structural motivation, and ability) to accomplish exceptional outcomes.

According to the 2022 BLS, women make up 47% of the U.S. population and 7.4% of CEO positions in Fortune 500 companies, which is an increase from 4.8% in 2018 (Pew Research Center, 2020), Warner et al., 2018). Despite a record-high number of female CEOs in the Fortune 500 companies in 2020, less than 20% of corporate executive leaders in the United States are women, and Black women held less than 3% of the positions (Catalyst, 2020). The research on how women lead is vague, even with many scholars having focused their research on the growth in leadership of women (Eagly & Johannesen-Schmidt, 2001). This divide is compounded further by a dearth of studies on Black women in leadership positions. And this is not due to a lack of desire on the part of Black women because the data indicate that they are even more likely than White women to want to occupy a prominent job with a renowned title (Sandberg &

Thomas, 2019; Thomas et al., 2020). However, although the number of Black women in professional and management positions has risen, their progression into leadership roles has remained static (Muhammad, 2018; Thomas et al., 2020). This dearth of research highlights the critical need for further understanding of BWBL's lived experiences and strategies used to influence extraordinary results.

The apparent gap in the literature is silent regarding a connection between influence and motivation, BWBL, and the methods they specifically use to achieve results. Some studies on BWBL highlight their ability to influence organization results with the mastery of emotional intelligence and resilience (L. M. Roberts et al., 2018), and other studies showed that BWBL "must be willing to monitor their success to determine efficacy" (Beckwith et al., 2016, p. 119) to be an effective influential leader. Even though these studies show that BWBL do possess skill sets and characteristics to achieve results, they do not describe how influence is used to obtain the goals. By offering insight into the use of Grenny et al.'s (2013) influence strategies, this study may provide a framework for BWBL in developing new ways for influencing their employees to accomplish outcomes.

Summary

All the essential components for this research study were identified and examined throughout this literature review. The theoretical foundation of leadership theories included transactional leadership, transformational leadership, ethical leadership, and self-efficacy leadership. Following the theoretical foundation, a review of the influence theory framework was conducted, which covered the variables of personal motivation, social motivation, structural motivation, personal ability, social ability, and structural

ability in this research. Finally, the researcher's population of BWBL was reviewed, and as a result, this study discusses a long-standing research gap.

The chapters that follow offer relevant study content. Chapter III details the methodology used by the researcher to give readers an adequate understanding of the rationale and processes employed. Chapter IV discusses the research process and data gathering. Finally, Chapter V highlights major findings, draws conclusions, and suggests implications for action and recommends further research study opportunities.

CHAPTER III: METHODOLOGY

This chapter is focused on the research methodology used for this study. Specifically, this study focused on describing Black women business leaders (BWBL) who achieve extraordinary results using personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability. Chapter I included a brief background and theoretical foundations and framework that guided the researcher to develop the purpose statement, research questions, significance, definitions, and limitations. The review of literature was presented in Chapter II, which provided greater background on the six variables of influence.

This chapter includes a purpose statement, identified research questions, and the research design to provide answers to the research questions (C. M. Roberts, 2010). It also includes sections that provide a description of the population and the selection process for the research sample. Next, the research instrumentation is described, followed by the data collection process including how the data were collected and analyzed. Finally, the study limitations are outlined, concluding with a methodology summary of the study.

Purpose Statement

The purpose of this phenomenological study was to understand and describe how exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability.

Research Questions

Central Research Question

How do exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation and structural ability?

Subquestions

1. What personal motivation strategies do exemplary Black women business leaders use to influence employees?
2. What personal ability strategies do exemplary Black women business leaders use to influence employees?
3. What social motivation strategies do exemplary Black women business leaders use to influence employees?
4. What social ability strategies do exemplary Black women business leaders use to influence employees?
5. What structural motivation strategies do exemplary Black women business leaders use to influence employees?
6. What structural ability strategies do exemplary Black women business leaders use to influence employees?

Research Design

This qualitative study used a phenomenological method to identify and describe how BWBL used the six sources of influence established by Grenny et al. (2013) to achieve extraordinary business results. This study was part of a larger thematic study on how exemplary leaders achieve extraordinary results through the use of influence. A

group of three peer researchers and two faculty advisers met and decided to gather the lived experiences of each peer researcher's identified unique sample. One studied exemplary superintendents, one studied award winning elementary school principals, and this researcher studied BWBL through a qualitative phenomenological study design.

The three methods in which dissertations are conducted are quantitative, qualitative, or mixed methods. McMillan and Schumacher (2010) stated that quantitative and qualitative approaches are chosen to determine how the research will be conducted. The thematic team analyzed mixed methods for this study.

Qualitative Research Design

In deciding on the research design, both quantitative and qualitative methods were considered. Quantitative research designs use statistics and numbers to emphasize the study objectivity (McMillan & Schumacher, 2010). As defined by Roberts (2010),

The quantitative approach is called *logical positivism*. Inquiry begins with a specific plan—a set of detailed questions or hypotheses. Researchers seek facts and causes of human behavior and want to know a lot about a few variables so differences can be identified. (p. 142)

The design of this study and the data gathered did not appropriately fit a quantitative research method. The nature of the study needed to understand the detailed lived experiences and strategies of leaders using influence to achieve organizational goals.

Qualitative research methods focus on understanding the lives of others from their perspective (Roberts, 2010). Qualitative research design has key characteristics that are different from a quantitative design. McMillan and Schumacher (2010) identified the following characteristics as usually present to some degree in qualitative research:

- Natural settings, study of behaviors as it occurs
- Context sensitivity, situational factors are considered
- Direct data collection, data collected directly from the source
- Rich narrative description, detailed narratives which provide in-depth understanding of behaviors
- Process orientation, focus on why and how behaviors occur
- Inductive data analysis, generalizations created from synthesized information
- Participant perspective, focus on each participant's understanding, descriptions, and meanings
- Emergent design, design evolves and changes as study progresses
- Complexity of understanding and explanation, multiple perspectives are complex. (p. 321)

Qualitative research, as indicated by Patton (2015) and McMillan and Schumacher (2010), includes a large degree of adaptability, which allows the utilization of procedures by the researcher that increase the potential effect of reflexivity, which improves the finding's legitimacy. Because the focus of this study was to understand how exemplary Black women business leaders use influence by interviewing about their lived experiences, a qualitative design was chosen.

Phenomenological

Qualitative research has different types of approaches to support the method of research which is being conducted (McMillan & Schumacher, 2010; Patton, 2015). The methodology of this qualitative phenomenological study was to understand and describe how exemplary Black women business leaders use influence to achieve outstanding

business results for organizations. This study applied a descriptive and non-experimental approach to gather data of the lived experiences of this group. “Non-experimental research designs describe the phenomena and examine the relationship between different phenomena without any direct manipulation of conditions that are experienced” (McMillan & Schumacher, 2010, p.22). Further, utilizing a phenomenological approach allows the researcher to obtain “a deep understanding of a phenomenon as experienced by several individuals” (Creswell, 2013, p. 82), while “describing the achievements, attitudes, behaviors, other traits of a group or subject” (McMillan & Schumacher, 2010, p. 217).

A phenomenological study was decided upon by the thematic team as the most appropriate method because “phenomenological aims at gaining a deeper understanding of the nature or meaning of our everyday experiences” (Patton 2015, p. 115). Additionally, it is the most suitable approach to study the lived experiences of Black women business leaders and how they use the influence strategies outlined by Grenny et al. (2013). Ten Black women business leaders with extraordinary business outcomes were purposefully selected and interviewed and the researcher was able to find common themes to gain a better understanding of their lived experiences.

Population

McMillan and Schumacher (2010) described a research population as “the group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research” (p. 129). A sample for this research from whom information was gathered was a subset of participants from the population. The characteristics of the population reflected those of

the sample, which allowed the researcher to develop conclusions regarding the population from the collected data (Patten, 2012). The population for this study was Black women business leaders who have made significant contributions in their selected profession and their community. Black women business leaders are accomplished business owners or senior executives with a vice president title or higher in the public sector, private sector, or nonprofit sector. According to Catalyst (2021b), in the United States, there were 1.3 million BWBL, 4% of them were senior leaders in fortune 500 companies, 11.2% in the public sector, and 7.6% in the private sector. The statistics on Black women leaders in the nonprofit section were unknown (Lee, 2020).

Target Population

As put forth by Creswell, 2012, a target population is the entire group of individuals from the overall population from which the sample might be drawn. The population for this study was Black women business leaders in California's public sector, private sector, nonprofit sector, or accomplished business owners. According to the membership of Connected Women of Influence Association (2020), there are 700 executive women in Southern California of which 250 identify as Black executive women. Additionally, the *Biz Journal* (2018) had 133 Most Influential Women in the Bay Area of which 20 identified as being Black executive women. *The Network Journal* ("TNJ Announces," 2019) annually has awarded 25 influential Black women in business for 22 years, equating to 550 women to date, of which approximately 10% (55) have been in California. Also, the Savoy Network's (2019) "Most Influential Women in Corporate America" awarded 172 business leaders and executives of which approximately 10% (17)

were in California. This amounted to approximately 342 Black women business leaders in California, which is an estimate of the targeted population for this study.

Sample

McMillan and Schumacher (2010) described a sample as “the group of individuals from whom data are collected” (p. 129). Likewise, Patton (2015) defined a sample as a subset of the target group representing the entire population. The sample population for this study was criteria-based. The process of choosing a manageable sample size depends on the research problem and population (McMillian & Schumacher, 2010). Non-probability sampling was used in this study. Participants were purposefully selected in businesses in Southern and Northern California due to the researchers’ geography, time, and resources with these populations. There are no specific rules when determining an appropriate sample size in qualitative research. However, a recommendation was six to 25 participants for phenomenological studies according to Creswell and Creswell (2018). The sample for this qualitative study of Black women business leaders was agreed upon with the thematic team and dissertation chair, & committee members who determined that a sample size of 10 participants would provide the data to analyze for each of the research questions. In addition, criterion-based sampling was used to allow the researcher to select participants based on the study’s exemplary definition and find participants to address the study objective (Patton, 2015).

The researcher used purposeful sampling for the qualitative approach. McMillian and Schumacher (2010) assert purposeful sampling is when the researcher “selects a sample that is representative of the population or that includes subjects with needed characteristics” (p. 138). Purposeful sampling was used as the researcher chose

exemplary leaders to study because it required a purposeful understanding of the research problem and the study's phenomena (Creswell, 2008). Sampling is used to discover and gain insights while benefiting the researcher by identifying themes from a smaller group representative of the larger group (Patton, 2015).

Furthermore, to ensure that participants of this study had exemplary results in their field they must have displayed or demonstrated a minimum of two of the following four criteria:

- Have received an award or been recognized in a publication or by an organization for their leadership or business contributions
- Have 5 or more years of experience in that profession or field while utilizing their lived experiences
- Have membership in associations of groups focused on their field
- Have evidence of significant impact to an industry or profession

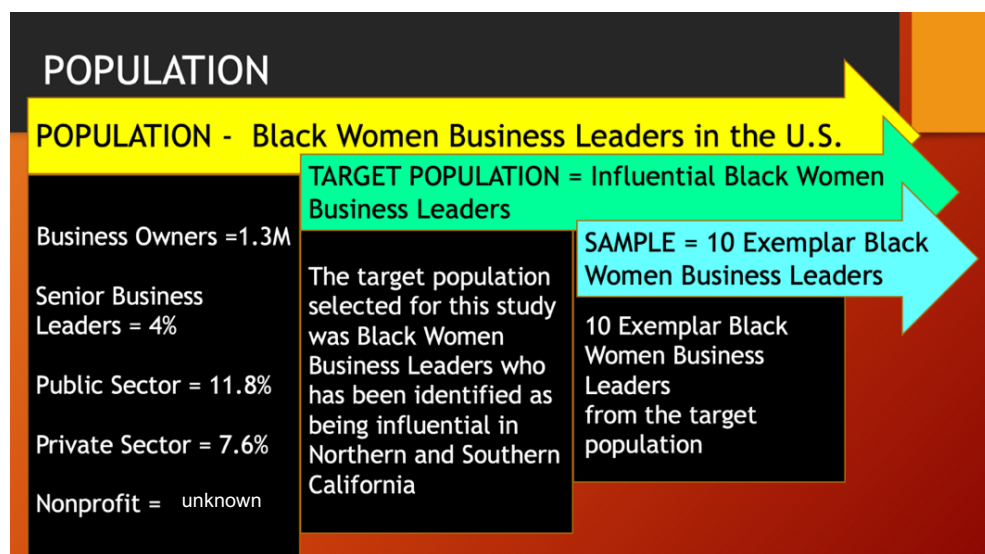


Figure 3. Population, target population, and sample.

The selection of participants for this qualitative phenomenological study adhered to the following process:

1. An email or LinkedIn message was sent to Connected Women of Influence Association, the *Biz Journal*, and *The Network Journal* for recommendations of BWBL to serve as participants in the research study (Appendix A).
2. Based on the established criteria of exemplary BWBL, research was conducted for potential qualified participants for the study. Resources included professional networking websites such as LinkedIn, National Association of African Americans in Human Resources (NAAAHR), McKinsey's Black Executive Leadership network, and various journal publications featuring Black women leaders receiving awards.
3. Each BWBL identified as a participant based on the sample criteria was contacted via email, LinkedIn, or telephone to request their participation (Appendix B), and the first 10 to respond who met the criteria and made the commitment to participate were selected. Interviews began immediately after the BWBL confirmed their involvement.
4. Ten semi structured interviews were conducted with the BWBL who met the criteria of an exemplary leader.

Instrumentation

Patton (2015) contended that "qualitative inquiry is personal, and the researcher is an instrument of the inquiry. The researcher's background, experience, training, skills, interpersonal competence, and how the researcher engages in the fieldwork and analysis undergird the credibility of the findings" (p. 3). The researcher for this study was the primary instrument and is a Black woman who aspires to be a senior executive in the

private sector. At the time of this study, the researcher was employed in the private sector as a senior human resources business partner for a fortune 100 company. Based on the researcher's personal background and experience, during the interview process there was potential for researcher bias.

In qualitative research, interviews are one of the instruments which is commonly used (McMillan & Schumacher, 2010). The three-member thematic group developed the interview questions with two faculty advisors who provided expert advice over several meetings. The development of the semi structured interview questions was designed to solicit individual responses (McMillan & Schumacher, 2010). The interview questions also were designed to align with the purpose statement, research questions, and the theoretical framework pertaining to influence strategies. Upon review, receiving feedback, and completing revisions of the questions, probes for each interview question were developed by the three-member thematic group. According to Patton (2002), probes are questions that offer further clarification and build depth. The probing questions provided context and a deeper understanding of the interview questions that addressed the influence sources established by Grenny et al. (2013).

The semi structured interview and probing questions were finalized and field-tested by the three peer researchers. An interview protocol was developed to be read exactly as written prior to each semi structured interview. The protocol included an introduction to the interview, a brief overview of the study, an informed consent section required for dissertation research, and finally an opportunity for the interviewee to ask any questions prior to the interview (Appendix C). This protocol was utilized by all three peer researchers during the field testing and was evaluated after the field testing for

revisions before the data collection. The three-member thematic team agreed to maintain uniformity, consistency, and integrity of the process and data gathering by following the exact interview protocol.

