

CRANFIELD UNIVERSITY

Ms Nazia Hussain

Assessing the impact of religion and family in shaping UAE national women's choice of, and engagement with their careers.

Cranfield University School of Management  
Doctorate of Business Administration

DBA  
Academic Year: 2009 - 2015

Supervisor: Professor Susan Vinnicombe and Dr. Deirdre Anderson  
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This thesis is submitted in partial fulfilment of the requirements for the degree of DBA

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## **ABSTRACT**

National women in the Gulf Cooperative Council (GCC) countries are highly educated yet their work participation remains low when compared to the rest of the world. This thesis aims to assess the impact of religion and family in the shaping of national women's careers in the GCC workforce, in particular the United Arab Emirates (UAE). This aim is fulfilled by conducting three interlinked research projects; a systematic literature review, a qualitative study and finally, a quantitative study.

The first research project comprises a systematic review of the literature that identifies the barriers and enablers to the participation and advancement of female national managers in the GCC workforce. The synthesis of articles reveals findings at the societal, organizational, family and individual levels. At the societal level, barriers and enablers are identified as those influenced by socio-cultural and religious norms and practices. These norms and practices influence how organizations (public and private) engage with their employees, and families engage with their individual members.

In the second research project, I choose to narrow the scope of my research from six GCC countries to one country, the UAE. I explore the influence of family on the experiences of ten senior female UAE national managers at key work decision stages; I employ semi-structured interviews and, based on their experiences, the findings reveal that the family has influence at both the role entry and role participation stages. No data were available for the role exit stage. Furthermore, the experiences are different for women from extended versus nuclear families.

In the third research project I choose to focus on the factors that support and impact on the experiences of UAE national women during their career life cycle. The findings indicate that overall there are no differences between the experiences of women from nuclear families versus extended; however, there are differences between the model and the UAE sample, both at the overall level and individual age stages.

My second research project; a qualitative study provides three contributions to knowledge. Firstly, I extend the understanding of work related decisions, taking into account family influences. However, in the UAE, based on my research, the outcome will primarily be in favour of family due to the influence of socio-cultural and religious

norms and practices. I propose that the conceptual framework be extended by adding the component of religion to it when considering the context of the UAE. Secondly, I propose a modification to the framework enabling it to be used in the UAE context. Thirdly, no previous empirical research has been conducted using this framework, with the result that the data from my research contribute empirically. With respect to contribution to practice, this qualitative study identifies the need for enhanced recruitment strategies for women and more gender friendly policies and practices to ensure the effectiveness of Emiratization within both the public and private sectors.

The evidence from my third research project; a quantitative study contributes theoretically as my research demonstrates that the O'Neil and Bilimoria (2005) three phase women's career development model does not fit in the UAE context. The research also contributes from a practical perspective as it identifies the need to improve the development of networking, communication and leadership skills for women and the implementation of comprehensive flexible working practices for women.

**Keywords:** Career Development, Family influence, Religion, Culture, Arab Middle East

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*“The beautiful thing about learning, is that no one can take it away from you”*

*B.B. King*

Pursuing a doctoral programme is an individual and personal journey. However, I recognize the importance of the support required to undertake such a feat. Whilst my late father was never part of the process, I remember growing up hearing the words that “Education is something that no one can take away from you” echoed by B.B. King above. I therefore dedicate my DBA to my late father who has been the greatest influence in my life. When he was alive he always said that “family comes first” and this is something with which my DBA research concurs. My mother has also been a tower of strength during this process, always encouraging me to “do my best and that if I really wanted to achieve something, I could do so with hard work.” Most of all, however, I have to thank my husband and best friend, Santosh who has been there for me during thick and thin, reading through all my project work, discussing, correcting and challenging me from every angle possible. At times he has felt that he was undertaking the DBA and not me!! Throughout the time we have been married, the DBA has been my priority, often missing out on time that we could have spent together. I truly appreciate that he believed in me, the level of support he provided, as well as his love and understanding. I couldn’t have done it without him.

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## **LIST OF ABBREVIATIONS**

BC	Behavioural Characteristics
B/E	Barriers and Enablers
CDPM	Career Development Phases Model
DLC	Dubai Ladies Club
DWE	Dubai Women's Establishment
FRWD	Family relatedness to work decisions
GCC	Gulf Cooperative Council
GP	Gendered Practices
IT	Information Technology
RCS	Religion, Culture and Society
SLR	Systematic Literature Review
WLI	Work Life Interface

# **LINKING COMMENTARY**

The purpose of this linking commentary is to synthesize and integrate the three projects I conducted as fulfilment of my Doctorate in Business Administration (DBA) degree. Each of the three projects builds on the previous one, which will become evident during the course of the thesis.

## **1 Introduction**

In this introductory section of the Linking Commentary I discuss the background and rationale for my research, the business issue that I seek to understand and address, as well as providing information on the United Arab Emirates (UAE) as this is the context in which the research takes place. I conclude with overviews of the projects that constitute this thesis and the research process at Cranfield University School of Management.

The overall objective of my research is “*to assess the impact of religion and family in shaping UAE national women’s choice of and engagement with their careers*”. Having worked in the UAE for over eight years, I was intrigued by how national women wove through the complexities of socio-cultural and religious norms and managed their families, yet achieved success and growth in their work life. I was exposed to some women who were keen to pursue a career but were prevented from doing so by their families and therefore accepted work in a confined manner. Others that I met, negotiated these conditions and either worked around them or risked alienation to do what they wanted to do to pursue their dreams. I therefore, wanted to understand what the barriers and enablers were to national women’s participation in the workforce, how family influenced these decisions and if there were differences for women from different family types and age phases. Whilst Project One; the SLR was focused on the GCC as a whole, the remaining two projects were focused on the UAE only. However, the business issue detailed in the next section is common to most, if not all, the GCC countries.

The six countries that comprise the GCC are Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the UAE. Whilst there are similarities between the countries, in terms of religion, culture and lifestyle, there are also differences – varying indigenous population rates is an example. According to UN data as at July 2014, Omani and Saudi nationals comprised 70% of their respective populations with Bahraini and Kuwaiti nationals comprising of 45% and 31% of their populations respectively. The UAE and Qatar possess the lowest national rates as a percentage of their populations with UAE nationals at 19% and Qataris 15% (<https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html>). The consequence of low national rates is that foreign labour is required for the development of the country at least until the local population has the required expertise and experience, and in some cases, the willingness to conduct the jobs that are currently being undertaken by expatriates. It is for this reason that I focus my empirical research on the UAE.

In an effort to address this issue, the UAE government has introduced localization initiatives aimed at the recruitment and retention of UAE nationals both in the private and public sector, with organizations being set specific targets. The hiring of female nationals is one of the Emiratization initiatives currently in place. The government recognizes that in order to achieve these targets, female nationals are required in the workforce. Emiratization may have facilitated women's chances of entering the workforce, but national women are confronted with biases when competing with males in the UAE workplace (Tlaiss and Kauser, 2011a). However, according to Tlaiss (2014), Emiratization helps women find jobs as organizations are required to fulfil their quotas of hiring UAE national women. The challenge the government is facing is that despite these initiatives being in place, the national female workforce participation rates have increased only marginally and still remain one of the lowest in the world. Rutledge et al. (2011) suggest that reforms with respect to the labour market are required to be able to confront the issue of female national unemployment. Female national employment and unemployment rates are not consistently measured within the UAE. However, the most recent female national employment rates are quoted by Omair (2010) who noted an increase from 5.4% in 1995 to 27.9% in 2008 in women's economic participation. This is also despite the fact that UAE national women are amongst the most highly educated in the world. As at 2014, 95% of national women

who completed their high school education as compared to 80% of their male compatriots enrolled in tertiary level education (<http://www.uaeinteract.com/society/women.asp> accessed on March 1, 2015).

In this section I provided an introduction to the research including the aims and purpose of the research as well as the business issue I seek to understand. In the next section I provide details of the UAE context and an update of the literature from 2011-2015, not included in the Systematic Literature Review (SLR).

## 1.1 Context

In this section I discuss the context of the UAE, including its history and traditions, as well as the religious and cultural background that impacts on the lives of women, affecting family behaviour and organizational practices. However, these influences vary according to how traditional the family is and their adherence to cultural and religious norms and practices.

The UAE comprises seven emirates – Abu Dhabi, Dubai, Sharjah, Ajman, Um Al Quwain, Ras Al Khaimah and Fujairah and was established in 1971. It is located in the Arabian peninsula and borders Saudi Arabia and Oman, spanning 71,000 square kilometres. Prior to the 20th century, the country was a vast desert inhabited only by Bedouins ('desert-dwellers') who were primarily located in the Southern Emirates bordering Saudi Arabia. They sustained themselves by fishing, date farming and pearl diving. It is these Bedouin tribes that are the foundation of UAE society and culture today. The Bani Yas tribe, a confederation of members from the Al Maktoum and Al Nahyan families, was the most powerful of all tribes at that time, and the present day rulers of Dubai and Abu Dhabi are descendants of these two families. ([http://www.zu.ac.ae/main/en/\\_careers/living/story.aspx](http://www.zu.ac.ae/main/en/_careers/living/story.aspx))

However, in the Northern Emirates, which has a large coastline and borders Oman, the settlers were from the trading communities of neighbouring Iran, Oman, and the Indian subcontinent. The implication of this varied stock, is that UAE society today is a land of contrast, comprised not only of Bedouins, but also other tribes, naturalized citizens, other Arabs and expatriates. According to census data (2010, cited in National Bureau

of Statistics, 2013, p. 32) the estimated population of the UAE is 8.3 million. The official language of the UAE is Arabic although English is widely spoken.

The UAE is categorized as having a religious government and is governed by Islamic (Shar'ia) law. Sullivan (1991, cited in Haghghat-Sordellini, 2009, p.110), states that a religious government as one that ***“identifies itself with a particular religion or religion in general.”*** Islam is a religion that promotes a strict code of conduct and, when adhered to, plays a role in how people behave at the individual, family, organizational and societal level. It therefore has a significant contribution in determining how women are perceived in society and their roles. The findings from research conducted by Tlaiss (2014) confirm that career experiences of women in the Middle East are different from those in Europe and North America and therefore, models/frameworks from the West should be applied with caution. She suggests that it is essential that researchers take into account context and the ***“role that collectivism, masculinity and patriarchy play in orchestrating the progression of women in their careers”*** (Tlaiss, 2014, p.354). Her research supports the work of Syed and Özbilgin (2009) who suggest that women's careers in the Middle East and Asia need to be evaluated with a more relational approach.

In other parts of the world, societal attitudes are of importance but not necessarily linked to religion. According to Metle (2002, p. 250) ***“Islam cannot be separated from the culture of the people of the Middle East”***. Islam plays a significant role in determining how women conduct themselves and therefore, the impact it has on them both personally and professionally. Abdalla (1996) attributes the lack of female participation in the GCC workforce to the traditions and values of the Arabian Gulf from the days before oil was discovered. Despite tremendous social and economic development since that time, these governments have only accepted changes that reflect Islamic traditions and values. Whiteoak et al.'s (2006) study is supportive of Abdalla's (1996) findings and suggests that whilst there is a drive to increase the number of national women in the labour force, this is not consistent with the conservative and traditional values held by people in the UAE and similarly in other Gulf countries. Similarly, Al-Ahmadi (2011) argues that one of the key barriers to women's participation and advancement in the workforce is that of the traditional male attitude.

Women from traditional families, who conform to the strict Islamic code of behaviour, are required to be escorted by a relative, usually a male relative, when they travel. Organizations in the UAE, especially in the public sector, will have ‘Escort leave’ integrated into their leave policy. Escort leave refers to leave that is taken (by a man or a woman) when required to accompany a female member of the family on a trip. In most organizations, the allowance is for a set number of days per year and is paid leave. Given that the UAE is a Muslim country, organizations structure their policies around the doctrine and traditions of the religion. There are certain repercussions from this; cost is one of them and business continuity another. Whilst the chaperone is away on leave, the tasks that the incumbent usually works on may very well not be undertaken which impacts on business continuity.

According to Al-Ahmadi (2011), a person’s gender defines their social and family responsibilities. Male responsibilities include providing for and protecting the family, the latter being used to exert control over spouses and be the decision maker in the public domain. Metcalfe (2011) supports this claim and refers to the traditional attitudes of men in the Gulf preventing the progress of women as an Islamic Gender Regime. She suggests that this regime is founded on the *“biological differences between men and women and it is these biological differences that determine social function”* (Metcalfe, 2011a, p.132). The emphasis is on the different and complementary responsibilities that men and women have towards their families and that women are likely to be responsible for taking care of the family at home and men will be the breadwinners. Both Metcalfe (2011) and Al-Ahmadi (2011) support claims by Al-Lamky (2007) and the World Bank (2004) that societal attitudes in the Gulf are influenced by specific family features detailed below:

- Decision making is male centric in the family household
- The male member of the household is the sole economic provider
- The importance of family, taking precedence over individual needs and wants
- The importance of family honour and a woman’s reputation

Muslim women are also expected to seek their husband’s permission to be able to work once they are married. This is related to the concept in Shar’ia (Islamic law) that a wife should obey her husband. The expectation, however, is that women will leave the

workforce once they marry (Metcalf, 2006). In many cases, husbands will be open to their wives working if their workplace is segregated and there is no interaction between the two sexes. This practice is unique to the Arab world but only in specific countries and sectors. Islam requires segregation of the two sexes once puberty has been reached. Metcalfe (2006) suggests that, in the Gulf, segregation is not considered a discriminatory practice, as is the perception in the West. On the contrary, the majority of organizations are supportive of segregation policies. It is noteworthy, however, that despite the UAE being an Islamic country, and the rules and regulations being governed by Islamic law, none of the public sector organizations have compulsory segregation policies in existence.

To summarize, it is important to recognize that the UAE context is different from the West. Socio-cultural and religious expectations play a significant role in the lives of women both in the private and public domains and therefore any comparison with Western theories or models must make allowances for these differences.

## **1.2 Updated Literature**

The SLR for Project One that I conducted in 2011 included literature from 2000-2010. In the last five years however, there is evidence of a number of new articles being published indicating an increasing interest in the careers of national women in the GCC countries. Additionally, these articles have been published in mainstream journals and not solely in gender related journals. I therefore, wanted to incorporate the additional literature about the careers of national women in the GCC in my thesis.

The articles selected contribute to knowledge from a variety of perspectives. Afiouni's (2014) and Karam and Afiouni's (2014) studies for example, consider the careers of women in the Arab Middle East in the academic profession and both articles extend knowledge in the context of academia. Abdalla (2015), Kauser and Tlaiss (2014), Marmenout and Lirio (2011), Rutledge et al. (2011) and Tlaiss (2014) consider the careers of women in the Gulf from a human resources policy perspective and how women's careers could be further improved with more gender friendly policies. However, a key theme that emerges from all the articles reviewed is the influence that



socio-cultural and religious norms and practices has on the work lives of national women in the Gulf, thus reinforcing the findings from my research.

At the societal level, the literature suggests that Gulf societies reinforce traditional gender roles due to the impact of religion, patriarchal values and the centrality of the family (Afiouni, 2014; Karam and Afiouni, 2014; Metcalfe, 2008; Rutledge et al., 2011). According to Rutledge et al. (2011), the GCC governments are keen to encourage national women to join and remain in the workforce. Their findings reveal that nationalization policies that have been implemented have been influenced by the Gulf's social and cultural norms depicting traditional Islamic values. A number of interviewees in their study support the current practice of adopting the Islamic code of conduct by employers in Saudi Arabia when recruiting women. Other interviewees indicated their support of national women taking on limited roles in the workforce (Rutledge et al., 2011). The findings also indicate that there was a greater likelihood of gender segregated employment opportunities being in existence in the public as opposed to private sector (Rutledge et al., 2011)

In a survey by Gulftalent.com (2013), UAE national women reveal that they prefer to work in the public as opposed to the private sector, due to the presence of other UAE/GCC nationals that have similar social and cultural norms thus supporting Rutledge et al. (2011). The Gulftalent.com (2013) survey attributes the higher number of national women working in the public as opposed to private sector, not only to the similar social and cultural norms, but also due to the shorter work hours and enhanced benefits.

The findings also revealed that in the UAE, Emiratization, for example, was not gender focused. This is despite the fact that the UAE Government has stipulated that all government departments achieve gender focused recruitment and retention targets of national women. This is in light of the fact that more of the new graduates are female. Additionally, it was argued that the policy monitoring and evaluation needed to be carried out in a gender sensitive manner. It was suggested by one interview participant that more focus was required on females, especially those who were well educated and that this would address the issue of nationalization. Enforcement of existing labour laws was adequate but the enforcers required educating so that they would be more open

to employing women (Rutledge et al., 2011). Metcalfe (2011) supports these findings and in her study reveals that progress has been made with respect to the education of nationals; however, the inclusion of gender in policies related to public planning as well as human resources development systems, remains in the early stages of development.

Afiouni (2014), in her study of Arab Middle Eastern women in academia identifies religion, patriarchy and family centrality as three key institutional factors of influence on women's careers in academia. She argues that women choose a career in academia for a number of reasons, but predominantly because they have a calling to do so, or because other careers are not attractive to women and because academia offers a level of flexibility which is conducive to working mothers/women. Furthermore, Sidani (2005) suggests that teaching is considered to be respectable and allowed in Islam. Islamic and patriarchal values are possible reasons for a connection and preference to academia (Karam and Afiouni, 2014; Metcalfe, 2007, Moghadam, 2005). The findings also reveal that academia offers work flexibility, which is attractive to women, especially those women who are from traditional societies where there is a focus on the centrality of the family. Furthermore, Karam and Afiouni (2014) argue that the flexibility offered by academic institutions is of greater benefit to Muslim men (as opposed to women) who want to balance their work with their Islamic duties. Afiouni (2014) also argues that the aspect of work flexibility that attracts women to the field of academia encourages the gender roles to remain traditional. She suggests that women are able to place the responsibilities of their families before work, as expected by society, because the flexibility of working in academia enables them to do so.

At the organizational level, Marmenout and Lirio's (2014) study suggests that organizations should provide additional training and opportunities for further education to national women thereby encouraging women to remain in the workforce. They state that "Emirati women value education to a great extent and many enjoy the learning and exposure continuous education provides. Regardless of their other responsibilities, they often seek out opportunities to advance their skills and improve their long term career options" (p.152). Additionally, they reveal that emotional support from male members of the family, i.e. father, uncle or husband, is important to their success. It is noteworthy that in UAE society it is expected that whilst female colleagues act as role

models and mentors, it is only male members of the family and organizations who are considered as sponsors by women, enabling them to achieve success in their careers. What is also of interest is that national women will redefine their roles to align with family requirements (Marmenout and Lirio, 2014).

Williams et al. (2013) in their research of UAE national women in the public sector indicate that fathers are an integral support factor in women's careers. They support and encourage their daughters to become educated and pursue their careers; however, this is on the understanding that young women will not 'bring shame' to their families. Unacceptable behaviour in this context would be conducting themselves in a manner that is seen as 'immodest' and it would be equally unacceptable if their behaviour led to questions about their father's role as the breadwinner in the family. This recurring theme is supportive of Gulftalent.com (2013), Hewlett and Rashid (2011) and Omair (2008, 2010) where a preference to work in the public sector, as opposed to the private sector, is indicated. This is mentioned earlier, and is due to the fact the culture within the public sector is more conducive to their social and cultural requirements. Grant (2005) in an earlier study suggests that UAE national women should be encouraged to work in the private sector and that these businesses should take into account the socio-cultural and religious norms and practices within their business practices. What this demonstrates is that a change in mindset to working in the private sector is required but is yet to happen. Another suggested option would be to employ a family member in the private sector to facilitate their female family member working in the same organization (Williams et al., 2013)

In a comparison of women from the Middle East and North America, Hutchings et al. (2012) indicate that the lack of flexible working practices in organizations in the Middle East, prevents women from working on international assignments. The women in their research indicated that they were at a disadvantage as they did not receive the same level of support as men, from their organizations and government, and that socio-cultural and religious values and attitudes associated with the traditional gender roles limited their opportunities to work cross border. However, they did reveal that any previous exposure to international experience in terms of a Western education was valuable when being considered for work abroad. Additionally, these women indicated

that they were discriminated against in their organizations when it came to being considered for international assignments, as there were no equal opportunity policies in place, despite Emiratization and other localization programmes (Hutchings et al., 2012). Their preference for working overseas indicated longer-term assignments enabling them to take their families with them, thus managing their work life balance more effectively.

At the family level, Marmenout and Lirio (2014) indicate that younger men are becoming more open to the idea of women working outside the home as the need for a second income is becoming more prevalent. However, national women in the UAE consider marriage and starting a family to be an important factor in their lives, although many are delaying the decision to marry to later. UAE national women also consider financial independence as an important motivation for working outside the home but are aware that it poses a threat to men as it can challenge the status of a man within the family. Marmenout and Lirio's (2014) findings also indicate that some senior women will avoid being promoted at work so as not to threaten their spouse's status.

Their research also reveals that some women advise their junior colleagues to continue working even if their future husbands ask them to leave. Whilst it is expected that women leave employment when they marry, Marmenout and Lirio (2014) suggest that HR policy makers implement initiatives to incentivize women to return to work post marriage by offering them unpaid leave. This could be adopted on a trial basis. Similarly, they suggest greater flexibility is required when women avail themselves of maternity leave. Their suggestion is to grant expectant mothers extended maternity leave or propose that they work from home with a reduced workload. On-site crèches were also a recommendation that was suggested for implementation. Their study supports Syed (2010) who stated that patriarchal practices curtail appropriate utilization of human resources. Williams et al. (2013) suggest that families should engage in more discussions with respect to these patriarchal practices. They indicate that these practices should be openly questioned and scrutinized in the hope that women will be able to achieve greater freedom.