Interview Questions

Grenny et al. (2013) six sources of influence served as the conceptual foundation for this study. The peer researchers, which were guided by faculty, developed a set of semi-structured, open-ended questions based on the six sources of influence. Each of the peer researchers was assigned two of the six sources of influence, and the team of researchers developed 12 open-ended questions (Appendix C) pertaining to Grenny et al. six sources of influence for peer review. The team was guided and assisted by two expert faculty members who evaluated the alignment of each interview question to the purpose of the study. In preparation for field testing, the 12 interview questions were discussed, analyzed, and revised during collaborative sessions among the three-person thematic team and two faculty members. Additionally, during the collaboration sessions, probing questions were discussed and agreed upon for researchers to potentially use as they conduct interviews.

Table 1

Alignment of Sources of Influences and Literature to Research Questions and Interview Questions

Variable of influence	Literature connection	Research question	Interview question
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<p>Personal motivation</p> <p>Definition: Deeply embedded desire to engage in meaningful and pleasurable work created with direct experiences in an environment in which one can choose to be optimistic about progress</p>	<p>Grenny et al. (2013), Miller & Rollnick (2012), Bandura (1997)</p>	<p>What personal motivation strategies do exemplary leaders use to influence employees?</p>	<ol style="list-style-type: none"> 1. What strategies do you use to help your employees feel personally motivated to perform at high levels to achieve your organization's goals? 2. Employees often thrive when they find joy in their job. What do you do to ensure that work is meaningful and pleasurable to your employees?
<p>Personal ability</p> <p>Definition: Deliberately practicing learned new skills while receiving frequent feedback to achieve results</p>	<p>Ericsson et al. (1993), Bandura (1991)</p>	<p>What personal ability strategies do exemplary leaders use to influence employees?</p>	<ol style="list-style-type: none"> 1. Consistently practicing and enhancing new skills is important to achieving extraordinary results in your organization. How do you provide employees with the opportunities to develop new skills? 2. How do you ensure employees who are practicing new skills receive feedback?
<p>Social motivation</p> <p>Definition: Deeply held desire to be accepted, respected, connected human interaction including encouragement, coaching, accountability and through the creations of norms</p>	<p>Grenny et al. (2013), Milgram (1963), Weiner (2006)</p>	<p>What social motivation strategies do exemplary leaders use to influence employees?</p>	<ol style="list-style-type: none"> 1. Can you share some examples of strategies that you use to ensure employees feel accepted and connected to each other? 2. Employees are most effective when they feel respected? How do you ensure that all of your employees are treated with respect by others within the organization?
<p>Social ability</p> <p>Definition: Capacity to enlist the power of social capital and group solidarity to provide a support for taking risks and creating change</p>	<p>Grenny et al. (2013), Cohen & Prusak (2001)</p>	<p>What social ability strategies do exemplary leaders use to influence employees?</p>	<ol style="list-style-type: none"> 1. How do you, as the leader, get your employees to come together and work together as a team? 2. When a team is not working effectively together, what strategies do you use to get them back aligned to achieve organizational goals?

Structural motivation Definition: Rewards, punishment, or incentives such as compensation, performance reviews, or environmental aesthetics that can be used to encourage or discourage a person's behavior	Grenny et al. (2013), Milgram (1963)	What structural motivation strategies do exemplary leaders use to influence employees?	<ol style="list-style-type: none"> 1. Leaders use methods such as rewards, punishments and incentives to motivate their employees. What methods have you found to be effective in encouraging or discouraging employee behaviors? 2. Can you tell me about a time when you were trying to focus your employees on a really important goal for the organization. What did you do to motivate them to achieve extraordinary results?
Structural ability Definition: Elements of a person's environment such as physical space, surroundings, or atmosphere that positively effect performance	Grenny et al. (2013), Blumberg & Pringle (1982), Reagans (2011)	What structural ability strategies do exemplary leaders use to influence employees?	<ol style="list-style-type: none"> 1. Physical workspace and surroundings can contribute to positive performance. What physical features of your staff's environment make a difference in the results they are able to achieve? 2. Work atmosphere can be described as the tone, feel, or mood of the office. How do you create an atmosphere at work that encourages people to perform at an extraordinary level?

Field Test

McMillan and Schumacher (2010) asserted that field tests are crucial to check for bias. Field tests also provide the researcher confidence in the validity and reliability of the data collection instrument (McMillan & Schumacher, 2010). Each of the three peer researchers conducted a field-test interview on leaders who met the criteria of exemplary and who were not included in the respective research studies. The researchers recorded notes of the participant responses and digitally recorded the session. Expert qualitative researchers observed each of the field-test interviews. The expert observer met the criteria of completion of a doctoral program and a dissertation, possessed a doctoral degree, and had experience in qualitative research. Additionally, feedback was provided to the researcher by the expert observer regarding the questions, length of interview, and

the use of probing questions (Appendix D). The expert observer delivered additional feedback to the researcher regarding clarity of questions, adherence to the protocol, and perceptions of how comfortable the researcher appeared during the interview. The candid feedback helped the researcher in being aware of potential bias in the study and ensuring the quality of the interview (Patten, 2012). The participant was also asked to provide comments on the interview at the end of the field test to evaluate the length, clarity, and overall understanding of the interview questions (Appendix E).

Upon participating in the field test, the researcher can be confident in the reliability and validity in the instrument created by the peer researchers (McMillan & Schumacher, 2010). The thematic team of peer researchers and faculty advisers discussed the researcher's experience in using the interview questions and protocol in the field test and the participant and expert observer feedback. Minor changes were made by the group to the interview questions and sequence.

Validity

The validity of an instrument is the extent to which the instrument measures what it is designed to measure (Creswell, 2008; McMillan & Schumacher, 2010; Roberts, 2010). As indicated by Creswell and Creswell (2018), qualitative researchers should use a multitude of procedures to check for the validity of an instrument. In this study, methods employed by the researcher to increase validity of data included multimethod strategies, multiple researchers, and participant review.

Three thematic peer researchers, who were advised by faculty advisors, collectively created the instrumentation, field-tested the instrument, revised the instrument, and implemented the instrumentation for use during the data collection

process. Semi structured interviews were the main method used in this qualitative study. The interviews were recorded, and the interview transcription from the Zoom teleconference was retrieved and sent to the participants through email. Each participant was requested to examine the transcript and make any required corrections to guarantee its accuracy (Roberts, 2010). After the participants confirmed the transcriptions, they were examined and coded. Additionally, the data was triangulated with artifacts, observations, and the interview themes.

Reliability

Reliability is “the degree to which your instrument consistently measures something from one time to another” (Roberts, 2010, p. 151). In other words, if the same phenomena were measured at a different time and yielded similar results, the instrument is considered reliable (Roberts, 2010). This study safeguarded reliability by deploying the methods of internal reliability and intercoder reliability.

Internal Reliability

Internal reliability refers to how the three thematic peer researchers collectively developed and tested the instrumentation of the study and checked the alignment of the purpose, variables, definitions of the variables, and research questions. The expert faculty advisors guided the researchers through rich collaboration in the foundation and key areas of the study. This method “reduces the possibility that the results of qualitative research represent only the idiosyncratic views of one individual researcher” (Patten, 2012, p. 157).

Intercoder Reliability

Intercoder reliability is a method for researchers to check for bias while coding the data gathered through the semi-structured interviews. According to Patton (2015), multiple individuals analyzing the same data help to “discuss what they see in data, share insights, and consider what emerges from their different perspectives” (p. 667). The three-member thematic peer researcher team shared insights and discussed lived experiences collected during the interviews. Furthermore, the researcher had another peer researcher to code and analyze 10% of the data collected during the interviews to increase research reliability (Patton, 2002).

Data Collection

Semi-structured interviews were used to collect data for this phenomenological study from 10 exemplary Black women business leaders. To ensure confidentiality, audio recordings from each interview were stored on the researcher’s personal computer, which is password protected. Additionally, all notes taken during the interviews were stored in the researcher’s locked home office filing cabinet. Further, data were not collected from the research participants before receiving approval from the UMass Global Institutional Review Board (UMGIRB).

Interview Process

Patton (2015) stated that interviews provide the researcher a chance to inquire, listen, and understand others’ experiences. The 10 exemplary BWBL who accepted the invitation to participate in the study were provided the following documents prior to the scheduled interview: 12 semistructured open-ended interview questions that were developed by the three thematic peer researchers (Appendix C), informed consent, and

audio recording release form (Appendix F and G), and UMass Global IRB Research Participant's Bill of Rights (Appendix H). The purpose of the UMGIRB Research Participant's Bill of Rights and informed consent were to ensure the confidentiality and privacy of all participants. Prior to the interview, all participants signed the UMGIRB informed consent form and provided permission to be audio recorded. Additionally, the researcher reviewed the purpose and focus of the study and performed a thorough literature review on the variables of the study referenced in the synthesis matrix (Appendix I). During the interview, the researcher asked the participants additional probe questions to augment the participants' initial responses to each question (McMillan & Schumacher, 2010; Patton, 2002).

The interviews were conducted via Zoom meetings. Two recording devices were used during the interview meeting. The recording of the Zoom meeting was the first device in addition to a voice recorder. The purpose of two devices ensured the researcher had back-up recording from the interviews. Handwritten notes were taken during the interview to record nonverbal behaviors and facial expressions observed from the study participants.

Audio recordings were obtained using the interview protocol and downloaded to the personal computer of the researcher. Audio recordings were sent to Temi.com for transcription following each interview and converted to a word document. Finally, to code the 10 transcripts for themes and analysis, the researcher used the qualitative data analysis software program NVivo.

Observations

The researcher's observations supported the triangulation of the research findings. Patton (2002) posited that observational data "describes in-depth and detail the setting that was observed, the activities that took place in the setting, the people who participated in those activities, and the meanings of what was observed from the perspectives of those observed" (p. 332). The field notes data were "text recorded by the researcher during an observation in the qualitative study" (Creswell, 2008, p. 224).

To ensure ethical collection of data, prior to the observations, the researcher received permission from the study participants (Creswell & Creswell, 2018). This permission allowed the researcher to collect data from observations. The researcher's observations provided additional information to support data triangulation.

Artifacts

Artifacts are additional sources of information to support claims made by the participant (Patton, 2015). The researcher collected and compiled artifacts from the study participants through searching the organizations' website, social media accounts and materials provided by the interviewee. Such artifacts showed "tangible manifestations that describe people's experiences, knowledge, actions, and values" (McMillan & Schumacher, 2010, p. 361). The gathering of these artifacts helped to improve the validity of the study with the triangulation of data. (Patton, 2002).

Data Analysis

Data analysis is defined as the "systematic process of coding, categorizing, and interpreting data to provide explanations of a single phenomenon of interest" (McMillan & Schumacher, 2010, p. 367). It is the process in which the researcher can identify

critical patterns, interwoven beliefs, and behavioral influences (McMillan & Schumacher, 2010). In a qualitative research study, the intention of data analysis is to make sense and interpret a large amount of text and image data (Creswell & Creswell, 2018; Roberts, 2010).

The researcher thoroughly synthesized 10 hours of interviews from the 12 interview questions, observation notes, and artifacts. The structure of the data analysis included transcription of audio recording of interviews, artifacts, review of handwritten notes, and observation for themes. In addition, the data were uploaded to the NVivo software, coded in the software, and the codes were organized into themes. The themes were analyzed, and a frequency table was developed to identify how exemplary BWBL use the six sources of influences described by Grenny et al. (2013).

Coding the Data

Data coding involves identifying and organizing patterns and categories into meaningful themes (Patton, 2015). Categorization is essential to eliminate misperception and allow for analysis of the interview and artifacts to determine significance of the data. Additionally, Patton (2015) stated that researchers need to align the raw data to the study's purpose and research questions.

For this study, transcriptions, observation field notes, and artifacts were uploaded into the qualitative research software program, NVivo, to implement the coding process. Utilizing shadowing as a data collection strategy proposed by McMillan and Schumacher (2010), the researcher thoroughly reviewed all information to obtain a sense of the gathered information. The following steps were completed:

1. Topics were organized into similar categories.

2. The significant topics were condensed into codes and organized to see whether new themes emerged.
3. Descriptive words were identified for the topics and developed into categories.
4. The categories were abbreviated, and the codes were alphabetized.
5. The codes were organized into themes and analyzed to describe how exemplary BWBL uses the six sources of influence identified by Grenny et al. (2013).

Limitations

Limitations of a study are features that may negatively impact the ability to generalize findings and are influences beyond the control of the researcher (Patton, 2015; Robert, 2010). Phenomenological study interviews are limited to the participants' lived experiences (McMillan & Schumacher, 2010; Roberts, 2010). The limitations of this study of exemplary BWBL were sample size, time, geographic location of the study participants, and the researcher as an instrument of the study.

Sample Size

Phenomenological studies may have smaller sample sizes of six to 25 participants (McMillan & Schumacher, 2010; Patton, 2015). The peer researchers and faculty advisors mutually agreed that 10 exemplary leaders would be the sample size. The three-member thematic team established that the agreed upon sample size would render gathering rich and in-depth information from BWBL who have met the criteria as having extraordinary results. The three thematic peer researchers interviewed a total of 30 study participants.

Time

Time was a limitation of the study. BWBL were extraordinarily occupied; therefore, scheduling extensive and multiple interviews with each study participant was not probable. The interview time was limited to 60 minutes per participant to discuss the 12 interview questions. The researcher allowed each study participant an opportunity to review the transcript of the interview and provide any needed clarification, which helped manage the limitation.

Geography

Data collection for the study was limited by the proximity of the researcher to the study participants. Because of the geographical size of the state of California, the study examined exemplary Black women leaders in 3 counties in California. This limited the generalization of findings to exemplary BWBL in the sample population.

Researcher as Instrument

The researcher as an instrument of the study was also a limitation. The researcher is a BWBL; therefore, there was potential for personal bias and the impact the researcher had on the interview process and the collection of data. According to McMillan and Schumacher (2010), the researcher's presence during the collection of data may have an effect on the responses of the participants. The steps taken to alleviate personal bias included using interview questions developed and analyzed by the thematic team peer researchers and faculty advisors, including an expert observer during the field-test interview and having 10% of the collected data coded by another researcher.

Summary

A phenomenological research study methodology was used to describe the lived experiences of exemplary BWBL who used Grenny et al.'s (2013) six sources of influence to achieve results. Chapter III included the purpose, research questions, research design, study population, sample criteria, instrumentation, data collection and analysis, and limitations. Chapter IV provides a detailed description of the data and research findings. The study concludes with Chapter V summarizing the findings, conclusions, implications for action, and recommendations for further research.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

A summary of the research, as well as background information, was provided in Chapter 1. An overview of the literature on leadership, behavior, motivation, and influence was detailed in Chapter II. The methodology of this phenomenological study was explained in Chapter III, which explained how the data were gathered. Chapter IV presents a comprehensive analysis of the data gathered in this study.

Purpose Statement

The purpose of this phenomenological study was to identify and explore how exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability.

Research Questions

1. What personal motivation strategies do exemplary Black women business leaders use to influence employees?
2. What personal ability strategies do exemplary Black women business leaders use to influence employees?
3. What social motivation strategies do exemplary Black women business leaders use to influence employees?
4. What social ability strategies do exemplary Black women business leaders use to influence employees?
5. What structural motivation strategies do exemplary Black women business leaders use to influence employees?

6. What structural ability strategies do exemplary Black women business leaders use to influence employees?

Research Methods and Data Collection Procedures

The researcher conducted 10 interviews with Black women business leaders who satisfied all the sample criteria for this phenomenological study. Interviews were done through Zoom and according to a methodology devised by the thematic team under the supervision of faculty (Appendix C). Along with the 10 interviews, each participant had at least two additional data sources: observations and/or artifacts. These extra pieces of information enabled the researcher to triangulate the data acquired.