What the above literature has highlighted are certain contradictions. For example, on one hand national women are keen to be independent financially, yet will forego promotions for fear of antagonizing their spousal relationships. The need for financial

independence is possibly driven by the fact that in the event of a divorce, the husband is not necessarily financially obliged to support his ex-wife. “Upon divorce, a husband is required to pay for her maintenance during ‘iddah’ (Surah Al-Talaq: 6)” (<http://navedz.com/2008/12/23/rights-of-women-in-islam-inheritance/>). Iddah is the waiting period of 4 months and 3 days before a woman may remarry. Therefore, he is not legally obliged to provide for her after the ‘iddah’ period is over. This may also explain why national women are willing to conform to the family and societal expectations.

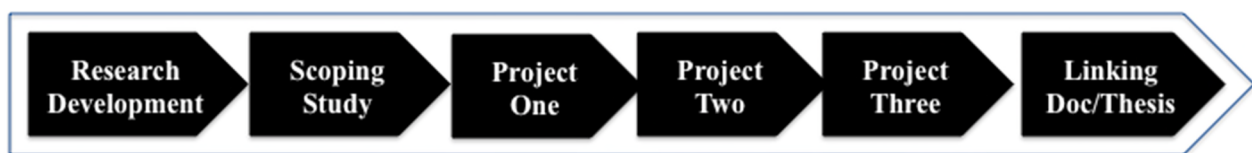
In this section I provided an update on the literature from 2011-2015 relevant to the careers of national women in the UAE. In the next section I discuss the DBA research process at Cranfield School of Management.

### **1.3 The Research Process**

The DBA process at Cranfield comprises six steps as illustrated in Figure 1: The Cranfield School of Management DBA process. The focus of the first step; research development, is the acquisition of the skills and tools to become an effective researcher, including critical reading and writing, research methodology and philosophies. This is primarily achieved through workshops held in residence several times during the first and second year of the programme in addition to personal study and assignments. Alongside the research methods training, I undertook extensive reading in order to identify an appropriate area of literature to explore in more depth leading to a defined review question for the first project. The SLR was concerned with understanding the barriers and enablers to the participation and advancement of female national managers in the GCC workforce. Completion of the SLR enabled me to understand the existing gaps in the literature and define research questions for Project Two; the qualitative study. One of the challenges I confronted whilst searching for articles on women in the GCC was that there was limited literature available at that time.

For the two empirical studies; Projects Two and Three, I chose to focus on one GCC country – the UAE. One of the reasons for selecting the UAE was because I was at that time, employed in two leading public sector organizations and interacted with several UAE national women, and was therefore exposed to the opportunities and challenges

they faced in the workforce. Findings from the SLR showed that family can both facilitate women's careers and provide barriers to their participation and progression within the workforce. I therefore decided to pursue an exploratory study into the influence of family on the experiences of national women in the UAE at key work decision stages. In Project Three, my focus was on the overall influence and support factors that national women in the UAE experienced during the various stages of their career life cycle. This Linking Commentary consolidates all the components integral to the scoping study and the three projects. The four elements are discussed in detail in the following sections.



**Figure 1: The Cranfield School of Management DBA process**

### **1.3.1 The Scoping Study**

The scoping study provided a critical literature review that subsequently led to the identification of a systematic review question. It was conducted with a view to positioning the study in the context of what was already known about the literature domains, albeit from a small sample of the literature, but it enabled specific gaps in knowledge to be identified, and from these gaps, the derivation of an appropriate question for the SLR. The two domains and associated questions identified for the scoping study were as follows:

- What is known about women managers in the GCC workplace?
- What is known about barriers and enablers to the workforce participation of female managers, globally?

The findings from the scoping study reveal that religious and socio-cultural values are of major importance in defining the personal and professional lives of national women in the GCC. National women are expected to be the caregivers in the home whilst men are the head of the family in the public domain. Women are therefore expected to place the needs of the family and home as a priority over their careers and individual needs. The responsibility of childcare is within the realms of the duties of a mother, rather than

both parents, and therefore, women are required to make arrangements for children to be looked after. Where the GCC countries differ from the Western world is in the family structures. In the GCC a large number of families are extended with parents plus grandparents and other members of the immediate family living together, compared to the nuclear family with only the parents and children together; the former aids women in terms of childcare. Work/family conflict in the GCC exists, but it is for socio-cultural and religious reasons where these expectations take precedence over an individual's needs and wants. In the West however, the conflict is more time based, where women are required to juggle numerous activities to be able to balance their lifestyle. The scoping study identifies the importance of family and how it influences these individuals.

### **1.3.2 The Systematic Literature Review (Project One)**

The Systematic Literature Review (SLR) focused on two areas of literature: barriers and enablers confronted by women managers in the workforce globally, and the experiences of female managers in the GCC workforce. The review was conducted in accordance with the SLR methodology devised by Tranfield et al. (2003). The methodology requires the review to be conducted in such a manner that the literature can be identified, evaluated and synthesized in a transparent and replicable manner. The search terms for the retrieval of articles from the databases were based on the following review questions:

- What is known about women managers in the GCC workplace?
- What is known about barriers and enablers to the workforce participation of female managers?

A complete description of the SLR process is detailed in chapter 2.2.1.

The findings from the SLR indicate that socio-cultural and religious norms and practices influence organizations and families and therefore have an impact on the behaviour of individuals. At the societal level, the government supports women through its localization programmes and education incentives, and yet provides limited maternity leave. At the organizational level, the findings indicate that gendered practices exist with inadequate networking opportunities and mentoring programmes for women. Work/life balance initiatives require further enhancement to attract more

women to use them. However, in contrast, the women gain the benefit of extended families that provide them with support with childcare, informal mentoring and escorting them when they are required to travel overseas on business.

### **1.3.3 Project Two - The influence of family on the experiences of senior female UAE national managers at key work decision stages**

What emerged from the SLR was the importance of family influence on the lives of women, both personally and professionally. I therefore chose to explore how that influence affected the experiences of senior UAE national women at key work decision stages. This was a qualitative study incorporating the use of semi-structured interviews with ten senior UAE women. I applied the family relatedness to work decisions (FRWD) Greenhaus and Powell (2012) as my conceptual framework. This framework states that the outcome of a work related decision will generate either a positive or negative outcome for the family (Greenhaus and Powell, 2012).

The findings from this qualitative study reveal that the families of the women in the study influence their experiences at the role entry and role participation work decision stages. The evidence suggests that at the role entry stage, education is valued as a means of entering the workforce. However, women's career choices are decided by family members – in particular fathers/husbands – and at times organized through the use of family networks. Furthermore, women are expected to negotiate whether they can work after marriage with their future partner and his parents at the time of the wedding. The negotiations are conducted via an elder in the family, usually the father or grandmother, whose age and experience is valued in the community. At the role participation stage, the findings indicate that spousal and family support are important factors in enabling women to participate in the workforce. The evidence suggests that the extended family is called upon to provide childcare support when necessary. Additionally, both husbands and fathers provide women with guidance on their careers. Also, women from extended families were often chaperoned by male members of the family when travelling overseas on business, as required in Islam.

A complete description of the Project Two study is detailed in Chapter 3.



### **1.3.4 Project Three – The factors that support and influence the work experiences of UAE national women at the different career life stages**

The qualitative study explored the influence of family at work decision stages. This was built upon in Project Three; the quantitative study, with a view to understanding the factors that support and influence the experiences of UAE national women at the different career life stages. For this piece of research, a survey was used for data collection. I applied the women's career development phases model (O'Neil and Bilimoria, 2005) as my theoretical framework. Their model suggests that women's careers go through three age-related phases.

The findings from quantitative study indicate that UAE national women's careers differ from those of the North American women in the original study by O'Neil and Bilimoria (2005). At the consolidated level, career pattern, career satisfaction and how they assign meaning to success, are the three factors that are similar for the UAE and the model. Other factors for example, career path, career locus, and how they assign meaning to their careers, differ between the model and the UAE.

A complete description of the quantitative study is detailed in Chapter 4.

## **1.4 Research Methods**

In this section I describe the research methods I used to conduct the three projects, including the philosophical perspective, the methodology and the rationale for my choice of research method.

### **1.4.1 The Systematic Literature Review (SLR)**

The purpose of conducting the SLR was to be able to understand what was known in the literature with reference to

- Barriers and enablers to female managers in the workforce globally
- Female national managers in the GCC workforce

I applied Tranfield et al.'s (2003) methodology, which describes a detailed and systematic approach to selecting, analysing and synthesizing the articles in scope.

### **1.4.2 Empirical Studies (Projects Two and Three)**

In this section I discuss the philosophical perspectives and methods associated with the two empirical studies I conducted.

### **1.4.3 Qualitative Study**

In the qualitative study, I ask the question, *“How do senior national women in the UAE experience the influence of family on work related decisions?”* For this project, I use an exploratory lens, taking a social constructionist perspective. The aim is to understand the women’s experiences based on their opinions, thoughts and feelings and how they construct their own reality. According to Crotty (1998), constructionism is concerned with the reality that emerges from the interaction of individuals within society and is dependent upon both experience and consciousness so that reality is created rather than discovered. Reality exists but is created and imposed by the object, emerging as a result of human activity. As each individual has their own view or perception of reality, this influences and impacts how they construct their own reality.

Young and Collin (2004) suggest that constructionism is about the individual’s mental construction of their own reality through cognitive processes, as compared to social constructionism, which is concerned with the social aspects of constructionism and how reality is determined by the individual’s interaction with others in society as well as cultural norms and practices. In contrast, Charmaz (2000) uses the term constructionism when referring to both society and the individual. I therefore, use the term ‘social constructionism’ in my study as its purpose is to explore the work experiences of women and refers to family, society and culture as well as their own individual experiences and consciousness, to determine their reality. Therefore, the reality of the situation is determined by people and not by other external factors or objective data.

Kvale and Brinkmann (2009, p.130) describe semi-structured interviews as “a guide that will include an outline of topics to be covered with suggested questions.” I chose to collect my data using semi-structured interviews as it enabled me to commence with the more general topics and probe further to obtain further detailed information when and where required. An interview guide is usually used to provide a guideline but a great number of questions follow on from conversations, thereby allowing greater flexibility. Moreover, interviews allow the interviewee to ask questions where appropriate.

Additionally, the questions asked will not only generate answers but the reason behind those answers. It also provides opportunities for sensitive answers to be teased out which would not be possible in a survey.

My sample comprised ten senior UAE national women from Dubai and Abu Dhabi who worked in the public sector. A snowball sample was acquired and women were approached initially by phone and then interviews were scheduled and confirmed by email (Bryman and Bell, 2011). The duration of the interviews were an hour on average, took place in their individual offices and were audio taped. Once completed, I transcribed the interviews and conducted the data analysis.

A complete description of the Data Analysis Process is provided in section 3.4. The next section provides a summary of the Quantitative Study methodology.

#### **1.4.4 Quantitative Study**

In the quantitative study, I ask the question, *“What are the factors that support and impact the work experiences of UAE national women during their career life cycle?”*

Following on from the previous study where my epistemological stance had been that of a social constructionist, for this piece of research, I decided to take an objectivist epistemological stance and my theoretical perspective was that of positivism. Accordingly, I chose to use a quantitative method with an online survey as the tool for data collection. I approached this research from a positivist perspective for a number of reasons. Firstly, following a search of the literature databases, no previous research has been conducted on national women’s careers in the UAE by career phase and family type using a quantitative methodology. What a positivistic approach also enables is the possibility of generalization, using a large sample and statistical tools to predict the behaviour of phenomena in a larger population (Easterby-Smith et al., 2008).

Dubai Women’s Establishment (DWE) kindly offered to run the survey for me using their database of women. I developed the questions using an online tool (Survey Monkey) and forwarded the questions to DWE for amendments where clarification was required due to cultural nuances. 5,100 UAE national women were mailed the survey, of which 789 responded. However, only 452 were completed in full and were able to be

used for the data analysis. A complete description of the Data Analysis Process is provided in section 4.4.

	Project 1	Project 2	Project 3
<b>Research Question</b>	What are the barriers to and enablers of the workforce participation of national women in the GCC?	How do senior national women in the UAE experience the influence of family on work related decisions?	What are the factors that support and influence the work experiences of UAE national women during their career life stages?
<b>Method</b>	Systematic Literature Review	Semi-structured interviews with 10 senior UAE national women	Online survey questionnaire administered to UAE national women
<b>Findngs</b>	Barriers and enablers exist at the societal, organizational, family and individual levels	Family influence exists at role entry and role participation work decision stages	Factors that support and influence UAE national women during their career life stages can be categorized into societal, organizational, family and individual
<b>Outcome</b>	Family is both a barrier and an enabler	Family influence exists at role entry and role participation work decision stages but differs according to family type	Family influence does not differ between family type or age phase

Table 1: Summary of DBA projects

## 1.5 Findings

In this section I present the findings that emerged from the empirical projects to answer the question “*What is the impact of religion and family in shaping UAE national women’s choice of, and engagement with their careers?*” I organize the findings according to societal, organizational, family and individual levels and provide details by family type and age stage, as defined in section 1.4 **Research Methods**. I then discuss them within the context of the literature.

### 1.5.1 Societal Level

Societal level findings include socio-cultural and religious influences, government support of women through legislation, and education.

At the societal level, religious and socio-cultural norms and practices are identified as key influencers. In particular the influence of religion on both organizations and families infers that individuals are influenced both personally and professionally. In the qualitative study, the participants from extended families reveal that they require a male chaperone (in particular a family member) when travelling abroad. This is supported by the results in the subsequent quantitative study. However, there is no difference between the family types or age stages.

Another key influence on national women’s careers in the UAE at the societal level is legislation. The findings in the qualitative study, with respect to government support provided to women, indicate that participants are broadly satisfied with the level of support provided by government. Similarly, in the quantitative study, more than 65% of the women reveal that government support is an important factor in their overall career satisfaction. This is comparable across the family types and age phases with marginal differences between them all. Whilst they are broadly satisfied they indicate that an expansion of policies such as maternity leave would be welcomed. In findings from the quantitative study indicate that over 40% of the women both across family types and the individual age phases were dissatisfied with the maternity policy within their organization. This is evidenced by results by family type indicating that 42% of the women from nuclear families and 35% of women from extended families are unhappy

with the existing maternity leave entitlement. The figures are comparable between the women in age groups 1 (20-34 year olds) and 2 (35-44 year olds) with the women in age group 3 (45-60+ year olds) being less dissatisfied. This is understandable given that the children of women in this age group are most likely to be older.

In addition to providing support to women through legislation, the UAE government has been investing in the education sector by encouraging its citizens to become educated. Nine of the ten participants in the qualitative study are educated to Bachelor's level with additional women pursuing Master's and Doctoral level degrees. Similarly 70% of the respondents in the quantitative study reveal that they are educated to at least a Bachelor's degree level, if not higher. However it is noteworthy that almost all of the women pursue their education locally rather than going overseas. It is unclear whether it was their choice to remain locally or whether they were discouraged from going abroad. Of the minority group of students who studied overseas, there were participants from both nuclear and extended families.

The societal level findings from my research support the literature with respect to the influence of society, culture and religion on the experiences of UAE national women in the workforce. Additionally, the findings indicate the importance of education in both the participation and advancement of women in the workforce, which is also supportive of the literature. Legislation in the form of Emiratization indicates that the government is supportive of women; however, a review is required of the maternity laws. The findings are nonetheless supportive of the literature.

### **1.5.2 Organizational Level**

In this section I discuss the findings that emerge at the organizational level including gendered practices and flexible working practices.

The findings from the quantitative study reveal that 43% of women reported that their organizations do not have an equal opportunities policy in place. A similar response of 45% by women from nuclear families versus 40% of women from extended families indicates that women from nuclear families are more concerned with the introduction of such a policy. In terms of the age phases, those in age groups 1 and 2 responded with 44% and 43% respectively versus 31% for older women.

The results with respect to the existence of a mentoring program indicate that 33% of the women overall respond that their organizations do not have formalized mentoring in place but would like it to be introduced. A further 33% of the sample are unaware whether formal mentoring exists in their organization but would also like it to be introduced. The results are similar for women from extended families versus nuclear families, although there is a marginal difference between age groups 1 and 2. A larger difference existed in the manner in which women in age group 3 responded. 19% of them want such a program to be introduced but a further 13% were unaware if it exists at present or not, but would like it to be implemented. This difference between the responses from age group 3 versus the other two groups is indicative of the fact that women in the older age group would have already passed the phase in life when they found mentoring to be useful in their careers.

Despite the lack of mentoring programs, the women did seek guidance within their organizations. The quantitative study also reveals that 55% of the women sought guidance outside their organizations. It is likely that this would have been in the form of informal guidance. The results are similar across both family types and all age phases.

In terms of flexible working practices, the indication is that organizations do not have these in place but the women want them to be introduced. The results indicate that working from home is the most popular option, with an overall 63% wanting it to be implemented within their organization. 50% of the women indicate that they are keen to work compressed hours and, similarly, 40% indicate that they would like the opportunity to work part-time. These responses are replicated across both family types and all age phases.

The results from my research support the literature in terms of indicating that there are limited mentoring programmes in existence currently within organizations in the UAE. Similarly, the findings support the literature with reference to flexible working practices, in that there is a requirement to enhance the limited practices currently in existence.



### **1.5.3 Family Level**

In this section I discuss the findings that emerge at the family level, including the impact of patriarchy on women's experiences and how support from family members facilitates their work/life balance. Additionally I discuss how family networks are used to procure jobs.

My research in particular, the qualitative study, reveals that national women are required to gain approval from the male members of their families with respect to career choice. This applies to not only their choice of career, but also where they will work in terms of location and organization. Some members of nuclear families encouraged their daughters to pursue different careers, as their daughters' initial choice of career was not conducive to or culturally acceptable and in another example, changed for convenience. In other instances, fathers organized jobs for their daughters through their personal network of contacts without their daughter's prior knowledge and then informed them of the jobs they would be doing after they had been arranged. Other women who were single were informed that they would not be able to move to a different emirate, as it was not socially or culturally acceptable for single women to live outside the family home. However, in contrast, the evidence suggests that this is possible if the woman lives with an immediate family member in another emirate.

Almost 80% of the respondents in the quantitative study reveal that their families influenced them with respect to career choice. There were marginal differences between family type and age phases. What this demonstrates is the importance of family members playing a role in the careers the women selected.

According to the findings from the qualitative study, family and spousal support are critical for working-mothers in the UAE. Childcare support is provided by spouses/families to all those with children in this research. However, in contrast, the evidence indicates that in certain families, spousal support is not provided and working outside the home is not appreciated and is actively discouraged.

Several questions in the survey are directed towards the themes of family support with work/life balance, their careers, and childcare provision. Of the women surveyed, over 60% indicate that their families are very supportive of their careers. The figures

reported were marginally less for women from extended families (58%) versus nuclear families (64%). However, at the age phases, the indications are that over 60% of women from both family types have very supportive families and there is no difference between the phases. Similarly, when asked to provide further details of how their families support them in terms of achieving their work/life balance, approximately 40% of the women from both family types and all age phases indicate that their families provide childcare for their children on very frequent basis.

However, there are differences in preference for their use of childcare; 28% prefer to use third party providers with a further 23% preferring family. Similarly, the responses by family type were different. Women from nuclear families (9%) preferred to use third party arrangements rather than family. The results were the opposite for women from extended families, with 25% preferring to use their families versus 23% third party providers. In terms of age phases, the results follow a similar trend for the women in both age groups 1 and 2 for both family types. However, 50% the women from age group 3 prefer to use only their maids or family with maids.

In the qualitative study, there is evidence of the use of “wasta” in procuring jobs for women from extended families. The women concerned use their family connections to find suitable roles in organizations where their families are known to the CEO. This is then tests in the quantitative study where hypothesis tests are conducted to ascertain whether there are any differences between responses from women in extended families versus nuclear families in their usage of family networks. The results indicate that there is no difference between family types, although almost 60% of women reveal that they use family networks to acquire jobs.

In this section I provided the family level findings from my empirical studies. The results from both empirical projects support the literature with respect to the influence that family has on the choice of careers, providing support with childcare and the use of family networks for the procurement of jobs.

#### **1.5.4 Individual Level**

In the quantitative study, behavioural characteristics are named as an individual factor influencing national women’s participation in the UAE workforce. The results from the

survey indicate that national women in the UAE work for financial independence with an overall response rate of 69%. Similar responses were obtained by family type. They also reveal that they are ambitious and want to make a contribution to society. In terms of family type, the second most important reason for working was supporting the family for women from nuclear families. In contrast, women from extended families considered contributing to society as more important. The results were similar for the age phases. However, the women in the older group considered using their education as an important reason for working.

In this section I discuss the findings that emerged from both the empirical studies. In the next section I discuss how my studies contribute to research.