Each participant was given 12 semistructured research questions, two for each source of influence. Each interview lasted between 45 and 75 min. Twenty-three artifacts were collected directly from participants and through publicly accessible internet sources. Meeting agendas and written communication to stakeholders were examples of artifacts. A search of internet databases, websites, and social media platforms was used to acquire electronic sources. Additionally, two observations were conducted. The Black women business leaders' observations occurred during scheduled team meetings via Zoom. Because of the COVID-19 pandemic, no in-person observations were conducted. To determine results, all data from interviews, artifacts, and observations were classified into themes and supplied with frequency counts.

Population

McMillan and Schumacher (2010) described a research population as “the group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research” (p. 129). The

population for this study was Black women business leaders who have made significant contributions in their selected profession and in their community in California.

According to Catalyst (2021b), there were 1.3 million BWBL in the United States at the time of this study; 4% of them were senior leaders in Fortune 500 companies, 11.2% in the public sector, and 7.6% in the private sector. The statistics on Black women leaders in the nonprofit section were unknown (Lee, 2020). Because this population is too large for a single study, it was narrowed to include a target population of southern and northern California Black women business leaders in the following counties: Los Angeles, Orange, and San Francisco.

Sample

A sample of Black women business leaders who have made significant contributions in their selected profession and are accomplished business owners or senior executives with a vice president title or higher in the public sector, private sector, or nonprofit sector was selected for this study. Additionally, to ensure that participants of this study had exemplary results in their field, they must have met a minimum of two of the following four criteria:

- Have received an award or been recognized in a publication or by an organization for their leadership or business contributions
- Have 5 or more years of experience in that profession or field while utilizing their lived experiences
- Have membership in associations of groups focused on their field
- Have evidence of significant impact to an industry or profession

The 10 Black women business leaders met all the requirements to participate in the study. To elicit interest in an interview, each of the participants was contacted by email, LinkedIn, or phone.

Demographic Data

Each of the 10 participants met the study's sample criteria. To preserve anonymity, each Black woman business leader was assigned a participant number.

Table 2 summarizes the demographic characteristics of each participant.

Table 2

Participant Demographic Information

Participant	Gender	Identify ethnicity as Black	California county	Business owner, vice president, or higher title
1	Female	Yes	Los Angeles	Yes
2	Female	Yes	Los Angeles	Yes
3	Female	Yes	Los Angeles	Yes
4	Female	Yes	Orange	Yes
5	Female	Yes	Los Angeles	Yes
6	Female	Yes	San Francisco	Yes
7	Female	Yes	Los Angeles	Yes
8	Female	Yes	Los Angeles	Yes
9	Female	Yes	Orange	Yes
10	Female	Yes	Orange	Yes

In this study, there were six Black women business leaders who provided exemplary leadership in Los Angeles County, three in Orange County, and one in San Francisco County. All participants identified their ethnicity as Black. Moreover, all Black women business leaders were business owners or held a vice president or higher title. Black women business leaders who participated in this study met all the exemplary criteria listed in Table 3.

Table 3

Black Women Business Leader Exemplary Criteria

Criteria	Participant									
	1	2	3	4	5	6	7	8	9	10
Received an award for their extraordinary leadership or business contribution	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 or more years in profession or field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Membership in professional organization in their field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Evidence of significant impact to industry or profession	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

All participants met the criteria of receiving an award for their extraordinary leadership or business results, such as City of Los Angeles Phenomenal Women's Leadership Award, LA Times Inspirational Women and Leadership Rising Star Award, Most Influential Women in Business Bay Area Award, Los Angeles Business Journal Women's Leadership Award, 40 under 40 Inspired Leaders of Tomorrow Award, and 25 Most Influential Leaders of Orange County Award. All 10 Black women business leaders have been in their profession or field for 5 or more years. Additionally, all 10 participants held membership in professional organizations and have had a significant impact on their industry or profession. Examples of the significant impact in their industry or profession include being published leaders and self-help authors; helping leaders and people in the communities understand key elements of leadership and diversity inclusion topics through podcast content; positively impacting leaders and communities with education, tools, and resources in the nonprofit sectors; being keynote speakers at industry or professional conferences; and empowering, connecting, and

supporting women and minoritized groups in science, technology, engineering, and mathematics (STEM).

Presentation and Analysis of Data

The findings of Chapter IV were derived from interviews, observations, and artifacts from Black women business leaders in Los Angeles, Orange, and San Francisco counties. These findings explored and described how BWBL used the six sources of influence as written by Grenny et al. (2013) to achieve extraordinary results.

Data Analysis

Data were collected via semistructured interviews as well as observation notes and artifacts. Interviews were transcribed with a digital transcribing service, and all data sources were analyzed using the qualitative software coding tool NVivo. As a result of the usage of NVivo, the researcher was able to identify emergent themes in vast amounts of detailed data (McMillan & Schumacher, 2010). Coded data sources were analyzed to determine how often the theme was mentioned in each source. In addition, the percentage representation of the data coded for each source of influence was examined for each emergent theme.

Reliability

According to Patton (2002), numerous sources of data enable data triangulation by comparing and cross-checking the consistency of information and subsequent themes at various times or places. To increase the reliability of the study's data, artifacts and observations were collected and coded into themes. A peer researcher independently coded 10% of the data collected. This independent review of the data using the same criteria as the principal researcher led to comparable results, proving intercoder

reliability. The secondary coding of the data resulted in an approximate agreement of 81%, indicating an appropriate level of calibration.

Results

Themes that produced eight or more frequency codes were included in the results. Results are reported in the order of the questions asked in the interview protocol (Appendix C). Frequency counts for each theme are reported in tables from transcribed interviews, collected artifacts, and observations made at team meetings via Zoom. Figure 4 illustrates the frequency percentages for each of the six sources of influence.

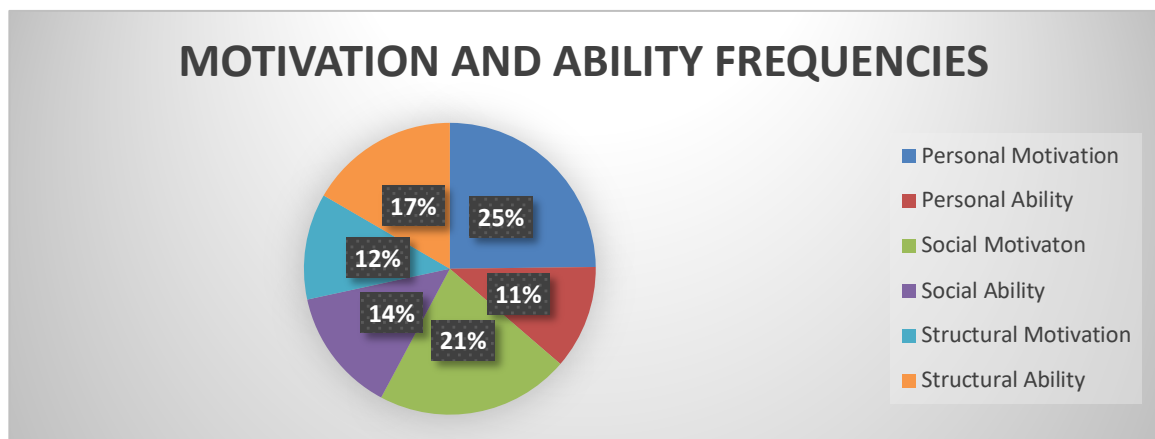


Figure 4. Number of frequencies per source of influence.

Personal Motivation

The thematic team developed the following definition of personal motivation based upon the work of Grenny et al. (2013) and Bénabou and Tirole (2002): the deeply embedded desire to engage in meaningful and pleasurable work created with direct experiences in an environment in which one can choose to be optimistic about progress. The interview protocol (Appendix C) created by the thematic team and faculty contained two interview questions that were asked to all participants about personal motivation.

The two questions relate directly to the first research question: “What personal motivation strategies do exemplary Black women business leaders use to influence employees?” Four themes were discovered under the personal motivation category with a frequency count of 97. Figure 5 shows the themes along with the frequency count for each of the themes.

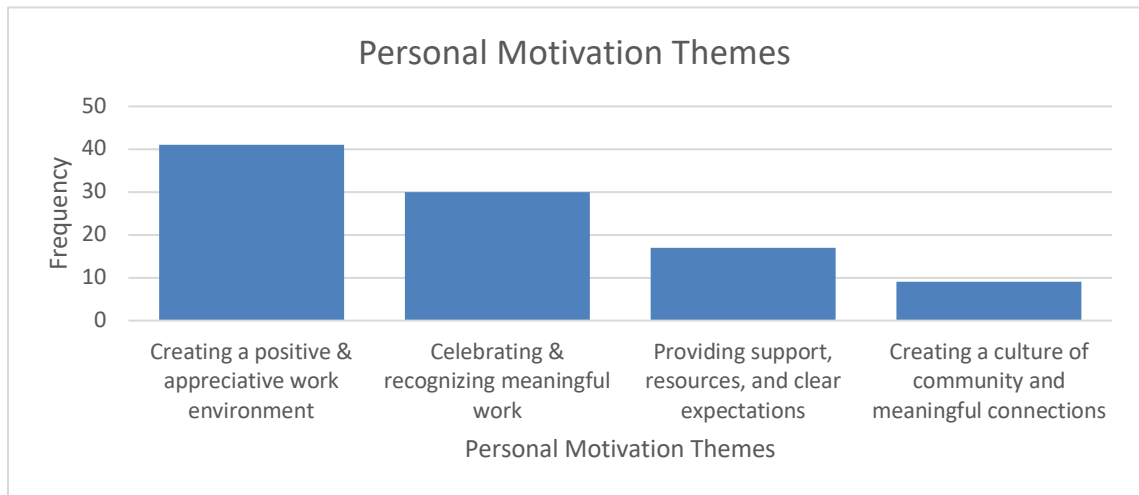


Figure 5. Personal motivation themes.

The highest number of frequencies under personal motivation came from the theme of creating a positive and appreciative work environment, which yielded 41 frequencies. The next theme of celebrating and recognizing meaningful work yielded 30 frequencies followed by providing support, resources, and clear expectations, which produced 17 frequencies. Finally, creating a culture of community and meaningful connections yielded 9 frequencies. Table 4 shows the personal motivation themes by source and frequency of the source.

Table 4

Personal Motivation Themes Source and Frequency

Theme	Interview sources/ frequency	Observation sources/ frequency	Artifact sources/ frequency	Total sources	Total frequencies
Creating a positive and appreciative work environment	10/29	2/2	10/10	22	41
Celebrating and recognizing meaningful work	10/28	1/1	1/1	12	30
Providing support, resources, and clear expectations	10/14	2/2	1/1	13	17
Creating a culture of community and meaningful connections	6/9	0/0	0/0	6	9

Creating a positive and appreciative work environment. Grenny et al. (2013)

stated that personal motivation is about “allowing . . . choices, creating direct experiences, telling meaningful stories, and turning the tedious into a game” (p. 111). Creating a positive and appreciative work environment produced the highest frequency count under personal motivation. This strategy was seen in 10 interviews, two observations, and 10 artifacts and yielded an overall frequency count of 41. When describing this strategy in an interview, one Black woman business leader said, the following:

They get credit! We celebrate the small wins, the big ones, the ones in the middle; we celebrate the progress, and their name is on it. And for them, there’s a time when we talk about the team, but I truly believe there’s an *I* in team. What am *I* going to do to make sure that this team actually truly thrives and identifies the *I*, celebrating the *I* and highlighting the *I* because everybody doesn’t get a

trophy. You got the trophy because it's what you personally did that really accelerated or implemented or elevated our overall mission.

Another example of this strategy can be seen in a Black woman business leader's artifact in which she sent a communication to her team and stated, "Thank you for continuing to utilize your training on Appreciation in The Workplace, by creating and maintaining a work environment of appreciation. I am hearing great things from your teams."

Celebrating and recognizing meaningful work. Celebrating and recognizing meaningful work produced the second highest frequency count under personal motivation. This strategy was seen in 10 interviews, one observation, and one artifact and yielded an overall frequency count of 30. When describing this strategy, in an interview, one Black woman business leader said the following:

Employees will do the work for you. They're very appreciative . . . but they like to be recognized; they either like to read it, receive public recognition, or one-on-one in their performance plans. Or . . . monetary recognition . . . we'll give a hundred dollars to their charity of choice during the holiday. But those are the things that keep employees focused and motivated.

Another example of this strategy is in an interview. One Black woman business leader said the following:

My next step would be just the positive strokes . . . reassurance is important. I let team members know they are doing well, that I'm pleased with their progress and their productivity. I find that having weekly meetings where even if there are not many updates from week to week . . . [I] check in and say . . . "I see the work that

you're putting forward" and giving them that reassurance that I am paying attention to their progress on our projects.

Another example of this strategy was during an observation. During a staff meeting, one Black woman business leader had each of her direct reports give updates on their area of responsibility. After each update, she congratulated them on their progress and contributions, and everyone else congratulated them as well.

Providing support, resources, and clear expectations. Providing support, resources, and clear expectations produced the third highest frequency count under personal motivation. This strategy was seen in 10 interviews, two observations, and one artifact and yielded an overall frequency count of 17. When describing this strategy, in an interview, one Black woman business leader said the following:

I provided clarity about the task. . . . I then gave them space to ask questions. I gave them space to make a mistake because that's often where we come up with innovative ideas. . . . I also believe in the 10-80-10 rule . . . the first 10% is providing . . . the expectations, . . . the 80% is for them to go implement and the space for them to lead . . . every single person is a leader . . . and I identify other support that they need to achieve their outcomes. . . . The final 10% is for us to come back to see, did it meet or exceeded the goal . . . and share any learnings . . . they're highly motivated because they know that they have support, but they also are growing their own leadership.

One artifact from a Black woman business leader meeting agenda addressed, "Discussion of each project expectations, resources, and support that is needed."

Creating a culture of community and meaningful connections. Creating a culture of community and meaningful connections produced the lowest frequency count under personal motivation. This strategy was seen in six interviews and yielded an overall frequency count of nine. When describing this strategy in an interview, one Black woman business leader said the following:

I'll give you an example; we finished a particular product launch, which was a long time coming and it was challenging. It was very complicated. . . . We were all virtual then. . . . I tried to come up with something that was different. . . . I ended up pulling in a musician who did a motivational talk and incorporated music. And people seem to really enjoy it because it was different. . . . So, I think anytime that you can be a little unexpected and kind of helping people appreciate not only the work but the art or the experience of what you've gone through, it gives you that milestone to really help people understand the bond that they've created between each other.

Personal Ability

The thematic team developed the following definition of personal ability based upon the work of Grenny et al. (2013), Ericsson et al. (1993), Nowack (2017), and Vaughn (2016): learning and practicing new skills while receiving frequent feedback to achieve results. The interview protocol (Appendix C) created by the thematic team and faculty contained two interview questions that asked all participants about personal motivation. The two questions relate directly to the second research question: "What personal ability strategies do exemplary Black women business leaders use to influence employees?" Four themes were discovered under the personal ability category with a

frequency count of 67. Figure 6 shows the themes along with the frequency count of each of the themes.

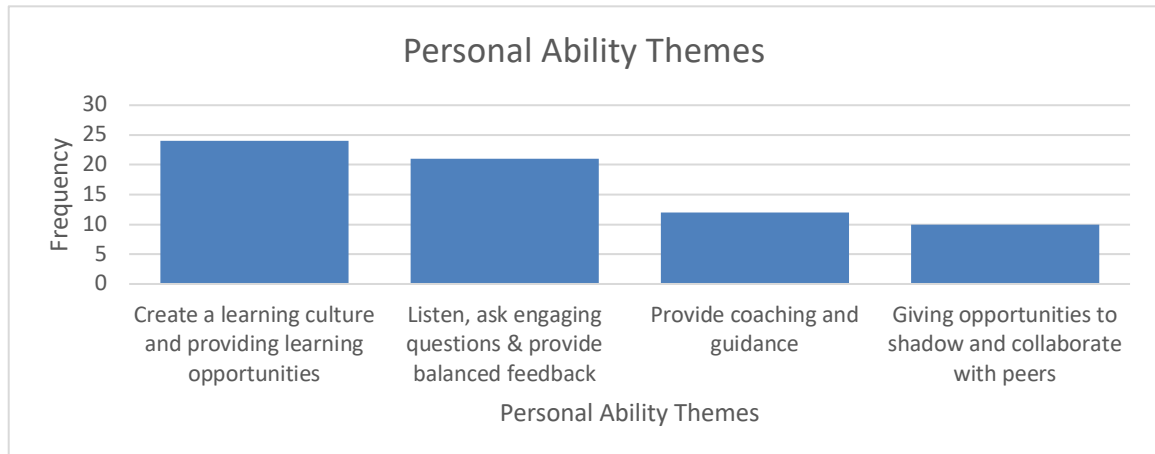


Figure 6. Themes for personal ability.

The highest number of frequencies under personal ability came from the theme of creating a learning culture and providing learning opportunities, which yielded 24 frequencies. The next theme of listening, asking engaging questions, and providing balanced feedback yielded 21 frequencies, followed by providing coaching and guidance, which produced 12 frequencies, and finally giving opportunities to shadow and collaborate with peers at 10 frequencies. Table 5 shows the personal ability themes by source and frequency of the source.

Table 5

Personal Ability Themes Source and Frequency

Theme	Interview sources/ frequency	Observation sources/ frequency	Artifact sources/ frequency	Total sources	Total frequencies
Create a learning culture and provide learning opportunities	10/21	0/0	3/3	13	24

Listen, ask engaging questions, and provide balanced feedback	9/20	1/1	0/0	10	21
Provide coaching and guidance	10/12	0/0	0/0	10	12
Give opportunities to shadow and collaborate with peers	6/8	0/0	2/2	8	10

Create a learning culture and provide learning opportunities. According to Grenny et al. (2013), it is vital for leaders to allow employees to practice the new skills they are being taught. Creating a learning culture and providing learning opportunities produced the highest frequency count under personal ability. This strategy was seen in 10 interviews and three artifacts and yielded an overall frequency count of 24. When describing this strategy in an interview, one Black woman business leader said the following:

I'm always growing, and I know the power that gives you as a human being to discover new things, grow, and stretch your wings. So, it's just about providing the environment . . . bringing things to my team that they've never experienced. . . . It's about always trying to bring something with a different perspective to myself and to my team to see if we can grow together. . . . I like to lead from a shared perspective . . . I say, let's grow together. Let's try this together. Let's give each other feedback on how this is working. . . . So, providing them with the opportunities to learn and grow while I'm doing the same for myself.

Another example of this strategy is in an interview. Another Black woman business leader said the following:

So, I am big on giving my employees the opportunities to train. And so right now, all of my leadership team and their first-line managers, all have a coach; they're going through a management training program. That includes an executive coach as well as a leadership and management coach that helps them hone in on specific skills and then build upon those skills.

Listen, ask engaging questions, and provide balanced feedback. Listen, ask engaging questions, and provide balanced feedback produced the second highest frequency count under personal ability. This strategy was seen in nine interviews and one observation and yielded an overall frequency count of 21. When describing this strategy in an interview, one Black woman business leader said the following:

When the word *feedback* is used, most people feel that this is a personal thing. So, I don't use the word feedback anymore because feedback naturally has a negative connotation. So, when I'm sitting with my leader[s] and I'm listening to what they are sharing . . . I asked them first, can I offer you some insights? Can I share with you my experience of what you're saying? Let's talk this through. And so, we're able . . . to do some great role modeling and exchange information at the same time, so that they can take away some insights and put them into practice.

Another example of this strategy is in an interview. Another Black woman business leader said the following:

I create a specific goal for them, whether a milestone of some sort. I make sure that I'm checking in with them to ensure that if they have questions about the

goal, I listen to them, ask questions, and give them the balanced and specific feedback they need to modify along the way and pivot.

Provide coaching and guidance. Leaders provide coaching and guidance to employees as a method of modeling and practicing new skills and allowing them to focus on their job by determining what works, what does not work, and why (Grenny et al. 2013). Providing coaching and guidance had the second lowest frequency count under personal ability. This strategy was seen in 10 interviews and yielded an overall frequency count of 12. When describing this strategy in an interview, one Black woman business leader said the following:

I had a manager try to give informal 360s to their new team. And instead of coming down hard on the manager, I said . . . let's think this through, let's think how this happens . . . let's look at the company's perspective. Let's look at how things like this are generally done. Let's talk about the impact on the associates. . . So by talking and offering insights . . . it opens it up for this 360 conversation to get us to understanding, and then that person can then go forward with a really clear understanding of leadership as expected by our organization.

Another example of this strategy is in an interview. Another Black woman business leader said the following:

Coaching is real-time feedback! We don't let anything linger . . . correcting quickly . . . helps build and sustain trust. I think that you lose trust when you take too long to tell someone they were off track. So real-time feedback is . . . coaching.

Give opportunities to shadow and collaborate with peers. By creating a collaborative work environment, Black women business leaders share what they know so others can grow (Jones-Deweever, 2016). Giving opportunities to shadow and collaborate with peers was the lowest frequency count under personal ability. This strategy was seen in six interviews, and two artifacts and yielded an overall frequency count of 10. When describing this strategy in an interview, one Black woman business leader said the following:

Upon introducing new projects to the organization, we cross-pollinate the resources. We allow people to job share—cross-train. Right now, we’re about to launch a really big technology project. . . . I spend my time mentoring and coaching . . . with the frontline employees all the way up to my direct reports. And that coaching has drawn [one employee] to the project management space. She is . . . cross-training . . . within our IT department to help them build their detailed project plan. I also do a lot of peer coaching with my peer . . . the CFO.

Another example of this strategy can be seen in an artifact that was submitted by a Black woman business leader. The meeting agenda had a topic of discussion of cross-training opportunities.

Social Motivation

The thematic team developed the following definition of social motivation based upon the work of Grenny et al. (2013) and Weiner (2006): the deeply held desire to be accepted, respected, and connected to humans. The interview protocol (Appendix C) created by the thematic team and faculty contained two interview questions that were asked to all participants about social motivation. The two questions relate directly to the

third research question: “What social motivation strategies do exemplary Black women business leaders use to influence employees?” Four themes were discovered under the social motivation category with a frequency count of 84. Figure 7 shows the themes along with the frequency count for each of the themes.

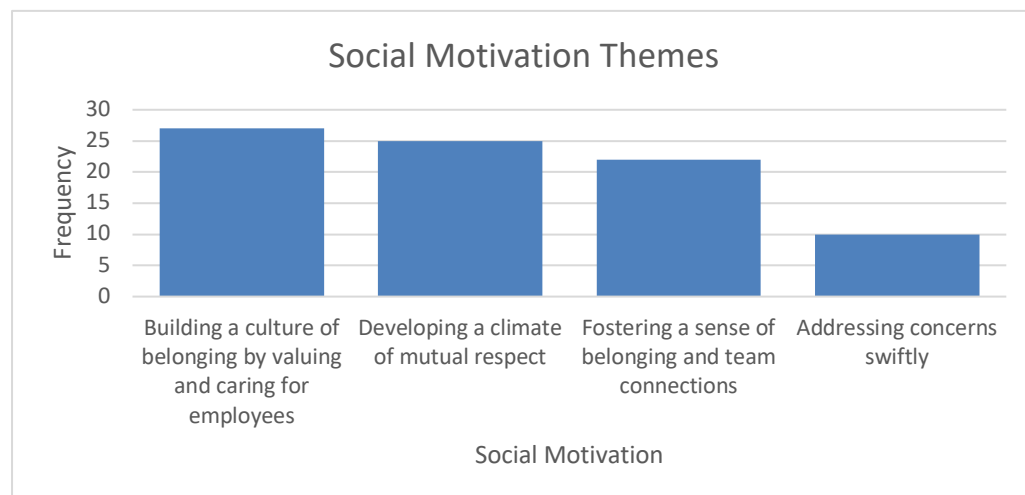


Figure 7. Themes for social motivation.

The highest number of frequencies under social motivation came from the theme of building a culture of belonging by valuing and caring for employees, which yielded 27 frequencies. The next theme of developing a climate of mutual respect yielded 25 frequencies, followed by fostering a sense of belonging and team connections at 22 frequencies and addressing concerns swiftly at 10 frequencies. Table 6 shows the social motivation themes by source and frequency of the source.

Table 6

Social Motivation Themes Source and Frequency

Theme	Interview sources/ frequency	Observation sources/ frequency	Artifact sources/ frequency	Total sources	Total frequencies
Building a culture of belonging by valuing and caring for employees	10/22	2/2	3/3	15	27
Developing a climate of mutual respect	10/23	2/2	0/0	12	25
Fostering a sense of belonging and team connections	10/22	0/0	0/0	11	22
Addressing concerns swiftly	6/10	0/0	0/0	6	10

Building a culture of belonging by valuing and caring for employees.

According to Rao (2017), “Ensuring that every employee feels heard, valued, and appreciated for their achievements” (p. 129) are components of engagement techniques to motivate employees. Building a culture of belonging by valuing and caring for employees produced the highest frequency count under social motivation. This strategy was seen in 10 interviews, two observations, and three artifacts and yielded an overall frequency of 27. When describing this strategy in an interview, one Black woman business leader said the following:

Employee engagement activities, where we publicly celebrate anniversaries, birthdays, even weddings and births, or we had an employee that was going away just recently . . . we had the dance-off—a dance party. We have core values that are written that focus on making sure that we move as one. One of the values is we move as one, and all the values are built into the employee’s performance plans so that we all govern ourselves in the same way.

Another example of this strategy is in an interview. Another Black woman business leader said that she starts each meeting with a “one-breath-check-in” from each employee. The benefit of this strategy is that it allows for celebrations and the space for people to tell how they are showing up and what they need from the group. Therefore, the team does not make assumptions, interpretations, or have limiting beliefs about how one thinks somebody is showing up.

Another example of this strategy was demonstrated through an observation when a Black woman business leader was closing her staff meeting:

Please remember that I care for you and I’m here for you. Please stay safe and well. . . . If you or your families need additional support as we continue through this pandemic, you can always call EAP for assistance with resources or just to speak with someone. Finally, remember the importance of self-care; do something kind and nice for yourself and have a great weekend.

Developing a climate of mutual respect. Developing a climate of mutual respect had the second highest frequency count under social motivation. This strategy was seen in 10 interviews and two observations and yielded an overall frequency of 25. When describing this strategy in an interview, one Black woman business leader said the following:

My focus as a leader is always to make sure people feel respected. [For example] . . . when people disagree on a particular topic, [the belief] . . . is how one plus one equals three. . . . When a person is thinking one way, and another person thinking another way, there should be a way for us to push the envelope and get to something even better. . . . People feeling respected enough to share their

perspectives without feeling . . . attacked is important. If they feel attacked, I resolve it and restate . . . my expectations that [we] see and respect different perspectives.

Another example of this strategy is in an interview. Another Black woman business leader said the following:

Doing my leadership circles . . . I could tell [if someone] may have something to say but don't know how to jump into the conversation. I'm always an advocate for the quiet person in the room, and I will stop a meeting to hear their thoughts. . . I try to make sure that I use my voice to make sure others are heard.

Fostering a sense of belonging and team connections. Fostering a sense of belonging and team connections was the third highest frequency count under social motivation. This strategy was seen in 10 interviews and yielded an overall frequency of 22. When describing this strategy in an interview, one Black woman business leader shared when she has surveyed her team, they said they feel seen and a part of the team when she and others smile at them, speak to them, notice a change in their hairstyles, and inquire about their children. Therefore, the human factor is important, and she modeled it daily and created the space for others to do it. The BWBL reported that it builds stronger team connections. Another example of this strategy is in an interview. Another Black woman business leader said the following:

I am incredibly transparent about my journey as a . . . Black woman. . . . Another important part is the social acceptance because when we look at ourselves and we ask ourselves the question . . . “Why we are not well received?”. . . [For example] I've gone through this transition with my name. For a few years, I went by

[BWBL nickname redacted] because it was the White version of my name. It was more palatable for people. When I started to get into senior management roles, and I changed companies . . . I just went by my name [BWBL name redacted]. I didn't tell anybody that I had a nickname. Someone found out [about the nickname], and they changed my email address to [BWBL nickname redacted]. And everybody started calling me that, and I was [not happy]. I ultimately shared the story of "why." I shared there was a point when I used my name [BWBL nickname redacted], I couldn't get a call back on my resume. And so, I had to do that. That was me covering and trying to make myself more probable to society. I've decided that I just don't care anymore. . . . My transparency has increased as I've gotten more comfortable and moved more into the C-suite space. My transparency has also allowed my team to share more with one another and create better connections.

Addressing concerns swiftly. Addressing concerns swiftly produced the lowest frequency count under social motivation. This strategy was seen in six interviews and yielded an overall frequency count of 10. When describing this strategy in an interview, one Black woman business leader said the following:

When I got this team, we silenced the voices of naysayers. I inherited a team that when someone would say, "I don't agree," they were shut down and marginalize. That was a major concern to me. . . . I said, "I want to welcome naysayers." We need naysayers. I need naysayers to stop me from doing something silly. And once we not only embraced the naysayers, and the expectation was set not to label them, but embrace . . . different thoughts changed everything. The more we

embraced them, the better we got because we made better decisions, and we enhanced the environment. This mindset shift made us better as a team because now they value and seek out different perspectives.

Social Ability

The thematic team developed the following definition of social ability based upon the work of Grenny et al. (2013) and Kardos et al. (2017): the capacity to enlist the power of human interactions and group solidarity to provide support for taking risks and creating change. The interview protocol (Appendix C) created by the thematic team and faculty contained two interview questions that were asked of all participants about social ability. The two questions relate directly to the fourth research question: “What social ability strategies do exemplary Black women business leaders use to influence employees?” Four themes were discovered under the social ability category with a frequency count of 54. Figure 8 shows the themes along with the frequency count of each of the themes.