## **1.6 Contribution to knowledge**

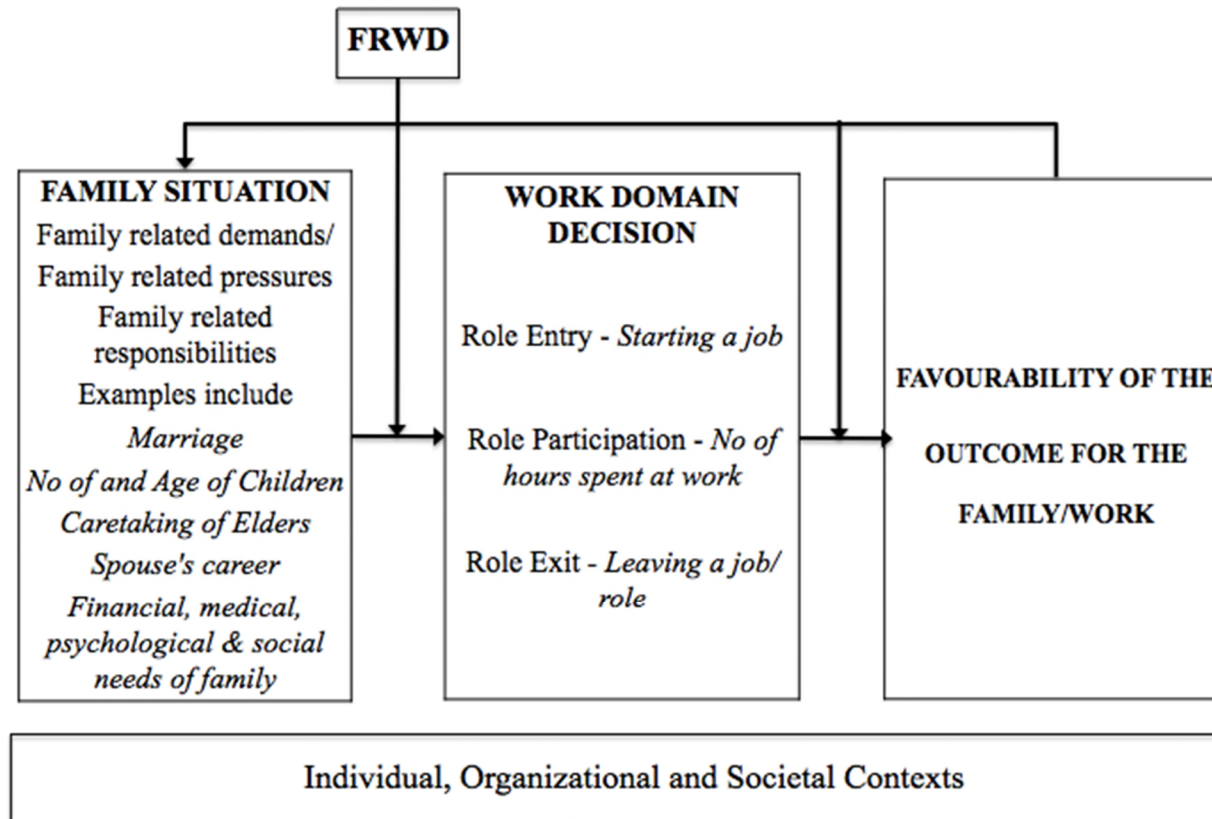
In this section I discuss how this thesis contributes to research from three perspectives: theory, empirical and practice. I discuss the contributions by project.

### **1.6.1 Qualitative Study - Contributions**

In the qualitative study, I draw on the Greenhaus and Powell's (2012) FRWD conceptual framework to analyze the data. It indicates that there will be an impact on family (either positive or negative) when a work related decision is made. However, the findings from my study indicate that in the UAE the outcome of any work decision will predominantly favour the family due to the influence of religion, society and culture. Whilst the existing model (as depicted in Figure 2) considers society and culture as indirect influences, it does not take into account religious influence. Figure 3 illustrates how the framework needs to be customized to take into the account the UAE context. The customized framework shows that religious context is located above the other indirect influences: organizational, individual and socio-cultural as it is a direct influence on the decision making process. Therefore the inclusion of religious context in the framework in the UAE is a theoretical contribution

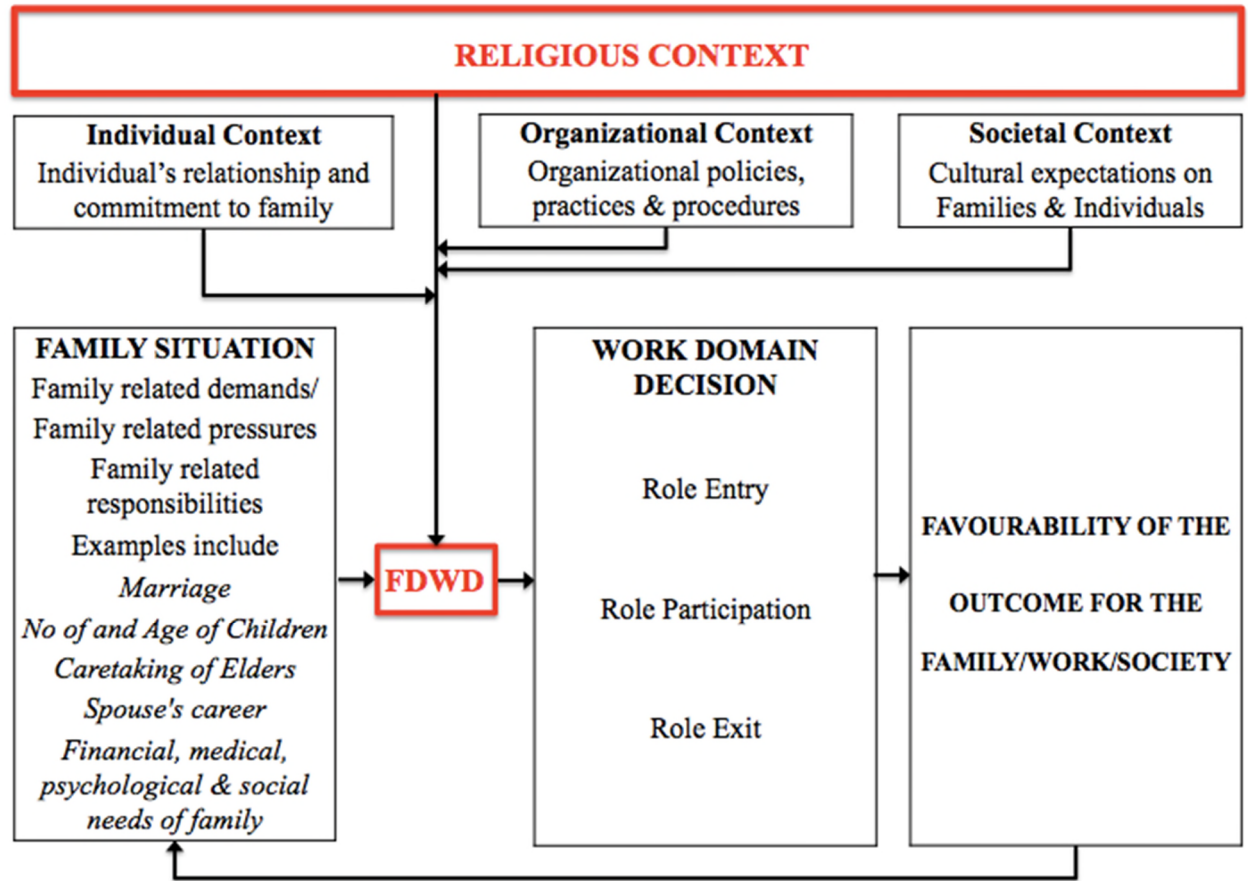
In the West, the model indicates that family situation is considered during the three decision stages (role entry, role participation and role exit) as depicted in Figure 2. However, in the UAE, the findings indicate that family members dictate what is

acceptable according to socio-cultural and religious norms and practices, at both the role entry and participation stages (as displayed in Figure 4). No data were available for role exit. Therefore, as a modest theoretical contribution I propose that FRWD be amended to FDWD (family dictates work decisions) for the framework to be considered in the UAE. The FRWD is a conceptual framework with no previous empirical research conducted to test or develop it. The data from my study are a unique sample from the UAE and therefore, this research can be considered as contributing empirically.



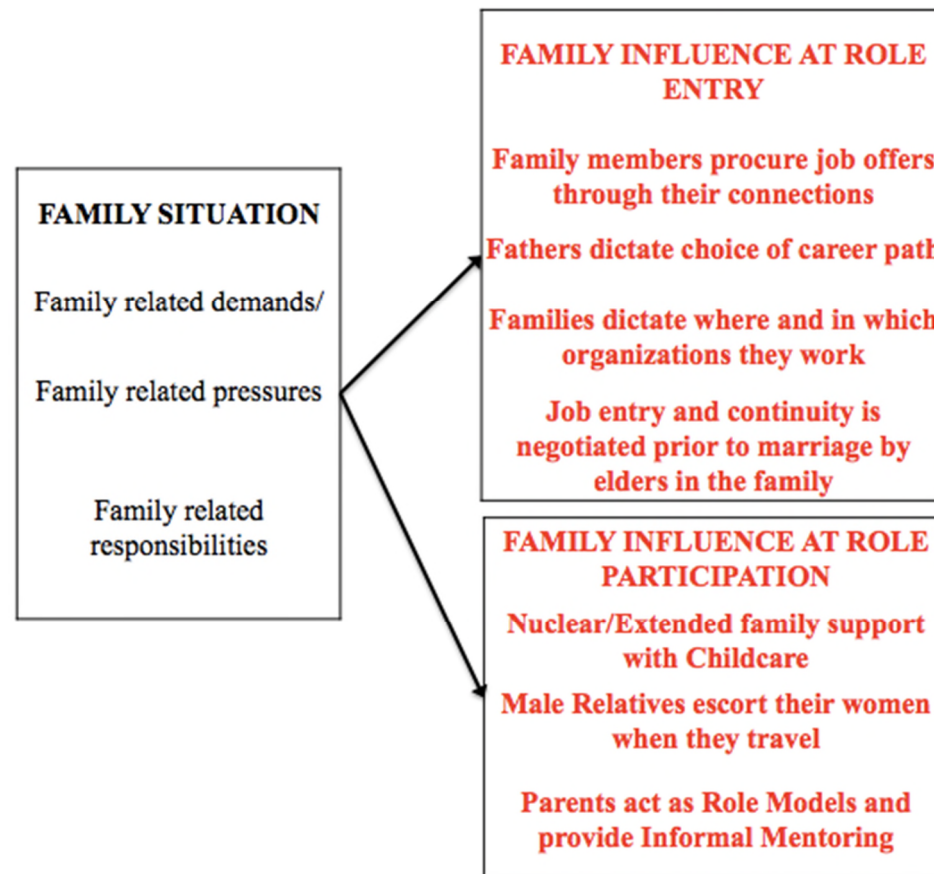
Source: (Greenhaus & Powell, 2012, p. 247)

Figure 2: FRWD framework (Greenhaus and Powell, 2012, p.247)



Source: Adapted from (Greenhaus & Powell, 2012, p. 247)

Figure 3: FRWD framework in the UAE context – adapted from (Greenhaus and Powell, 2012, p.247)



Source: Adapted from (Greenhaus & Powell, 2012, p. 247)

Figure 4: Family influence at the role entry and participation stage in the UAE context – adapted from (Greenhaus and Powell, 2012, p.247)

In terms of contributing to practice, this research provides a guideline for a more focused Emiratization policy aimed at recruitment and retention of national women. At the role entry stage, I identify the need to evaluate alternative recruitment strategies that takes into account the socio-cultural and religious contexts. The implementation of home working would facilitate this and national women hired for these positions. However, it is not possible for all organizational roles to be fulfilled through remote working and therefore alternative recruitment strategies need to be evaluated. Furthermore, with the additional colleges and subject streams in universities available to women, human resource departments should approach these higher education facilities to recruit graduate trainees in new subjects. This would increase the number of women entering the workforce and would be an enhanced and focused means of recruitment.

Secondly, national women have traditionally preferred to work in the public sector due to the shorter hours, enhanced benefits and for being culturally more conducive to the needs of these women. In light of the findings from my research, a plan should be initiated on targeting the private sector to become more gender friendly with respect to their policies and practices.

Thirdly, at the role participation stage, comprehensive flexible working practices including working from home, part-time working and job sharing need to be incorporated, thereby facilitating work/life balance. This would encourage women to remain and grow within the organization, thus enhancing retention strategies.

Finally, my research identifies the need to review many of the HR policies that impact women. Maternity leave entitlement remains below global best practice and needs reform in order to attract national women to remain in the workforce following the birth of their child. Similarly there are no equal opportunity laws in the UAE although the UAE government has mandatory targets for all their departments with respect to national women in the workforce.