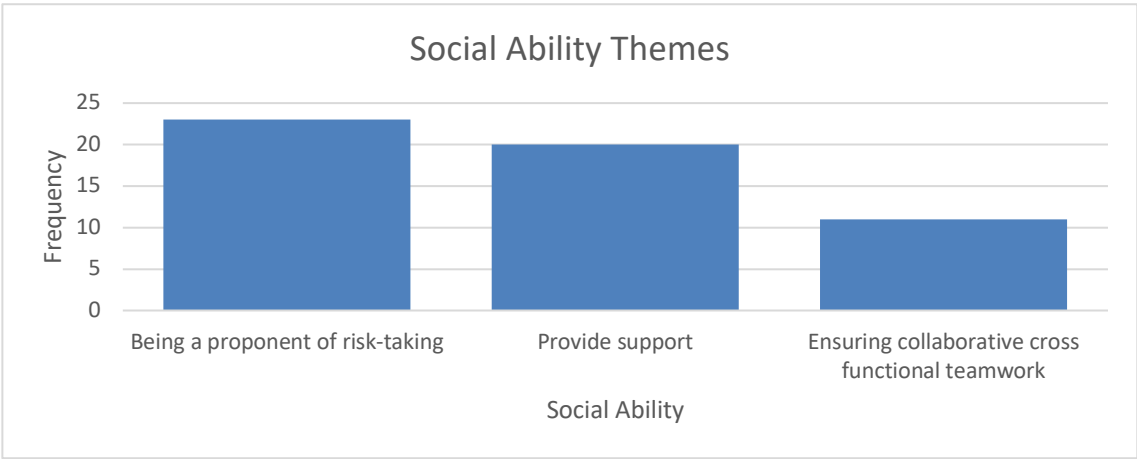


Figure 8. Themes for social ability.

The highest number of frequencies under social ability came from the theme of being a proponent of risk-taking, which yielded 23 frequencies. The next theme of providing support yielded 20 frequencies and finally ensuring collaborative cross functional teamwork at 11 frequencies. Table 7 shows the social ability themes by source and frequency of the source.

Table 7

Social Ability Theme Source and Frequency

Theme	Interview sources/ frequency	Observation sources/ frequency	Artifact sources/ frequency	Total sources	Total frequencies
Being a proponent of risk-taking	10/23	0/0	0/0	10	23
Providing support	10/14	1/1	5/5	16	20
Ensuring collaborative cross functional teamwork	6/9	0/0	2/2	8	11

Being a proponent of risk-taking. Being a proponent of risk-taking produced the highest frequency count under social ability. This strategy was seen in 10 interviews with an overall frequency count of 23. When describing this strategy in an interview, one Black woman business leader explained that giving employees the space to fail without being penalized is important. This BWBL further explained that when space is allowed for employees to try new things and an equal amount of space is given for them to get it correct, it builds resilience.

Another example of this strategy is in an interview. Another Black woman business leader said the following:

Giving them the confidence to do their jobs and to have half ownership . . . allows them to know that they are not alone and that we share the burden and responsibility of the risks together. . . . I'm trying to have more conversations about strategic thinking and planning at the front end of an employee's career. Also risk management and risk analysis because if they can understand risk, they won't be so afraid to make independent decisions, but they're empowered to make decisions.

Providing support. According to Grenny et al. (2013), leaders with strong social ability “are quick to consider what help, authority, consent, or cooperation individuals may need when facing risky or daunting new behaviors” (p. 215). Providing support produced the second highest frequency count under social ability. This strategy was seen in 10 interviews, two observations, and one artifact with an overall frequency count of 20. When describing this strategy in an interview, one Black woman business leader said the following:

We get in the room and figure out what's going on and where's the breakdown. We peel back the onion and get to the root of the problem. I'll usually get some assistance to help me facilitate [the meeting]. As a leader, I need to be humble and think that sometimes, maybe it's me (my expectations are too high, they don't see the inherent value in the goal they gave me their okay, but they weren't committed, etc.). So, we will . . . identify the breakdown and figure out how to fix it as a team to move us forward.

Another Black woman business leader during an observation at her staff meeting used the five whys root cause analysis strategy to provide support to her team when they presented her with a problem that they initially could not solve.

Ensuring collaborative cross functional teamwork. Ensuring collaborative cross functional teamwork produced the lowest frequency count under social ability. This strategy was seen in six interviews and two artifacts with an overall frequency count of 11. When describing this strategy in an interview, one Black woman business leader said the following:

I find linkages in their roles where there are these interdependencies in their roles. There are natural interdependencies. And when we're setting our vision and strategy for the next year, I asked for them to talk about what they think they need to do. And then I asked them to find the interdependencies with the other leaders on our team so that they can start building plans together. So, I don't mandate that. I just asked them to look and see, is there a crossover . . . they must have a mutual need to depend on each other. And so, a lot of my visions and strategies and goals naturally create interdependencies, which creates a stronger team and more cohesive team.

Structural Motivation

The thematic team developed the following definition of structural motivation based upon the work of Grenny et al. (2013) and Fisher (2015): rewards, punishment, or incentives that can be used to encourage or discourage a person's behavior. The interview protocol (Appendix C) created by the thematic team and faculty contained two interview questions that were asked to all participants about structural motivation. The

two questions relate directly to the fifth research question: “What structural motivation strategies do exemplary Black women business leaders use to influence employees?”

Three themes were discovered under the structural motivation category with a frequency count of 41. Figure 9 shows the themes along with the frequency count for each of the themes.

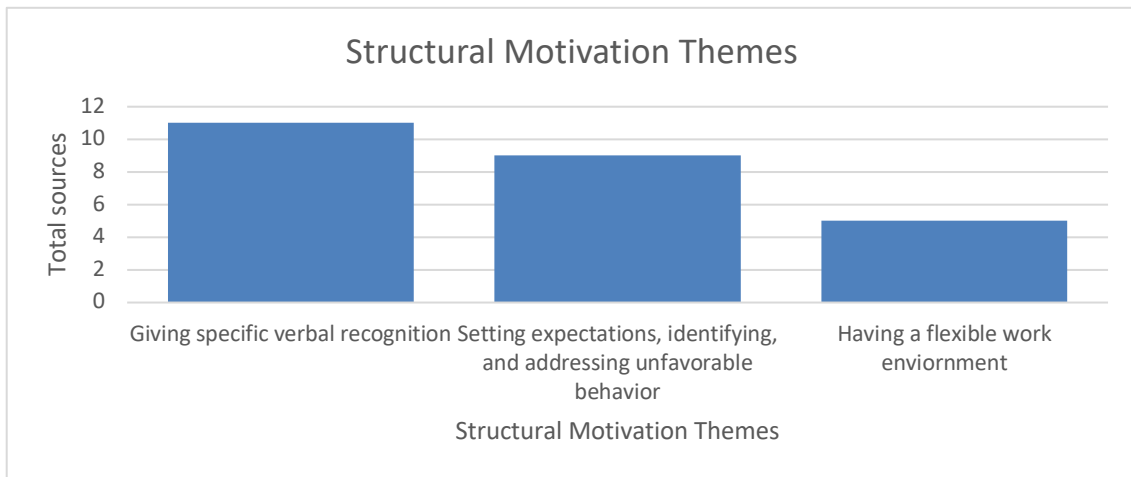


Figure 9. Themes for structural motivation.

The highest number of frequencies under structural motivation came from the theme of giving specific verbal recognition, which yielded 22 frequencies. The next theme of setting expectations, identifying, and addressing unfavorable behavior yielded 11 frequencies and having a flexible work environment at 8 frequencies. Table 8 demonstrates the structural motivation themes by source and frequency of the source.

Table 8

Structural Motivation Themes Source and Frequency

Theme	Interview sources/ frequency	Observation sources/ frequency	Artifact sources/ frequency	Total sources	Total frequencies
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Giving specific verbal recognition	10/21	1/1	0/0	11	22
Setting expectations, identifying, and addressing unfavorable behavior	6/8	1/1	2/2	9	11
Having a flexible work environment	5/8	0/0	0/0	5	8

Giving specific verbal recognition. Giving specific feedback and verbal recognition produced the highest frequency count under structural motivation. This strategy was seen in 10 interviews and one observation with an overall frequency count of 22. Several of the Black women business leaders described this strategy as praising in public while coaching in private and having robust recognition programs. Additionally, when describing this strategy in an interview, one Black woman business leader said the following:

We have modified our quarterly performance reviews so that we don't only talk about the "what," but we talk about the "how" and that gives us the opportunity to recognize the specific contributions of the employee. This works extremely well for employees who don't like public recognition.

Another Black woman business leader during an observation at her staff meeting started the meeting by recognizing an associate of the month for specific contributions toward the goals. The leader also had flowers delivered to the associate's home, and the associate had them visible on the Zoom screen during the meeting.

Setting expectations, identifying, and addressing unfavorable behavior. Setting expectations, identifying, and addressing unfavorable behavior produced the second highest frequency count under structural motivation. This strategy was seen in

six interviews, one observation, and two artifacts with an overall frequency count of 11.

When describing this strategy in an interview, one Black woman business leader said the following:

When people start with me, they get an email about my expectations. And then after that, I have a meeting set up immediately, so we can talk about expectations and then I tell them I'm an alpha female and I'm very direct. . . . So being open and transparent about my communication style has been effective from day one. I even send them articles about alpha communication style. . . . I had an employee whose communication with the volunteers wasn't up to par. So instead of letting it linger, I addressed it right away. We sat down and had a conversation, and I said this is what I'm noticing; have you noticed it? We need to make sure that this perception changes. We had check-ins regularly thereafter. And then once he got it right, I was able to acknowledge that I'd seen the change. So, my strategy is having those regular check-ins and setting expectations in the very beginning which is important.

Another example of this strategy is in an interview. Another Black woman business leader used a different strategy and said the following:

Adults should understand the repercussions and consequences of the decisions that have made . . . I ask what results or impact someone was after. And then once they've given me the results or impact, I challenge them to wait and think before they act. 'Wait' and "think" are acronyms. Wait is simply, why am I talking? . . . I offer them to wait and then think about whatever their comment is going to be. Think—Is it truthful/thoughtful? Is it helpful? Is it informative? Is

it necessary? And is it kind? . . . So, when you combine those two . . . that strategy will help people adjust and get the results and the impact that they're looking for.

Having a flexible work environment. Ryan and Deci (2000a) purported that rewards cause specific behaviors to occur. Having a flexible work environment produced the lowest frequency count under structural motivation. This strategy was seen in five interviews with an overall frequency count of eight. When describing this strategy in an interview, one Black woman business leader said the following:

Learning what work for them and what didn't work for them was important. And then for me to be able to give them those things that they need, they feel it is a reward. . . . A flexible work environment is important to my people. They feel that it is a reward that they have the flexibility and it's not so rigid. . . . By doing this, you get more from them; you get them being happy and not feeling like it's just a job.

Another example of this strategy is in an interview. Another Black woman business leader took a different strategy and said the following:

During our see-something-say-something recognition program, employees get to pick their gift. . . . One of the things that employees tended to love more than anything was time off. . . . And so that said a lot to us about rewarding with time. And that's how we started with the summer Fridays, half days on Fridays, having the week off after Christmas, up until New Year. And so, we started the work-hard-play-hard piece. And so, we start to build that in from an organizational

perspective where everybody got it. And so, they worked hard because they knew we were going to be off for a whole entire week.

Structural Ability

The thematic team developed the following definition of structural ability based upon the work of Grenny et al. (2013) and Blumberg and Pringle (1982): elements of a person's environment such as physical space, surroundings, or atmosphere that positively affect performance. The interview protocol (Appendix C) created by the thematic team and faculty contained two interview questions that were asked to all participants about structural ability. The two questions relate directly to the sixth research question: "What structural ability strategies do exemplary Black women business leaders use to influence employees?" Four themes were discovered under the structural ability category with a frequency count of 66. Figure 10 shows the themes along with the frequency count for each of the themes.

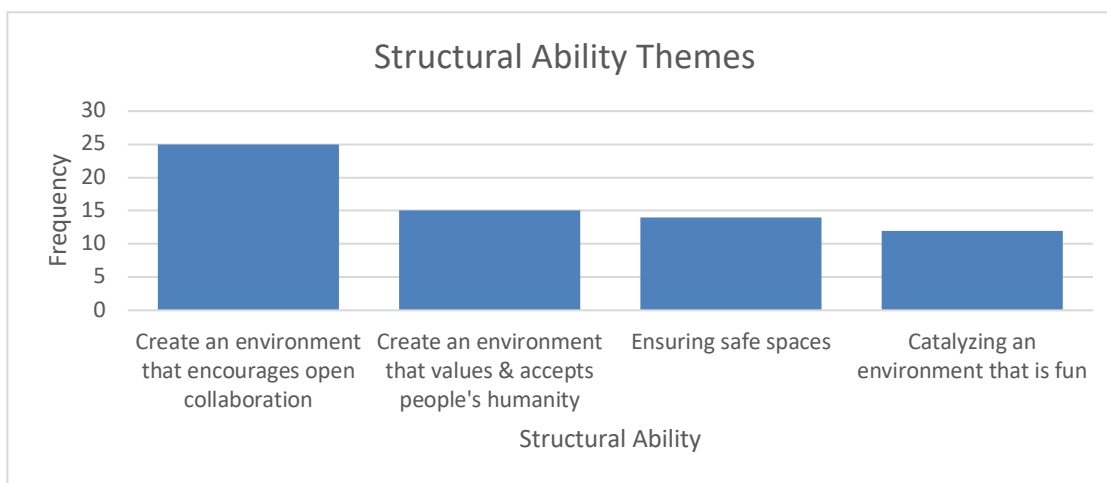


Figure 10. Themes for structural ability.

The highest number of frequencies under structural ability came from the theme of creating an environment that encourages open collaboration, which yielded 25 frequencies. The next theme of creating an environment that values and accepts people's humanity yielded 15, followed by ensuring safe spaces, which yielded 14 frequencies, and catalyzing an environment that is fun at 12 frequencies. Table 9 shows the structural ability themes by source and frequency of the source.

Table 9

Structural Ability Themes Source and Frequency

Theme	Interview sources/ frequency	Observation sources/ frequency	Artifact sources/ frequency	Total sources	Total frequencies
Create an environment that encourages open collaboration	10/20	2/2	3/3	15	25
Create an environment that values and accepts people's humanity	5/14	1/1	0/0	6	15
Ensure safe spaces	8/9	1/1	4/4	13	14
Catalyze an environment that is fun	5/10	1/1	1/1	7	12

Create an environment that encourages open collaboration. Creating an environment that encourages open collaboration produced the highest frequency count under structural ability. This strategy was seen in 10 interviews, two observations, and three artifacts with an overall frequency count of 25. When describing this strategy in an interview, one Black woman business leader said the following:

We have a no (low) wall open environment where people can cross collaborate, pre-pandemics when in the office very easily. They can talk to each other, they

can share ideas, they can hear what's going on in everybody else's department.

The other thing that I think is good is that all my leaders, including myself, have glass offices. . . . I always encourage them to keep their doors open as often as possible just to be open and welcoming. So, we have this kind of camaraderie built around collaboration and openness.

Another example of this strategy can be seen in an artifact that speaks to the Black woman business leaders' company collaboration core value, which is "Collaboration: Pulling ahead by pulling together. We deliver more success through shared goals and mutual support."

Create an environment that values accepting people's humanity. Creating an environment that values and accepts people's humanity produced the second highest frequency count under structural ability. This strategy was seen in five interviews and one observation with an overall frequency count of 15. When describing this strategy in an interview, one Black woman business leader said the following:

I think that when people are not stressed about who they are, you get brilliance from them. They're not covering, they're not worried about, I'm in a t-shirt, is she okay with that? They're not concerned about my baby walking in, and they already know I'm okay with that, so they can focus on the work. And ultimately, I think that is probably the best strategy that I have in my tool kit is allowing them to understand that I accept their humanity.

Another example of this strategy is in an interview. Another Black woman business leader said the following:

I really believe the one-breath-check-ins at the beginning of the meetings allow us to be vulnerable, display courage, and bravery to say, this is where I am, and this is what I need from the team today. Not only have I seen that work virtually, but I've also seen that work in person with teams who just are still trying to feel their way. Once they recognize everyone in here is human; everyone in here is dealing with something and sometimes feels a little distracted before the meeting. And we all admit that and give each other some mental warm-up space, then we can get a lot further than if we just show up with a task at hand. We must remember work is done through relationships.

Ensure safe spaces. Ensuring safe spaces produced the second lowest frequency count under structural ability. This strategy was seen in eight interviews, one observation, and four artifacts with an overall frequency count of 14. When describing this strategy in an interview, one Black woman business leader said the following:

We're still in a pandemic, and we have all the appropriate safety messaging around our building. We still have our social distancing markings, and our kitchen plexiglass is protecting our receptionist. We have signs up about masking and reminders about washing your hands. So, they know that we care about them enough to invest in safety equipment and messages for employees. And then the other thing is . . . we have a few extra offices and because of the current situation with COVID, every employee now has their own office, even the frontline employees, except for the assistants, now have office space. And I think people feel a little safer because they're in their own workspace versus being out in cubicles.

Another example of this strategy was demonstrated through observation. One Black woman business leader answered a question about the return to the office and ensured her team that safety is a top priority, and they would not return to the office until it was safe to do so.

Catalyze an environment that is fun. Catalyzing an environment that is fun produced the lowest frequency count under structural ability. This strategy was seen in five interviews, one observation, and one artifact with an overall frequency count of 12. When describing this strategy in an interview, one Black woman business leader said the following:

Energy! You have to put energy into the environment. In the morning times, I serve as a DJ. When employees come by, I'll ask them what's their favorite song. So breathing life into the environment . . . We walk the floors so that they can see us and say good morning. . . . We just try to stay very engaged. . . . We just try to bring our most authentic self to work as leaders. And when you bring your authentic self to work, so will the others. When leaders show vulnerability, it makes the employees feel as if they're normal too.

Another example of this strategy can be seen in one Black woman business leader's meeting agenda, which started with a fun virtual icebreaker.

Key Findings

All transcribed interviews, observations, and artifacts were coded into themes. From those themes, nine key findings emerged from the data. These findings support how exemplary Black women business leaders use the following sources of influence to achieve extraordinary results: personal motivation, personal ability, social motivation,

social ability, structural motivation, and structural ability. Key findings were identified from themes that produced at least 20 frequencies, had frequency counts from at least eight of the 10 participant interviews, and were triangulated through at least one code from observations or artifacts. Table 10 shows the key findings along with their corresponding frequency counts.

Table 10

Key Findings

Source of influence	Key finding	Interview sources	Observation and artifact sources	Total frequencies
Personal motivation	Creating a positive and appreciative work environment	10	12	41
	Celebrating and recognizing meaningful work	10	2	30
Personal ability	Creating a learning culture and providing learning opportunities	10	3	24
	Listening, asking engaging questions, and providing balanced feedback	9	1	21
Social motivation	Building a culture of belonging by valuing and caring for employees	10	5	27
	Developing a climate of mutual respect	10	2	25
Social ability	Providing support	10	6	20
Structural motivation	Giving specific verbal recognition	10	1	22
Structural ability	Creating an environment that encourages open collaboration	10	5	25

Each of the six sources of influence yielded at least one key finding. The following are the key findings for this study.

Key Findings: Personal Motivation

1. Creating a positive and appreciative work environment was identified in 10 interviews and 12 artifacts and observations and yielded an overall frequency count of 41.
2. Celebrating and recognizing meaningful work was identified in 10 interviews and two artifacts and observations and yielded an overall frequency count of 30.

Key Findings: Personal Ability

3. Creating a learning culture and providing learning opportunities was identified in 10 interviews and three artifacts and observations and yielded an overall frequency count of 24.
4. Listen, ask engaging questions, and provide balanced feedback was identified in nine interviews and one artifact and/or observation and yielded an overall frequency count of 21.

Key Findings: Social Motivation

5. Building a culture of belonging by valuing and caring for employees was identified in 10 interviews and five artifacts and observations and yielded an overall frequency count of 27.
6. Developing a climate of mutual respect was identified in 10 interviews and two artifacts and observations and yielded an overall frequency count of 25.

Key Findings: Social Ability

7. Provide support was identified in 10 interviews and six artifacts and observations and yielded an overall frequency count of 20.

Key Findings: Structural Motivation

8. Giving specific verbal recognition was identified in 10 interviews and one artifact and/or observation and yielded an overall frequency count of 22.

Key Findings: Structural Ability

9. Creating an environment that encourages open collaboration was identified in 10 interviews and five artifacts and observations and yielded an overall frequency count of 25.

Summary

The purpose of this phenomenological study was to identify and explore how Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability as Grenny et al. (2013) described in the book *Influencer*. Ten interviews were conducted with Black women business leaders. This chapter provided a summary of the 22 themes associated with the research questions regarding how Black women business leaders use the six sources of influence to achieve extraordinary results. Data were summarized and coded from the 10 interviews. In addition, coding and theming of observation and artifacts were conducted, which validated the results and/or the descriptions shared by participants during the interviews. Nine key findings were identified, which described how Black women business leaders use the six sources of influence to achieve extraordinary results. Chapter V offers a final

summary of this study including major findings, unexpected findings, conclusions, implications for action, and recommendations for further research.

CHAPTER V: FINDINGS, CONCLUSION, AND RECOMMENDATIONS

In this phenomenological study, the researcher identified and explored how exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability. Using data from interviews, artifacts, and observations, the researcher was able to identify nine key findings. Chapter V identifies the conclusions derived from the nine key findings and summarizes the study, including major findings, unexpected findings, conclusions, implications for action, recommendations for future research, and concluding remarks.

Purpose Statement

The purpose of this phenomenological study was to identify and explore how exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability.

Research Questions

Central Research Question

How do exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability?

Subquestions

1. What personal motivation strategies do exemplary Black women business leaders use to influence employees?

2. What personal ability strategies do exemplary Black women business leaders use to influence employees?
3. What social motivation strategies do exemplary Black women business leaders use to influence employees?
4. What social ability strategies do exemplary Black women business leaders use to influence employees?
5. What structural motivation strategies do exemplary Black women business leaders use to influence employees?
6. What structural ability strategies do exemplary Black women business leaders use to influence employees?

In this phenomenological study, interviews were conducted with 10 exemplary Black women business leaders who met the criteria in Chapter III to identify and explore how they used personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability to achieve extraordinary results. The data collected were from 10 one-on-one interviews with Black women business leaders and were triangulated with data points from 23 artifacts and two observations.

Major Findings

The purpose of this phenomenological study was to identify and explore how exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability. Key findings were identified from themes that produced at least 20 frequencies, had frequency counts from at least

eight of the 10 participant interviews, and triangulated through at least one code from artifacts or observations. The following sections list the major findings for this study.

Personal Motivation

1. Creating a positive and appreciative work environment was identified in 10 interviews and 12 artifacts and observations and yielded an overall frequency count of 41.
2. Celebrating and recognizing meaningful work was identified in 10 interviews and two artifacts and observations and yielded an overall frequency count of 30.

Personal Ability

3. Creating a learning culture and providing learning opportunities was identified in 10 interviews and three artifacts and observations and yielded an overall frequency count of 24.
4. Listen, ask engaging questions, and provide balanced feedback was identified in nine interviews and one artifact and/or observation and yielded an overall frequency count of 21.

Social Motivation

5. Building a culture of belonging by valuing and caring for employees was identified in 10 interviews and five artifacts and observations and yielded an overall frequency count of 27.
6. Developing a climate of mutual respect was identified in 10 interviews and two artifacts and observations and yielded an overall frequency count of 25.

Social Ability

7. Provide support was identified in 10 interviews and six artifacts and observations and yielded an overall frequency count of 20.

Structural Motivation

8. Giving specific verbal recognition was identified in 10 interviews and one artifact and/or observation and yielded an overall frequency count of 22.

Structural Ability

9. Creating an environment that encourages open collaboration was identified in 10 interviews and five artifacts and observations and yielded an overall frequency count of 25.

Unexpected Findings

The researcher interviewed 10 Black women business leaders who held a vice president title or higher. Even though two of the participants were in C-suite leadership positions, the researcher found that no matter what level of leadership the 10 Black women business leaders had achieved, their strategies were aligned at each level. Therefore, creating a positive and appreciative work environment was still the top personal motivation strategy whether they worked in the office or during the COVID-19 pandemic when most companies worked remotely or in a hybrid work model.

Another unexpected finding of this study was how often strategies fit into more than one category or source of influence. For example, although creating an environment that encourages open collaboration could be a structural ability strategy, it may also align with social ability strategies. Perhaps the study's conclusions were less about categorizing sources of influence completely and more about the sources of influence

flexibility. In this study, Black women business leaders used a variety of strategies incorporating motivation and ability to achieve extraordinary results.

Conclusions

As a result of the data analysis and key findings in Chapter IV, the following conclusions were made about how exemplary Black women business leaders achieve extraordinary results using the six sources of influence: personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability.

Conclusion 1: Personal Motivation

If Black women business leaders wish to achieve extraordinary results, they must create a positive and appreciative work environment.

Black women business leaders in this study worked hard to ensure that they created a positive and appreciative work environment for their employees. They saw how appreciating their employees in a positive work environment made employees feel and the results they were able to produce. The Black women business leaders shared ways in which they appreciated their employees for their hard work and supported them in continuing to produce extraordinary work. They asserted that employees would continue to feel good about their work when they worked in a positive environment, which includes appreciation, fun, and a compassionate leader. Peterson et al. (2017) discussed the idea that employees who feel they are supported will, in return, support or buy in to organizational change or goals. Black women business leaders must create an appreciative and positive work environment for their employees to fulfill the vision of the project or organizational goal.

Conclusion 2: Personal Motivation

Black women business leaders who wish to use their influence to achieve extraordinary results must celebrate and recognize the meaningful work of their employees.

In this study, exemplary Black women business leaders were emphatic about creating an appreciative and positive work environment while showing their employees gratitude for their work and celebrating accomplishments. They celebrated and recognized employees for their meaningful contributions, including illuminating and celebrating the big and small wins in staff meetings, written notes, and public praise. Rao (2017) discussed the importance of employee work being related to the organization's vision. Based on the key findings, Black women business leaders must prioritize celebrating and recognizing the meaningful work of their employees to influence their employees' commitment to their shared vision.

Conclusion 3: Personal Ability

If Black women business leaders want to achieve extraordinary results, they must create a learning culture and provide learning opportunities for their employees by listening, asking engaging questions, and providing balanced feedback to their employees.

In this study, Black women business leaders created a learning culture and were clear and consistent in providing balanced feedback after listening and asking engaging questions of their employees. They accomplished this by providing training through formal and informal methods such as eLearning, instructor-led training, high potential development programs, and learning together through a shared perspective. According to

Grenny et al. (2013), “Immediate feedback, coupled with complete concentration, accelerates learning” (p. 128). By listening, asking engaging questions, and providing balanced feedback during one-on-one meetings and team meetings, Black women business leaders built confidence in their employees’ ability to achieve the desired outcomes in a learning climate.

Through listening and asking engaging questions, Black women business leaders understood that not all skills that are needed to complete a goal successfully come naturally to everyone. Therefore, development programs must be provided to close the gap of the skills employees lack. Grenny et al. (2013) described “deliberate practice” (p. 121) of skills as essential to increasing one’s personal ability. Black women business leaders used programs such as manager training programs, high potential leadership programs, emerging leaders’ programs, and coaching programs to assist their employees in learning new skills. This strategy was used to support their staff, and they related its use to having achieved extraordinary results. If Black women business leaders wish to influence their people to produce extraordinary results, they must provide a learning culture, listen, ask questions, and provide ample learning and development opportunities.

Conclusion 4: Social Motivation

Black women business leaders achieve extraordinary results by building a culture of belonging with their teams by valuing and caring for their employees.

This study’s findings concluded that Black women business leaders must build a culture of belonging for their employees. They do this by caring for and valuing their employees. Rao (2017) emphasized the importance of building strong connections by “ensur[ing] that every employee feels heard, valued, and appreciated” (p. 129).

Baumeister and Leary (1995) added, “The need to belong is a powerful, fundamental, and extremely pervasive motivation” (p. 497). A culture of belonging is created when employees feel a connection with their Black woman business leader when she cares for them and values their work.

The 10 participants in this study identified valuing and caring for employees on how they intertwine this in their daily leadership presence. Black women business leaders reported the importance of saying hello, smiling, calling their associates by name, asking about their children, engaging them in heartfelt conversations, and reminding the employees of the value they bring to the table. All these behaviors were deemed socially motivating to employees in businesses and organizations.

Social motivation was described in this study as the deeply held desire to be accepted, respected, and connected to humans. Black women business leaders create a culture of belonging with their workforce employees by caring for and showing them that they are valued. As they continue to do so, they will have a greater chance of influencing the extraordinary results employees are expected to deliver.

Conclusion 5: Social Motivation

Black women business leaders must create a climate of mutual respect in which employees can achieve extraordinary results.

Based on the findings in this study, it can be concluded that Black women business leaders must create a climate of mutual respect with their teams. Black women business leaders in this study boldly created a climate of mutual respect, which allowed employees to achieve extraordinary results. Black women business leaders reported that they set expectations in which different perspectives are respected, conflict is resolved

quickly, and space is created for everyone to speak their ideas and comments in team meetings. By doing so, Black women business leaders create a climate in which mutual respect is expected and practiced. According to Kouzes and Posner (2006), “People perform significantly more effectively when their leaders treat them with dignity and respect, listen to them, support them, recognize them, make them feel important, build their skills and show confidence in them” (p. 58). Black women business leaders will have a strong chance of influencing the expected extraordinary outcomes if they continue to develop a climate of mutual respect.

Conclusion 6: Social Ability

If Black women business leaders wish to influence employees, they must meet their needs by providing them with the support they need to be successful.

In this study, exemplary Black women business leaders provided support to their teams. Black women business leaders understand that by supporting the team, the team will accomplish the desired goals necessary for success. Grenny et al. (2013) emphasized the significance of a leader demonstrating social ability by being “quick to consider what help, authority, consent, or cooperation individuals may need when facing risky or daunting new behaviors” (p. 215). Additionally, Olafsen et al. (2018) described supportive leaders as consistent in satisfying others’ needs. By giving the team the support necessary for success, leaders strengthen the team.

Black women business leaders in this study provided support such as problem-solving assistance, professional development, and time and space for the team to work together. Additionally, they supported their teams by making themselves approachable, establishing frameworks, and coaching. Black women business leaders in this study were

candid about how giving the necessary support impacted the outcomes their employees achieved.

Conclusion 7: Structural Motivation

Black women business leaders must give specific verbal recognition to their employees if they wish to exert effective influence in their organizations.

In this study, exemplary BWBL gave specific verbal recognition to their employees. They did this by providing specific verbal recognition in team meetings, during quarterly performance review meetings, and during employee recognition celebrations. By doing so, BWBL emphasizes to their employees that they want them to maintain their current level of performance.

Grenny et al. (2013) and Ode (2018) concurred that it is vital to understand the employees' motivations and link the motivational gesture or experience to the intended outcome. Employees obtained a better understanding of the BWBL's values when they are recognized and appreciated and become more dedicated to performing at that level or behaving in that manner.

Conclusion 8: Structural Ability

Black women business leaders who wish to use their influence to achieve extraordinary results must create an environment that encourages open collaboration.

In this study, Black women business leaders were clear about how creating an environment of open collaboration makes a difference. Several of the BWBL in this study believed that creating an environment that encourages open collaboration fosters an environment where employees are able to achieve extraordinary results.