### **1.6.2 Quantitative Study - Contributions**

The UAE is a young country having been in existence for 40 years. The sample of national women in my study is representative of the population and is skewed towards



women in age group 1 (20-34) comprising 66% of the sample. Age group 2 (35-44) and group 3 (45-60+) are 30% and 4% of the sample respectively.

I analyze this data using the O'Neil and Bilimoria (2005) framework, which states that women's careers are different from men's and that they evolve through different age-related phases. My research provides a theoretical contribution as the findings indicate that this model does not fit and is not suitable for use in the UAE context, where age phases are not reflected in the population. Table 2 provides a synopsis of the results for the UAE sample across the three age phases when applied to the CDPM (O'Neil and Bilimoria, 2005). It demonstrates how the women in the UAE sample responded uniformly across several of the comparable characteristics.

In terms of role, admin/support appears to be most common with 33% 17% and 19% respectively. The second most common role is that of a "specialist" with 11%, 10% and 6% respectively. What is evident from data is that a significant proportion of women are performing administrative and non-management roles, thus the uniformity of responses in the survey.

<b>UAE</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
<b>Career Locus</b>	Internal	Internal	Internal
<b>Career Path</b>	Series of challenges/proving ground/hard work and effort	Series of challenges/proving ground/hard work and effort	Series of learning opportunities
<b>Career Pattern</b>	Interesting learning opportunities (Ordered)	Interesting learning opportunities (Ordered)	Interesting learning opportunities (Ordered)
<b>Career Satisfaction</b>	31% Strongly Agreed and 46% Agreed	33% Strongly Agreed and 43% Agreed	38% Strongly Agreed and 31% Agreed
<b>Description of Future</b>	Exploring new opportunities	Exploring new opportunities and Vision Questing	Striving for success
<b>Meaning of Career</b>	Accomplishment/achievement/application of knowledge	Accomplishment/achievement/application of knowledge	Accomplishment/achievement/application of knowledge and Making a difference
<b>Meaning of Success</b>	Personal fulfilment and happiness and recognition, responsibility and respect	Personal fulfilment and happiness and recognition, responsibility and respect	Personal fulfilment and happiness and recognition, responsibility and respect
<b>Personal and professional lives separate and distinct</b>	27% Strongly Agreed 49% Agreed	19% Strongly Agreed 58% Agreed	19% Strongly Agreed 58% Agreed
<b>Relationship between personal and professional lives</b>	Need to be different at work	Changing relationship moving toward integration	Changing relationship moving toward integration
<b>Sought Guidance outside organization</b>	12% Strongly Agreed and 37% Agreed	13% Strongly Agreed and 32% Agreed	19% Strongly Agreed and 50% Agreed
<b>Sought Guidance within organization</b>	15% Strongly Agreed and 40% Agreed	15% Strongly Agreed and 36% Agreed	13% Strongly Agreed and 38% Agreed

**Table 2: Characteristics of the UAE sample based on the women's career development phases model (O'Neil and Bilimoria, 2005)**

<b>Criterion with differences between the CDPM and UAE</b>			
<b>Overall</b>	<b>Age group 1</b>	<b>Age group 2</b>	<b>Age group 3</b>
Meaning of Career	Meaning of Career		
Career Path	Career Path		
Career Locus		Career Locus	Career Locus
Career Pattern	Career Pattern	Career Pattern	Career Pattern
Relationship between personal and professional lives	Relationship between personal and professional lives	Relationship between personal and professional lives	Relationship between personal and professional lives
Description of Future	Description of Future	Description of Future	Description of Future

Table 3: Criterion with differences between the CDPM and UAE

In terms of contributing to practice, my research indicates that there is a need for organizations to enhance their training and development programmes especially focusing on women in the early stages of their careers in the areas of networking, leadership and communication. Female coaching and mentoring programmes should be implemented. Where possible, to take into account the cultural and religious constraints, organizations should identify female managers at the middle and senior management levels to take on the role of coach or mentor. Whilst there has been an increasing number of women taking on senior management roles, the numbers remain limited and this may be problematic if the focus is solely to establish female mentors and coaches. The implementation of coaching and mentoring will enable women to perform more effectively in their existing roles, take on new roles and aspire for promotions. A benefit to the organization is that the female workforce would be better skilled, more motivated and this would result in improved performance.

Secondly, my research indicates that women are becoming educated but not necessarily in the sectors that are required. Whilst women are entering new sectors, there remains a gender focus on the healthcare sector and teaching. Therefore, an evaluation of the UAE market requirements in the next 5-10 years needs to be conducted followed by the initiation of an action to target national women to become qualified in those new sectors.

The above recommendations provide a benefit to everybody; the individual women become further educated and acquire the skills to participate in the workforce, the organization benefits from a diverse and high performing workforce and the country benefits from the employment of more nationals and less dependency on the expatriate workforce.

### **1.7 Limitations of the study**

There are a number of limitations associated with this research. Firstly, The SLR was conducted in 2011 and more research on women's careers in the UAE has been conducted since. Furthermore, the selection criteria for the articles in the SLR were subjective, and given the experience gained as a researcher whilst conducting the

empirical projects, some of the articles may have been rated differently if the review were to be conducted again at this stage.

Secondly, the sample size of the qualitative study was only ten. Gaining access to more national women was difficult at the time as another study was being conducted by Cranfield University concurrently. Whilst the subject matter was gender related, the focus was different from mine. At the time I did not think it was appropriate for me to approach the same women for further interviews for my research.

Thirdly, the quantitative study was skewed towards a younger population and therefore the older age group is not reflected adequately in my research.

## **1.8 Opportunities for future research**

The empirical research could be extended to include other GCC countries to gauge if there are any differences in the influences experienced by national women in the other GCC member states.

Whilst the qualitative study included senior women only as a pilot, it would be interesting to extend it to include all job levels, thereby gaining an understanding of how women progress through the different levels.

The empirical studies included UAE national women only. However, it would be of interest to explore the experiences of expatriate women, especially given the diverse nature of the workforce in the UAE.

Finally, it would also be of interest to conduct a pilot with the practical recommendations suggested in this thesis.

## **2 Project One: Systematic Literature Review**

### **2.1 Introduction**

The purpose of undertaking this study was to understand what is known about barriers to and enablers of female national participation and advancement in the GCC countries of the Middle East. The review identified barriers and enablers at four levels; societal, organizational, family and individual. The literature indicates that, globally, socio-cultural attitudes, norms and practices play a part in determining gender roles. In some countries, religious attitudes, norms and practices add to this already complex scenario. These gender roles are then a determining factor of how organizations (from a work perspective) and families (from a personal perspective) interact and engage with their women. This in turn has implications for how women perceive themselves both in the work and family arenas.

#### **2.1.1 Structure of the Review**

This chapter comprises six sections including this introductory section, which provides the rationale and purpose of undertaking the SLR. I also discuss the context and background of the research and how it contributes to the existing body of literature on the topic in question. In section 2.2 (Methodology) I describe the SLR methodology with details of the process, including keyword search strings, databases used, inclusion and exclusion criteria, and the academic and industry experts involved in the SLR process. In section 2.3 (Analysis of Findings) I discuss the findings from the papers within the scope of the review, based on themes that emerge from the papers. In section 2.4 (Discussion) I provide a brief synopsis of the findings and further areas of research. Section 2.5 (Conclusions), comprises a discussion of the conclusions drawn from the findings I reported in the previous section in order to answer the review question “What is known about the barriers to and enablers of the participation and advancement of female national managers in the GCC countries of the Middle East?”. Based on the findings from the existing literature, I identify gaps for further research. I also provide a full bibliography of all references used in the review, and additional material that is relevant to the systematic review but superfluous to the core text is located in the Appendices.

In this section, I provided the background, purpose and rationale for the SLR. I then provided a brief overview of how the chapter is to be structured. In the next section I describe the process for undertaking the review.

## **2.2 Methodology**

In this section I provide details of the process of undertaking the SLR. I include the search strings and databases used, inclusion and exclusion criteria, and the academic and industry experts I consulted during the process.

The objective of this SLR was to examine the existing literature on the topic in question, identify gaps in the literature for further research, and thereby answer the review question. This needed to be conducted in a systematic, rigorous manner so as to ensure transparency.

The literature domains identified from the previously conducted Scoping study were:

- *‘What is known about barriers to and enablers of the participation and advancement of female managers, globally?’*
- *‘What is known about female national managers in the GCC workforce in the Middle East?’*

Upon completion of this review, an exploration of the literature provided an answer to the question:

- *‘What is known about barriers to and enablers of the participation and advancement of female national managers in the GCC countries in the Middle East?’*

In section 2.2.1, I describe the SLR process using a defined methodology.

### **2.2.1 Systematic Review Process**

In this section I describe the systematic review process prescribed by Tranfield et al. (2003).

The first two phases of the methodology (0 and 1 of Stage 1 in Table 4 were conducted in the previous scoping study and phase 2, the development of a review protocol is explained in the following section.

<b>Stage I -</b>	<b>Planning the review</b>
Phase 0 -	Identification for the need for a review
Phase 1 -	Preparation of a proposal for a review
Phase 2 -	Development of a review protocol
<b>Stage II -</b>	<b>Conducting a review</b>
Phase 3 -	Identification of research
Phase 4 -	Selection of studies
Phase 5 -	Study quality assessment
Phase 6 -	Data extraction and monitoring progress
Phase 7 -	Data synthesis
<b>Stage III -</b>	<b>Reporting a dissemination</b>
Phase 8 -	The report and recommendations
Phase 9 -	Getting evidence into practice

**Table 4: Phases of a SLR. Source: Tranfield et al. (2003)**

### **2.2.2 Systematic Review Protocol**

The systematic review protocol is a road map of how the review is to be conducted. In particular it provides details of the role of the review panel, the literature sources, databases to be used, definition of key words and search strings, inclusion and exclusion criteria, and once the articles have been selected, the quality criteria for assessment of the articles.

### **2.2.3 The Systematic Review Panel**

The aim of the SLR Panel was to provide advice and guidance on the subject matter as well as on the SLR process. This team was established during Stage 1 of the SLR Process and incorporated members of Faculty at Cranfield as well as subject matter experts within industry. The panel members are listed in A.1

The primary focus of the systematic review panel was to provide guidance on the following:



- That the mapping of the field was appropriate for the way forward
- To understand which elements of the field should be focused on for the systematic review
- To ensure that important areas of research were not omitted

#### **2.2.4 Literature Sources, Databases and Search Terms**

In this section I describe the literature sources I consulted, the databases I examined and the search strings I used to generate the articles from the databases.

The primary sources of literature were from journal articles, books and World Bank/United Nations conference papers and reports. These are listed in A.2. and A.3

Initially four databases were used to generate the articles; EBSCO, EMERALD, ABI PROQUEST and PSYCHINFO. The choice of databases was based on the availability of data relevant to the review question. However, EMERALD and PSYCHINFO were subsequently eliminated from the scope of searches when no new papers arose from either search engines in the first 100 in the list, and there was also much duplication between EMERALD and EBSCO and ABI PROQUEST. A.4 provides details of the two databases that were used to generate the articles.