The structure or environment in which individuals work may either assist or impede their capacity to accomplish goals (Kim & Young, 2014; Sadatsafavi et al., 2015). BWBL use open collaboration to create an environment where employees can achieve business goals. BWBL in this study showed that the high level of collaboration they modeled created a psychologically safe environment. Additionally, they created this influential environment by effectively listening and implementing shared goals and mutual support. They created an environment that is instrumental in achieving desired outcomes.

Implications for Action

This study provided insights into the lived experiences of 10 Black women business leaders in relation to their use of six sources of influence with their employees. The findings in this study demonstrated how these Black women business leaders have used the six sources of influence to achieve extraordinary results in their respective organizations. The findings of this study and the thematic team's findings within their own populations may provide a closer look at what influence strategies leaders use to create extraordinary results. The implications for action in this study have the potential to positively affect the results that Black women business leaders produce, add to the professional learning that is provided to Black women business leaders through various professional organizations, and offer information for mentors or sponsors to develop questions or offer advice when mentoring or sponsoring early in career Black women who aspire to become a BWBL.

Implication 1: Professional Learning

Organizations, such as SHRM (Society of Human Resource Management), Chief (a private network for women senior executives), BCWN (Black Career Women's Network), ABWA (American Business Women's Association), NCNW (The National Council of Negro Women), NAFE (National Association for Female Executives), and historical Black letter Greek sororities within The National Pan-Hellenic Council, such as Delta Sigma Theta Sorority, Inc., Alpha Kappa Alpha Sorority, Inc., Zeta Phi Beta Sorority, Inc., and Sigma Gamma Rho Sorority, Inc., which have both collegiate and alumnae chapters, should use the results of this study by integrating the key findings into their professional learning programs.

Implication 2: Presentations at Women's Conferences

The results of this study should be presented at conferences, such as FWLE (Foundation for Women's Leadership & Empowerment), NCAAWA (North County African American Women Association), and LAC Women Leaders (Los Angeles County Women Leaders Conference). By providing professional learning on influence strategies specific to women in leadership, they will have new tools to achieve extraordinary results.

Implication 3: Use of Influence Strategies With Leadership Coaches and Mentors

Leadership coaches and mentors should use the results of this study to assist women leaders in learning ways in which they may influence their employees to achieve extraordinary results. Women leaders can also use the findings to train other women leaders in behaviors to support initiatives.

Implication 4: High Potential Leadership Development Programs

Organizations that offer high potential leadership development programs should use the results of this study to equip future women leaders with influence strategies to achieve extraordinary results for their organizations.

Implication 5: Articles for Publication

The findings from this research can be used to prepare an article for publication on influence strategies to achieve extraordinary results to ensure that these findings get broader attention.

Recommendations for Further Research

This phenomenological study identified and explored how exemplary Black women business leaders who have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability. This study's findings show the influence strategies that Black women business leaders can use to achieve extraordinary results. Based upon the results of this study, the following recommendations are made by the researcher regarding further research:

1. A mixed methods study should be conducted using the methodology and interview questions in this study and also include the influence assessment (<https://www.vitalsmarts.com/influencer-assessment/>) developed by Grenny et al. (2013).
2. A research study should be conducted using the same methodology but with Black men business leaders as the position. A comparison should be made to see whether

Black women business leaders use similar or different influence strategies as their male counterparts.

3. A research study should be conducted using the same methodology and early in career Black women business leaders as the position. A comparison should be made to see whether early in career BWBL use similar or different strategies as more tenured and senior BWBL.
4. This study found that creating a positive and appreciative work environment, building a culture of belonging by valuing and caring for employees, and developing a climate of mutual respect were essential strategies Black women business leaders focused on to achieve extraordinary results. Further research should be conducted on how BWBL in the United States create psychologically safe work environments.
5. There is limited research on the lived experiences of BWBL who achieve extraordinary results. This study was limited to Los Angeles, Orange, and San Francisco counties. Further studies should be conducted with Black women business leaders in other areas in the United States.
6. A research study should be conducted using the methodology in this study specific to the results that the Black women business leaders were able to achieve. An example of this would be narrowing the specific extraordinary result to a topic, such as leading successfully through the global impact of the murder of George Floyd and a pandemic. Specifically, asking Black women business leaders to relate their responses to how they used influence to successfully lead through the global impact of George Floyd's murder and the pandemic while their lived experiences also included the intersectionality of being defined as a member of a minoritized group, and how they

may have had racial trauma and racialized misogyny. The researchers who participated in this thematic dissertation should do a meta-analysis of the data collected from each of the three dissertations to recommend how leaders can use influence to achieve extraordinary results.

Concluding Remarks and Reflections

I conclude this chapter with my reflections on the process of conducting this research. This study's focus and intention are to bring awareness to the lived experiences of Black women in leadership and how they are very successful. When allowed to lead, Black women generally have a high degree of success. However, most research on Black women leaders is on how they deal with and overcome microaggressions, discrimination, and the impostor syndrome. However, there is very little research exploring and describing the lived experiences and strategies on how well Black women business leaders lead. As a Black woman who is a leader, I assert that the Black women business leaders' voice must be amplified in research, so they can begin changing the reality of Black women being underrepresented in leadership positions, especially in C-suits.

The Black women business leaders I interviewed for this study confirmed and showed me that influence has no similarity to force. It is not about what one can make people do. Influence is about how one relates to and with others. It is about making them feel important, valued, cared for, knowing their name, asking their opinion, listening to them, creating a positive culture for them, and supporting them to be their very best. That is influence! That is the power of influence and what yields extraordinary results.

The Black women business leaders in this study are extraordinary women who have inspired me to show up as my authentic self. Conducting this research and interviewing such phenomenal leaders have made me look deep and know that I must continue to climb the leadership ladder, spread my wings, develop an intentional network, and use my leadership skills to create change in the world and leave a lasting mark each step of the way.

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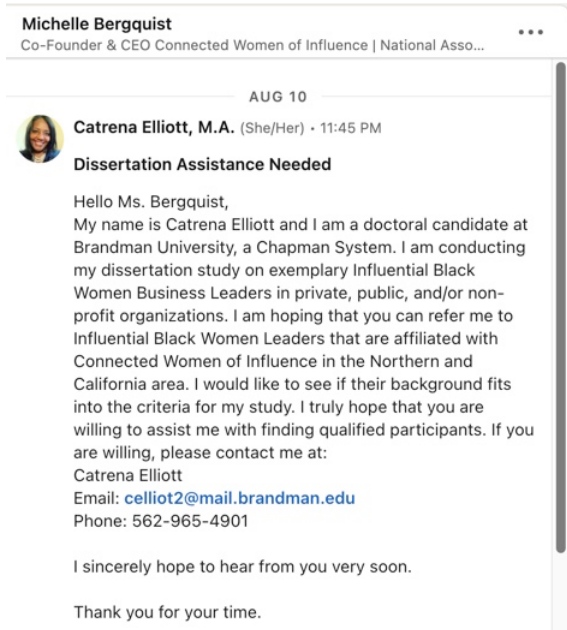
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APPENDICES

APPENDIX A

Communication for Recommendations of BWBL Participants





Catrena Elliott

Dissertation Help Needed

To: asrikant@bizjournals.com

Sent - Google 4:28 AM

Hello A. Srikant,

My name is Catrena Elliott and I am a doctoral candidate at Brandman University. I am conducting my dissection study on exemplary Influential Black Women in Business Leaders in private, public, and/or non-profit organizations.

I am hoping that you can refer me to Black women leaders who have received the award of the Most Influential Women in the Bay Area through your publication. I would like to see if their background fits into the criteria for my study. I truly hope that you are willing to assist me with finding qualified participants.

If you are willing, please contact me at:

Catrena Elliott

Email: celiot2@mail.brandman.edu

Phone: 562-965-4901

I sincerely hope to hear from you very soon.

Thank you for your time.

Catrena Elliott

To:

Ahalya Srikant

San Francisco Business Times Researcher

415-288-4962

asrikant@bizjournals.com



Catrena Elliott

Influential Women Award

To: tnjeditors@tnj.com

Sent - Google July 3, 2020 at 12:32 PM



Hello The Network Journal,

My name is Catrena Elliott and I am a black woman doctoral candidate at Brandman University, a Chapman System. My study is on exemplary Influential Black Women Business Leaders in private, public and/or non-profit organizations. The criteria in which you use for your award, fits exactly into my study. I am hoping that you can send the email below to the past recipients of your award in hopes for them to contact me so they can possibly be a participant in my study. Your help is greatly appreciated.

Hello Influential Woman Business Leader,

My name is Catrena Elliott and I am a doctoral candidate at Brandman University, a Chapman System. I am conducting my dissertation study on exemplary Influential Black Women Business Leaders in private, public and/or non-profit organizations. The Network Journal award criteria fits exactly into the criteria for my study. Therefore, I am hoping that you would be willing to speak to me about possible being a participant in my study. If you are willing, please contact me at:

Catrena Elliott

Email: celiot2@mail.brandman.edu

Phone: 562-965-4901

I sincerely hope to hear from you very soon.

Thank you for your time.

Catrena Elliott

APPENDIX B

Invitation to Participate

I am a doctoral candidate at UMass Global, and an Sr. Human Resources Business Partner for TJX Companies. I am part of a thematic dissertation team studying how exemplary leaders use six sources of influence to achieve extraordinary results. My study is specific to exemplary Black women business leaders.

I am asking your assistance in the study by participating in an interview which will take approximately 60 minutes and will be set up at a time convenient for you. If you agree to participate in an interview, you may be assured that it will be completely confidential. No names will be attached to any notes or records from the interview. All information will remain in locked files accessible only to the researchers. No one from your school district will have access to the interview information. You will be free to stop the interview and withdraw from the study at any time. Further, you may be assured that the researchers are not in any way affiliated with your school district.

Your participation would be greatly appreciated. Feel free to contact me at xxxxxx@mail.brandman.edu or xxx-xxx-xxxx. In addition, the research director, Dr. Julie Hadden, is available at xxxxxxxx or xxxxxx@brandman.edu, to answer any questions you may have. I look forward to hearing from you soon.

Sincerely,

Catrena Elliott, M.OL.

Doctoral Candidate

UMass Global

APPENDIX C

Influencer Interview Protocol Template

My name is Catrena Elliott and I am an Sr. Human Resources Business Partner. I'm also a doctoral candidate at UMass Global in the area of Organizational Leadership. I'm a part of a team conducting research to determine how exemplary leaders use influence to achieve extraordinary results. The study is based up on the book, *Influencer – The New Science of Leading Change*, by Grenny, Patterson, Maxfield, McMillan and Switzler. In their book they describe 6 key sources of influence that leaders can use to support them in creating change. The six influence sources are personal motivation, personal ability, social motivation, social ability, structural motivation and structural ability. This study is focused on the way that exemplary leaders use these six sources of influence to navigate and create lasting change in their organization.

Our team is conducting approximately 30 interviews with leaders like yourself. The information you give, along with the others, hopefully will provide a clear picture of the way in which exemplary leaders use these six sources of influence and will add to the body of research currently available.

Incidentally, even though it appears a bit awkward, I will be reading most of what I say. The reason for this is to guarantee, as much as possible, that my interviews with all participating exemplary leaders will be conducted pretty much in the same manner.

Informed Consent (required for Dissertation Research)

I would like to remind you any information that is obtained in connection to this study will remain confidential. All of the data will be reported without reference to any individual(s) or any institution(s). After I record and transcribe the data, I will send it to you via electronic mail so that you can check to make sure that I have accurately captured your thoughts and ideas.

Did you receive the Informed Consent and UMass Global Bill of Rights I sent you via e-mail? Do you have any questions or need clarification about either document?

We have scheduled an hour for the interview. At any point during the interview you may ask that I skip a particular question or stop the interview altogether. For ease of our discussion and accuracy I will record our conversation as indicated in the Informed Consent.

Do you have any questions before we begin? Okay, let's get started, and thank you so much for your time.

(START RECORDING)

Interview Questions

Before I ask you questions regarding each of the six influence sources, I will first give you the definition in order to ensure our mutual understanding of the source of influence.

Personal motivation is our first source of influence and it is the deeply embedded desire to engage in meaningful and pleasurable work created with direct experiences in an environment in which one can choose to be optimistic about progress.

1. What strategies do you use to help your employees feel personally motivated to perform at high levels to achieve your organization's goals?

Probe(s):

a. Can you share a story of a time when employee's exhibited unusual determination and energy to get an important job done? What do you think motivated them?

2. Employees often thrive when they find joy in their job. What do you do to ensure that work is meaningful and pleasurable to your employees?

Probe(s)

a. Why do you think those strategies help to influence them to engage in high performing activities?

We move now to our second source of influence, **personal ability**. Personal Ability is learning and practicing new skills while receiving frequent feedback to achieve results.

1. Consistently practicing and enhancing new skills is important to achieving extraordinary results in your organization. How do you provide employees with the opportunities to develop new skills?

Probe(s):

1. What formal professional development opportunities are offered to your employees?

2. What informal methods do you use to help employees gain confidence in their skills?

2. How do you ensure employees who are practicing new skills receive feedback?

Probe(s):

1. How do you determine if the feedback process is effective?

2. In what ways do you think this influences their commitment to achieving important company goals?

Our third source of influence is **social motivation** which is described as the deeply held desire to be accepted, respected and connected to humans.

1. Can you share some examples of strategies that you use to ensure employees feel

accepted and connected to each other?

Probe(s):

- a. In what ways do you believe these strategies help to influence your people to rise to new heights of performance to achieve the organization's goals?
2. Employees are most effective when they feel respected? How do you ensure that all of your employees are treated with respect by others within the organization? *Probe(s):*
 - a. Can you tell me about a time when an employee felt that they were not respected, and what you did to remedy the situation?

Our fourth source of influence is **social ability**. Social ability is the capacity to enlist the power of human interactions and group solidarity to provide support for taking risks and creating change.

1. How do you, as the leader, get your employees to come together and work together as a team?

Probe(s):

1. What do you do to support the team in taking risks and creating change?
 2. In what ways have you seen teamwork influence employees to embrace high performing tasks to accomplish an important organizational goal?
2. When a team is not working effectively together, what strategies do you use to get them back aligned to achieve organizational goals?

Probe(s):

- a. Can you tell me a story about how a team got off track and needed some intervention to restore group solidarity?

Our fifth source of influence is **structural motivation** which are rewards, punishment, or incentives that can be used to encourage or discourage a person's behavior.

1. Leaders use methods such as rewards, punishments and incentives to motivate their employees. What methods have you found to be effective in encouraging or discouraging employee behaviors?

Probe(s):

- a. Can you give me some examples of the specific strategies you use? How do you know that they are effective?

2. Can you tell me about a time when you were trying to focus your employees on a really important goal for the organization. What did you do to motivate them to achieve extraordinary results?

Probe(s):

a. What were the outcomes? How did they respond?

Our sixth and final source of influence is **structural ability** which are the elements of a person's environment such as physical space, surroundings or atmosphere that positively affect performance.

1. Physical work space and surroundings can contribute to positive performance. What

physical features of your staff's environment make a difference in the results they are able to achieve?

Probe(s):

a. In what ways do these physical features influence positive performance? How do you know? What evidence do you have?

2. Work atmosphere can be described as the tone, feel or mood of the office. How do you create an atmosphere at work that encourages people to perform at an extraordinary level?