A factor that the panel considered as critical in this research was that of the influence of ‘culture’ on gender issues. Following a discussion on this matter, I decided that the literature review on female national managers in the GCC workforce needed to incorporate a piece on culture. For this purpose, information could be retrieved from World Bank reports and other international organizations that could provide background information. Experiential data could and would support claims made in these reports especially as many aspects of culture and culture-related topics are not necessarily revealed in journal articles.

In order to extract the journals from the databases, specific keywords need to be identified. The keywords displayed in Table 5: Keywords and Search Strings are those contained in the final protocol and are highlighted in the review question.

What is known about the **barriers** to and **enablers** of the participation and advancement of **female** national **managers** in the **GCC countries** of the Middle East?

After applying the keywords to the databases, more than 3000 articles were generated on the larger literature domain; barriers to and enablers of female managers. This was discussed at the 2<sup>nd</sup> panel meeting where the members expressed concern about the large number of articles being generated. As a result of this discussion, I made two major decisions to facilitate the SLR, going forward.

I removed the term ‘glass ceiling’ from the search string when examining the databases in search of the term ‘barriers’. The rationale for this was that ‘glass ceiling’ was not necessarily representative of the different types of barriers.

I also amended the time period from 1987 to 2000 so only articles from 2000 and later would be considered. This amendment was to adequately reflect progress made in the field of gender related issues. The GCC countries are in effect very young countries in terms of development and women’s empowerment policies have only been introduced in the last few years.

The following ‘AND NOT’ fields were also added to the ‘barriers’ search strings to ensure the most relevant papers were selected.

- AND NOT health or green or consumer or manufacturing
- OR Disadvantages

Hence the search strings and associated inclusion/exclusion criteria were amended and new tables with the number of articles located are provided in Table 7.

Table 5 provides a table of the keywords and associated search strings in the final iteration of the protocol used to generate the required articles.

<b>Keywords</b>	<b>Search Strings</b>
<b>1. Barriers</b>	
Barriers	(Barriers) AND NOT health or green or consumer or manufacturing OR disadvantages
<b>2. Enablers</b>	
Career Development Career Progression Career Advancement Promotion Empowerment	(Career and (progression or advancement or development)) or empowerment or promotion AND NOT health or green or consumer or manufacturing OR advantages
<b>3. Women</b>	
Women Gender Diversity Female	(Women OR Gender OR Diversity OR Female*)
<b>4. Managers</b>	
Manager Management Executive	(Manage* OR Executive)
<b>5. GCC</b>	
Arab World Gulf Middle East	(Arab World OR Gulf OR Middle East)

**Table 5: Keywords and Search Strings**

The combination of search strings 1 (Barriers) + 3 (Women) + 4 (Managers) and 2 (Enablers) + 3 (Women) + 4 (Managers) generate articles that relate to the question ‘What is known about barriers and enablers of female managers’?

The combination of search strings 3 (Women) + 4 (Managers) + 5 (GCC) generate articles that relate to the question “What is known about female national managers in the GCC countries of the Middle East?”

### **2.2.5 Assessment Criteria**

Once the articles were generated, I assessed them for relevance based on title and abstract, and then the ABS Journal Rankings were applied to ensure that only 2\*, 3\* and 4\* journals were within the scope. An exception to this rule was the acceptance of *Women in Management* and *Gender in Management* which were below the 2\* ranking. The rationale for this was that they would contain relevant information for both domains.

Following the elimination of articles using the journal rankings, it was essential that predetermined quality criteria be used to assess the remaining articles for inclusion within this review. For this purpose, I used a critical appraisal tool which I developed based on discussion with other SLR practitioners. An example of this is provided in the Appendices A.5

A critical appraisal tool assesses the quality of the literature using four elements;

- Robustness of theory
- Implications for practice
- Methodology used
- Contribution to understanding

It rated the above factors on a scale of 0-3 with each criterion possessing individual threshold levels for inclusion within the systematic review

- 0 = denotes absence of information to rate the criteria

- 1 = denotes a low level of understanding towards rating the criteria
- 2 = denotes a medium level of understanding towards rating the criteria
- 3 = denotes a high level of understanding towards rating the criteria
- N/A = denotes that the factor is not applicable

The rationale for choice of threshold levels was based on specific value judgments that I explain below.

- Academic literature at the doctoral level requires a contribution to the existing body of knowledge or practice. Hence for the criteria ‘contribution to understanding’, the value required was a score of at least 3 denoting a ‘high’ contribution.
- For the criteria, ‘methodology used’, a score of less than 2 would imply inadequate data analysis and/or flawed research design that would result in no value if included in the systematic review. Hence a minimum score of 2 was required.
- Likewise, articles scoring less than 2 for ‘robustness of theory’ possess little theoretical interest with an inadequate literature review and therefore, had no value if included in the systematic review. Hence a minimum score of 2 was required for this criterion.
- The only criterion that was acceptable for a score of 1 was that of ‘implications for practice’ as it was written from a theoretical viewpoint, and not concerned with the practical element. Hence a score of 1 was required.
- Therefore, for an article to be included in the systematic review, it required a total score of at least 8 out of a possible 12 with the minimum levels of each criterion as shown in Table 6.

<b>Elements to consider</b>	<b>Contribution to Understanding</b>	<b>Implication for Practice</b>	<b>Methodology</b>	<b>Theory</b>
	3	2	2	1

**Table 6: Scores required for the individual quality assessment criteria**

## **2.2.6 Data Extraction and Capture**

Once the final list of articles for review was generated, I entered the articles with the relevant data fields into a spreadsheet to capture the essential details and findings. The list of data fields captured is listed in A.6.

In this section I described in detail, the methodology used to define, extract and capture the data required for the SLR.

## **2.2.7 Analysis and Synthesis**

Following data capture, I analysed the findings by article and extracted the key themes that emerged from them. I then grouped them together under the two domains. These themes are presented with their findings in Table 8 and Table 9.

## **2.2.8 Results**

Table 7 identifies the number of hits generated by both databases and for both domains. It indicates that a larger percentage of papers were reviewed and selected for the female managers domain than for the barriers and enablers domain. This can be explained by evaluating the type of papers generated by domain. The smaller domain of female managers in the GCC generated hits on very specific articles whereas the larger domain generated many more general articles on barriers and enablers that were eliminated at the 'title and abstract' stage.

<b>Overall Results for both Domains</b>	<b>Hits</b>	<b>Reviewed</b>	<b>% Reviewed</b>	<b>Selected</b>	<b>% Selected from Reviewed</b>
<b>ABI PROQUEST</b>					
<b>Barriers to and enablers of female managers</b>	1070	236	22%	13	6%
<b>Female Managers in the GCC</b>	50	28	56%	7	25%
<b>EBSCO</b>					
<b>Barriers to and enablers of female managers</b>	243	76	31%	9	12%
<b>Female Managers in the GCC</b>	6	6	100%	6	100%
<b>Total</b>	<b>1369</b>	<b>346</b>	<b>25%</b>	<b>35</b>	<b>10%</b>

**Table 7: Summary of Results from Keyword Searches for both Domains**

### **2.2.9 Barriers to and Enablers of Female Managers**

The results generated for this domain were also as expected in terms of ‘hit’s generated. Both databases generated similar figures for articles to be reviewed. However, in terms of selection, EBSCO generated articles that were more relevant for this topic than ABI PROQUEST



<b>Results for Barriers and Enabler Domain</b>	<b>Hits</b>	<b>Reviewed</b>	<b>% Reviewed</b>	<b>Selected</b>	<b>% Selected from Reviewed</b>
<b>ABI PROQUEST</b>					
<b>Barriers to and enablers of female managers</b>	1070	236	22%	13	6%
<b>EBSCO</b>					
<b>Barriers to and enablers of female managers</b>	243	76	31%	9	12%
<b>Total</b>	<b>1313</b>	<b>312</b>	<b>24%</b>	<b>22</b>	<b>7%</b>

**Table 8: Results of Keyword Searches on Barriers to and Enablers of Female Managers**

### **2.2.10 Female Managers in the GCC Workforce**

The results of this search were as expected, with fewer ‘hits’ than the Barriers and Enablers domain. It was interesting, however, to note that all the papers generated in the EBSCO database were reviewed and selected, whereas only 25% of those reviewed in ABI PROQUEST, were selected.

<b>Results for Female Managers in the GCC Domain</b>	<b>Hits</b>	<b>Reviewed</b>	<b>% Reviewed</b>	<b>Selected</b>	<b>% Selected from Reviewed</b>
<b>ABI PROQUEST</b>					
<b>Female Managers in the GCC</b>	50	28	56%	7	25%
<b>EBSCO</b>					
<b>Female Managers in the GCC</b>	6	6	100%	6	100%
<b>Total</b>	<b>56</b>	<b>34</b>	<b>61%</b>	<b>13</b>	<b>38%</b>

**Table 9: Results of Keyword Searches on Female National Managers in the GCC Workforce**

### **2.2.11 Limitations of the SLR process**

The primary limitation of this process was ensuring that the appropriate key words were used to generate the relevant papers. Adding or removing a word, resulted in a significant difference in the number of ‘hits’ generated. The danger of this scenario was that information that may have been relevant would be omitted.

There were very few papers available on GCC national women. Many papers that were written about the Middle East focused on Lebanon and Egypt and both of these countries are not part of the GCC.

The labour force in the GCC is heavily dependent on expatriates and the types of barriers confronted by national women are different those of from expatriate women. It was therefore important to make that distinction at this stage of defining the research.

### **2.2.12 Conclusion**

The process of undertaking this SLR not only provided insight into the field of research generally but more importantly reconfirmed that there was a need for further research in the field of gender in the Gulf. The review process indicated that there is relatively little research available on women's working experiences in this context. All the GCC governments are interested in increasing the participation of nationals in the workforce and can only do this by enabling women to be part of the drive.

In this section, I provided details of the process for undertaking a literature review in a systematic manner. In the next section I provide the analysis of findings and associated interpretations.

## **2.3 Analysis of Findings**

In this section I provide the analysis of findings by societal, family, organizational and individual levels. My claim is that society (encompassing culture and religion), influences the family from a personal perspective and organizations from a professional perspective, and they in turn influence the individual. This influence can be both positive and negative. I argue that the societal barriers and enablers are key to how families and organizations interact and engage with women, and that this has an impact on the individual women themselves.

### **2.3.1 Societal Barriers and Enablers**

In the context of this review, I define societal barriers as challenges that prevent participation and advancement of female managers both in the GCC workforce and elsewhere in the world, caused by the influence of socio-cultural and/or religious attitudes, norms and practices. Similarly, societal enablers are positive influencers of socio-cultural and/or religious attitudes, norms and practices that facilitate the participation and progress of their workforce.