Probe (s):

a. What part of your work atmosphere do you feel most affects staff performance in a positive way? How have you created or supported this environment?

"Thank you very much for your time. If you like, when the results of our research are known, we will send you a copy of our findings."

General Probes

May be used during the interview when you want to get more info and/or expand the conversation with them. These are not questions you share with interviewee. It is best to be very familiar with them and use in a conversational way when appropriate to extend their answers.

1. "What did you mean by"
2. "Do you have more to add?"
3. "Would you expand upon that a bit?"
4. "Why do think that was the case?"
5. "Could you please tell me more about.... "
6. "Can you give me an example of"
7. "How did you feel about that?"

APPENDIX D

Interview Observer Feedback Reflection Questions

Conducting interviews is a learned skill set/experience. Gaining valuable insight about your interview skills and affect with the interview will support your data gathering when interviewing the actual participants. As the researcher you should reflect on the questions below after completing the interview. You should also discuss the following reflection questions with your ‘observer’ after completing the interview field test. The questions are written from your perspective as the interviewer. Provide your observer with a copy of these reflective questions prior to the field test interview. Then you can verbalize your thoughts with the observer and they can add valuable insight from their observation. After completing this process you may have edits or changes to recommend for the interview protocol before finalizing.

1. How long did the interview take? Did the time seem to be appropriate?
2. Were the questions clear or were there places when the interviewee was unclear?
3. Where there any words or terms used during the interview that were unclear or confusing?
4. How did you feel during the interview? Comfortable? Nervous? For the observer: how did you perceive the interviewer in regard to the preceding descriptors?
5. Did you feel prepared to conduct the interview? Is there something you could have done to be better prepared? For the observer: how did you perceive the interviewer in regard to the preceding descriptors?

6. What parts of the interview went the most smoothly and why do you think that was the case?
7. Are there parts of the interview that seemed to be awkward and why do you think that was the case?
8. If you were to change any part of the interview, what would it be and how would you change it?
9. What suggestions do you have for improving the overall process?

APPENDIX E

Field-Test Participant Feedback Questions

While conducting the interview you should take notes of their clarification request or comments about not being clear about the question. After you complete the interview ask your field test interviewee the following clarifying questions. Try not to make it another interview; just have a friendly conversation. Either script or record their feedback so you can compare with the other two members of your team to develop your feedback report on how to improve the interview questions.

1. How did you feel about the interview? Do you think you had ample opportunities to describe what you do as a leader when working with your team or staff?
2. Did you feel the amount of time for the interview was ok?
3. Were the questions by and large clear or were there places where you were uncertain what was being asked?
4. Can you recall any words or terms being asked about during the interview that were confusing?
5. And finally, did I appear comfortable during the interview... (I'm pretty new at this)?

APPENDIX F

Informed Consent

INFORMATION ABOUT: How Exemplary Black women business leaders Use Six Sources of Influence to Achieve Extraordinary Results.

RESPONSIBLE INVESTIGATOR: Catrena Elliott

PURPOSE OF THE STUDY: You are being asked to participate in a research study conducted by Catrena Elliott, a doctoral candidate from the School of Education at Brandman University. The purpose of this phenomenological study is to identify and explore how Black women business leaders that have achieved extraordinary results influence employees through personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability.

Your participation in this study is voluntary and will include an interview with the identified student investigator. The interview will take approximately 60 minutes to complete and will be scheduled via a Zoom conference call at a time of your convenience. The interview questions will be confidential. Each participant will have an identifying code, and names will not be used in the data analysis. The results of this study will be used for scholarly purposes only.

I understand that:

- A. The researcher will protect my confidentiality by keeping the identifying code safe-guarded in a locked file drawer or password protected digital file to which the researcher will have sole access.
- B. My participation in this research is voluntary. I may decide not to participate in the study, and I can withdraw at any time if I so choose. I can also decide not to answer particular questions during the interview if I so choose. Also, the investigator may stop the study at any time.
- C-. If I have any questions or concerns about the research, please feel free to contact Catrena Elliott via e-mail at XXX or by phone at XXX-XXX-XXXX, or Dr. Patricia White (Chair) at XXXX@umassglobal.edu.
- D. No information that identifies me will be release without my separate consent, and all identifiable information will be protected to the limits allowed by law. If the study design or the use of data is to be changed, I will be informed and consent re-obtained. These are minimal risks associated with participating in this research.
- E. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, UMass Global, at 16355 Laguna Canyon Road, Irvine, CA 92618, 949-341-7641.

I acknowledge that I have received a copy of this form and the “Research Participant’s Bill of Rights.” I have read the above and understand it and hereby consent to the procedure(s) set forth.

Signature of Participant or Responsible Party

Date

Signature of Principal Investigator

Date

APPENDIX G

Zoom Recording Release Form

RESEARCH STUDY TITLE: How Exemplary Black women business leaders Use Six Sources of Influence to Achieve Extraordinary Results.

RESPONSIBLE INVESTIGATOR: Catrena Elliott

I authorize Catrena Elliott, Umass Global Doctoral Candidate, to record my ZOOM interview. I give Umass Global and all persons or entities associated with this study, permission, or authority to use this recording for activities associated with this research study.

I understand that the recording will be used for transcription services, and the identifier redacted information obtained during the interview may be published in a journal or presented at meetings and/or presentations. I will be consulted about the use of the Zoom recordings for any purpose other than those listed above. Additionally, I waive any rights or royalties, or other compensation arising from or related to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release any and all claims against any person or organization utilizing this material.

Signature of Participant or Responsible Party

Date

Signature of Principal Investigator – Catrena Elliott

Date

APPENDIX H

Research Participant's Bill of Rights



UMASS GLOBAL UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the UMASS GLOBAL Institutional Review Board, which is concerned with the protection of volunteers in research projects. The UMass Global Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, UMASS GLOBAL, 16355 Laguna Canyon Road, Irvine, CA, 92618.

APPENDIX I




Synthesis Matrix

Source	Leadership	BWBL	Personal Motivation	Social Motivation	Structural Motivation	Personal Ability	Social Ability	Structural Ability
Aanstoos, C. M. (2014, January). Maslow's hierarchy of needs. <i>Salem Press Encyclopedia of Health</i> .	x							
Anderson, D. & Ackerman-Anderson, L. (2010a). <i>Beyond change management: How to achieve breakthrough results through conscious change leadership</i> (2nd ed.). San Francisco, CA: Pfeiffer.	x					x		
Anderson, D., & Anderson, L. A. (2010b). <i>The change leader's roadmap</i> (2nd ed.). San Francisco, CA: Pfeiffer.	x							
Anderson, D., & Anderson, L. A. (2010c). <i>Three types of organizational change: Beyond change management</i> (2nd ed.). San Francisco, CA: Pfeiffer.	x							
Antonakis, J. (2012). Transformational and charismatic leadership. In D. V. Day & J. Antonakis (Eds.), <i>The nature of leadership</i> (pp. 256-288). Thousand Oaks, CA: SAGE Publications, Inc.	x							
Ariely, D., Bracha, A., & Meier, S. (2009). Doing good or doing well? Image motivation and monetary incentives in behaving prosocially. <i>American Economic Review</i> , 99(1), 544-55.			x					
Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. <i>The Leadership Quarterly</i> , 16(3), 315-338.	x							
Bailey, D., Wolfe, D., & Wolfe, C. (1996). The contextual impact of social support across race and gender: Implications for African American women in the workplace. <i>Journal of Black Studies</i> , 26(3), pp. 287-307.		x						
Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. <i>Psychological Review</i> , 84(2), 191-215.	x							
Bandura, A. (1978). The self system in reciprocal determinism. <i>American Psychologist</i> , 33(4), 344-358. https://doi.org/10.1037/0003-066X.33.4.344	x							
Bandura, A. (1982). The assessment and predictive generality of self-percepts of efficacy. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 13(3), 195-199.	x							
Bandura, A. (1986). <i>Social foundations of thought and action: A social cognitive theory</i> . Englewood Cliffs, NJ: Prentice Hall.	x							
Bandura, A. (1991). Social cognitive theory of self-regulation. <i>Organizational behavior and human decision processes</i> , 50(2), 248-285.	x							
Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i> . New York, NY: W.H. Freeman.	x							
Bass, B. M. (1985). <i>Leadership and performance beyond expectations</i> . New York, NY: The Free Press.	x							
Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. <i>Organizational Dynamics</i> , 18(3), 25-32.	x							
Bass, B. M. (1998). <i>Transformational leadership: Maxims, military, and educational impact</i> . Mahwah, NJ: Lawrence Erlbaum Associates, Inc.	x							
Bass, B. M. (1999). Two decades of research and development in transformational leadership. <i>European Journal of Work and Organizational Psychology</i> , 8(1), 9-32.	x							
Bass, B. M., & Bass, R. (2008). <i>Handbook of leadership: Theory, research, and application</i> . New York, NY: Free Press.	x							
Bass, B. M., & Riggio, R. E. (2005). Transformational leadership theory. <i>Organizational behavior I. Essential theories of motivation and leadership</i> , 361-385.	x							
Bass, B. M., & Riggio, R. E. (2006). <i>Transformational leadership</i> . Mahwah, NJ: Lawrence Erlbaum Associates, Inc.	x							
Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. <i>The leadership quarterly</i> , 10(2), 181-217.	x							
Bass, B. M., & Stogdill, R. M. (1990). <i>Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications</i> (3rd ed.). New York, NY: Free Press.	x							
Baucus, M. S., & Beck-Dudley, C. L. (2005). Designing ethical organizations: Avoiding the long-term negative effects of rewards and punishments. <i>Journal of Business Ethics</i> , 56(4), 355-370. https://doi.org/10.1007/s10551-004-1033-8					x			
Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i> , 117(3), 497-529. https://doi.org/10.1037/0033-2909.117.3.497				x				
Beckwith, L., Carter, D. R., & Peters, T. (2016). The underrepresentation of African American women in executive leadership: What's getting in the way. <i>Journal of Business Studies Quarterly</i> , 7(4), 115-134.		x						
Benson, J. D. (2019). Leadership and motivation. In <i>Salem press encyclopedia</i> . Retrieved from								

Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzer, A. (2013). <i>Influencer: The power to change anything</i> . New York, NY: McGraw-Hill.	x								
Groysberg, B., & Slind, M. (2012). Leadership is a conversation. <i>Harvard Business Review</i> , 90(6), 76-84.	x			x	x	x	x	x	x
Haber-Curran, P. & Shankman, M.L. (2018). Emotionally intelligent leadership: An applied model for developing individuals and advancing organizations. <i>Emotionale Intelligenz in Organisationen</i> , 213-225. https://doi.org/10.1007/978-3-658-19127-6_10		x							
Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i> , 77(1), 81-112.						x			
Heath, K., Flynn, J., Holt, M. D., & Faison, D. (2017). <i>The influence effect: A new path to power for women leaders</i> . Oakland, CA: Berrett-Koehler.		x							
Hencliff, E. (2021, February, 25). <i>Thasunda Brown Duckett will become the second Black female CEO currently in the Fortune 500</i> . Retrieved from https://fortune.com/2021/02/25/thasunda-brown-duckett-tia-ceo-black-women-ceos-fortune-500/		x							
Huiss, D.F. (2012). <i>An investigation of the self-efficacy beliefs of Black and Hispanic students that have experienced success or failure in mathematics</i> (Doctoral dissertation). Retrieved from https://search.proquest.com/dissertations-and-theses/docview/2842664/fulltexttextonly/1	x								
Hilgert, R. L. (1974). Positive personal motivation: The manager's guide to influencing others. <i>Personnel Journal</i> , 53(11), 832-834.				x					
Hinchliffe, E. (2020, May, 18). <i>The number of female CEOs in the Fortune 500 hits an all-time record</i> . Retrieved from https://fortune.com/2020/05/18/women-ceos-fortune-500-2020/		x							
Holder, A. M. B., Jackson, M. A., & Ponterotto, J. G. (2015). Racial microaggression experiences and coping strategies of Black women in corporate leadership. <i>Qualitative Psychology</i> , 2(2), 164-180. https://doi-org.libproxy.chapman.edu/10.1037/qup0000024		x							
Houghton, J. D., Pearce, C. L., Manz, C. C., Courtwright, S., & Stewart, G. L. (2015). Sharing is caring: Toward a model of proactive caring through shared leadership. <i>Human Resource Management Review</i> , 25(3), 313-327. https://doi.org/10.1016/j.hrmr.2014.12.001							x		
Hoy, A. W. (2004). Self-efficacy in college teaching. <i>Essays on teaching excellence: Toward the best in the academy</i> , 15(7), 8-11.	x								
Hoy, W. K., & Smith, P. A. (2007). Influence: A key to successful leadership. <i>International Journal of Educational Management</i> , 21(2), 158-167. http://doi.org/10.1108/09513540710729944									
Hoyt, C. & Blascovich, J. (2007). Leadership efficacy and women leaders' responses to stereotype activation. <i>Group Processes & Intergroup Relations</i> , 10(4), 595-616.		x							
Hyppolite, B. H. (2019). <i>Black women's journey to executive leadership</i> (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 27545666)		x							
Influence. (n.d.). In <i>Merriam-Webster's online dictionary</i> . Retrieved from https://www.merriam-webster.com/dictionary/influence									
Jensen, M., Potočník, K., & Chaudhry, S. (2020). A mixed-methods study of CEO transformational leadership and firm performance. <i>European Management Journal</i> , 38(6), 836-845.		x							
Johnson, N. M. (2006). <i>An examination of the concrete ceiling: Perspectives of ten African American women managers and leaders in corporate America and non-profit organizations</i> . (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3226181)		x							
Johnson, W. U. (2005). <i>Differences in perceptions of factors influencing the advancement of African American women in the workplace</i> . (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3180110)		x							
Kamijo, Y. (2016). Rewards versus punishments in additive, weakest-link, and best-shot contests. <i>Journal of Economic Behavior & Organization</i> , 122, 17-30. https://doi.org/10.1016/j.jebo.2015.11.013						x			
Kanungo, R. N., & Mendonca, M. (1996). <i>Ethical dimensions of leadership</i> . Thousand Oaks, CA: Sage Publications.	x								
Kerr, S. (1995). An academy classic on the folly of rewarding A, while hoping for B. <i>Academy of Management Perspectives</i> , 9(1), 7-14.						x			
Kim, S. E., & Young, W. R. (2014). Office characteristics and perceived behavioral outcomes in a public agency. <i>Public Performance & Management Review</i> , 38(1), 76-99. https://doi.org/10.2753/PMR1530-9576380104									x
Kinicki, A., & Williams, B. (2003). <i>Management: A practical introduction</i> (2 nd ed.). New York, NY: McGraw-Hill.	x								
Kouzes, J. M., & Posner, B. Z. (2006). <i>The leadership challenge</i> (Vol. 3). John Wiley & Sons.	x								
Krivkovic, A., Nadeau, M.C., Robinson, K., Robinson, N., Starikova, I., & Yee, L. (2018). <i>Women in the workplace</i> . Retrieved from									

APPENDIX J

CITI Certificate

		Completion Date 26-May-2019 Expiration Date N/A Record ID 31651324
This is to certify that:		
Catrena Elliott		
Has completed the following CITI Program course:		Not valid for renewal of certification through CME.
Human Subjects Research (Curriculum Group)		
Social-Behavioral-Educational Researchers (Course Learner Group)		
1 - Basic (Stage)		
Under requirements set by:		
Brandman University		
		
Verify at www.citiprogram.org/verify/?w9f6e82f4-490f-46e9-be7b-28859f749bea-31651324		