### **2.3.1.1 Gender Roles**

In considering female national managers in the GCC, Abdalla (1996) found evidence to suggest that the lack of female participation in the GCC workforce is due to the traditions and values of the Arabian Gulf from the days before oil was discovered. Whiteoak et al's. (2006) study supports this view. Despite tremendous social and economic development since that time, GCC governments have only accepted changes that reflect Islamic traditions and values. However, due to a limited supply of national men in the labour force, coupled with the resulting heavy dependency on foreign labour, the governments of all GCC countries are being forced to change. They are now pushing to increase their female workforce participation as stated in their country strategic plans (Vision 2030, Government of UAE and the 8<sup>th</sup> Development Plan of Saudi Arabia). Whiteoak et al's. (2006) study suggests that on the one hand there is a drive to increase the number of national women in the labour force but that on the other hand this is not consistent with the conservative and traditional values held by people in the UAE and similarly in other Gulf countries. Furthermore, this dichotomy suggests a change in attitudes towards more individualistic thoughts and behaviour on the one hand, and on the other hand, maintaining and reinforcing Islamic values and traditions (Whiteoak et al, 2006).

Islam is a religion that promotes a strict code of conduct that plays a significant role on people's behaviour at the individual, family, organizational and societal levels. It therefore, has a significant contribution in determining how women are perceived in society and their associated roles. The evidence in this section suggests that the interpretation of Islam and associated implementation by men creates obstacles for working women. Metcalfe (2006) supports this notion suggesting that societal attitudes in the Middle East are influenced by the following values:

- Decision making is male centric in the family household
- The male member of the household is the sole economic provider
- The importance of family, which takes precedence over individual needs and wants
- The importance of family honour and a woman's reputation

Al-Ahmadi (2011) supports this view and argues further that one of the key barriers to women's participation and advancement in the workforce is that of the traditional male attitude. This attitude is based on the notion that a person's gender defines their social and family responsibilities. Male responsibilities include providing for and protecting the family, and acting as the decision maker in the public domain. In contrast, female responsibilities include taking care of the house and family.

Societal attitudes and culture have a significant impact on women managers' participation in the workforce and their advancement in the GCC according to a literature based study by Gallant and Pounder (2008). They discuss the significance of culture in the GCC and base their study on Hijab's (1988) framework enabling analysis of women's participation in the workforce. The purpose of this framework is to understand when a society is ready for the participation of women in the workforce, how it facilitates this and whether the women have the skills and education to enter and advance in the workforce. When these three factors are applied to the UAE, it is quite clear from the government initiatives in place, that women are encouraged to work. Furthermore, they have the skills and education in place. However, this is not reflected in the workforce participation rate. Gallant and Pounder (2008) suggest that the reasons for the lack of women in the workforce are primarily due to cultural factors; the religious and cultural traditions that are embedded in society, whereby women are expected to prioritize their families over their careers. Their research is supportive of the studies conducted by Kattara (2005), Mostafa (2005) and Whiteoak et. al (2006). Whilst Kattara's (2005) study is within the hotel industry in Egypt, the challenges confronted by women are similar to those confronted in the Gulf. She suggests that culture is a major barrier to the advancement of women. A subsequent study by Omair (2008) supports these views with respect to the influence of socio-cultural and religious attitudes to gender roles.

However, as illustrated by findings from Kattara's (2005) study in Egypt, the GCC countries are not alone in their traditional view of gender roles. In a study of Turkish society's view of women by Ayca (2004), she reveals that women are considered to be the primary care giver of the family and home, whilst men provide for the family financially, especially in rural areas. The term 'family' often includes the extended

family, ie. parents, grandparents and aunts/uncles. Similar to women in the GCC, Turkish women are discouraged from working in an environment that is portrayed as having the potential to jeopardize their family's wellbeing or dishonour them; hence there is a view in Turkish society that is in favour of women working but not at the cost of the family suffering. Whilst this traditional view exists in rural parts of Turkey, society is more progressive in the metro cities. This is demonstrated in Aycan's responses from her survey of 318 employees (male and female) in a finance company in Istanbul. The responses reveal that the men more than the women believe that a woman's place is at home taking care of the husband and children, and that it is less acceptable for women to assume leadership roles than men. Similarly when asked if society should value work conducted by female managers in the same light as male managers, the responses indicate that the women are in agreement with this more than the men. However, when asked if stay-at-home mothers are better mothers than part time working mothers, the response from women is greater than men in support of stay-at-home mothers. The results from this survey indicate conflicting opinions with an indication that Turkish society demands that women prioritize their commitments at home over their careers and yet men and women respond to this in subtly different ways.

Similarly, research on the Asian Far Eastern societies suggests that their social expectations and attitudes are similar to the Gulf countries. Evidence exists that supports the claim that societal attitudes towards the role of women in the Asian Far Eastern countries remains traditional, with women being encouraged to maintain the role of a mother and housewife. A consequence of this is that many of the women, who are equally as qualified as their male counterparts, are not provided with opportunities to gain work experience to advance in their careers as, there is a cultural expectation that they should raise a family (Benson and Yukongdi, 2005). Similar to the role of Islam in the GCC, Confucianism plays a role in determining gender roles in Far Eastern societies. Confucianism is based "on roles and positions which are well defined and pre-determined" and "the hierarchical nature of society with an emphasis on obligation and harmony, and maintaining linkages between the past and present, all serve to maintain a traditional role for women. This role includes family responsibilities, passive behaviour and providing support to husbands, brothers or fathers." (Benson and Yukongdi, 2005,

p. 287)

In contrast to the GCC and Far Eastern societies, Straub (2007) suggests that in Europe, the involvement of government with respect to the welfare state and childcare provision plays a part in determining gender roles that has implications for workforce participation. In her study of 14 European countries Straub (2007) categorizes the countries according to the level of government involvement in the welfare state. She reports that in the Nordic countries, female workforce participation is the highest in Europe and attributes this to the role that government plays in providing childcare/welfare support to its incumbents. In contrast, in countries such as Italy and Germany the female workforce participation remains low with the likelihood that many women remain in a more traditional 'stay-at-home role'. However, she also reports that some countries have more women working than expected and suggests that this is probably due to the fact that they are part of dual earner families.

Two separate studies conducted by Mathur-Helm (2006) demonstrate an increase in the number of women entering and outnumbering men at the middle management level. However, the role of breadwinner is associated with power, and power in South African society is perceived to be a male trait; given the finding that men find it difficult to accept women in roles and continue to think of them as subservient, perceptions of traditional gender roles persist (Mathur-Helm, 2006).

Attitudes towards gender roles and women's participation in the workforce vary for a multitude of reasons. Additional factors may include age and level of education. A study by Etaugh and Spiller (1989 cited in Whiteoak et al. 2006, p. 14) surveys two groups of undergraduate students, i.e. in the 18-24 and 25 year old and above age groups, on the attitudes held by Arabs towards women. The older age group reveal a more liberal attitude to women at work. Abdalla (1996) contradicts Etaugh and Spiller's (1989) study, suggesting that age is not a factor that influences attitudes towards women. This is unusual as the expectation is that the older generation in the Arab world would hold more conservative views about women, especially as they hold traditional views of the role of women as family care givers (Whiteoak et al. 2006, p.82). In their survey of 241 UAE National students, Whiteoak et al. (2006) reveal that women in the under 30 year age group are more liberal in their attitude to women

participating in the workforce and supports Abdalla's (1996) study. Responses from UAE national men reveal that age is not a factor in their attitude to women although they remain conservative in their view of gender roles. Further evidence is provided by Mostafa (2005), who portrays a picture of young women in the UAE being more progressive than men. A reason for this may lie in the fact that more young UAE national women are becoming educated and have the opportunity to access the workforce. He suggests that the attitude towards women in management in the UAE is changing and that students are more receptive to the idea of women working compared with those in the above 45 age group.

In this section I discussed gender roles as a barrier to workforce participation in the GCC as well as in other countries in the world. Traditional gender roles still exist in the GCC countries and other parts of the world such as the Far East and Turkey. The implication of this is that women from these countries are expected by society, largely due to cultural/religious pressures, to be the primary care givers of the family and household. In the West, whilst women are on the whole responsible for their families, decisions with respect to their professional lives are not governed by socio-cultural and religious expectations. What it also demonstrates is that in the GCC and Far Eastern countries, society plays a part in determining the boundaries of women's personal and professional lives. In the next section, I discuss the existence of legislation as a means for enabling women to participate and advance within the workforce. However in some cases legislation can also act as a barrier to workforce participation and progress.

### **2.3.1.2 Legislation**

In this section I review the literature with reference to legislation as both an enabling factor and barrier to workforce participation and advancement. In particular, I focus on maternity entitlement globally, and localization initiatives in the GCC countries. What the review demonstrates is that maternity entitlement in the GCC countries especially, discourages women from working rather than encouraging them and conflicts with the localization initiatives in place.

In the GCC, national women are encouraged to have children and are rewarded monetarily for doing so as well as being encouraged to participate in the labour force, yet in contrast to many other countries, their maternity policies provide a limited



number of days. Globally the duration of maternity leave varies; however, the ILO (2010) has established a benchmark for its member countries and suggests that such women “*shall be entitled to a period of maternity leave of not less than 14 weeks*” and “*endeavour to extend the period of maternity leave to at least 18 weeks*” (ILO, 2010, pp 5). In a comparison of maternity leave entitlement across the globe in 1994 and then again in 2009, significant changes occurred within the EU States and across the Middle East.

92% of the developed economies including the EU and CIS countries not only meet the standard but also exceed it. In the African continent, there is evidence of progress too, with South Africa increasing the duration from 12 weeks to four months, in Uganda, an increase from eight weeks to 60 working days and in Zimbabwe, an increase of eight days from 90 to 98. The largest increase is attributed to Egypt from 50 to 90 days. However it is a different scenario in the Far East where only four of the countries meet the standard. Singapore provides its women with 16 weeks of maternity leave, Viet Nam four months, and in Korea the increase in leave entitlement is from 60 days to 90 days. In contrast Malaysia provides less than 12 weeks maternity leave for its women (ILO, 2010).

What is interesting, however, is that amongst the GCC countries, Qatar decreased its entitlement from 60 days in 1994 to 50 days in 2009. It is unclear from the literature, why this was done. Bahrain on the other hand increased their entitlement from 45 days to 60 days. Table 10: Maternity Leave Entitlement by GCC country provides details of maternity leave entitlement and benefits by GCC country as at 2009. What it demonstrates is that the time period for maternity is very limited, and in the case of Oman, maternity leave is considered to be sick leave and monies deducted accordingly. Therefore, the evidence indicates that in reality, the GCC governments may be supportive of women having children but are less supportive of working mothers. In order to enable greater participation of women in the workforce, the maternity leave allowance requires reform in all GCC countries.



Leave Entitlement	Bahrain	Kuwait	Oman	Qatar	Saudi Arabia	UAE
<b>Maternity Leave paid by Employer</b>	45 days + 15 days unpaid leave	70 days + 4 months unpaid leave	6 weeks (OLL - 42 days)	50 days + 30 days unpaid leave	10 weeks (70 days)	45 days + 100 days unpaid leave
<b>Maternity Leave Benefits</b>	100% salary	100% salary	After 1 year of continuous service, 0% a maternity leave or paid sick leave as follows: 1st & 2nd week 100% gross salary, 3rd & 4th week 75% gross salary, 7th & 8th week 25% gross salary	100% salary	50% or 100% depending on duration of employment	100% after 1 year of continuous employment, 50% if less

Source: (WEF, Gender Gap Report 2010)

Table 10: Maternity Leave Entitlement by GCC country

Similarly, a further challenge that national women in the GCC experience (as do their female expatriate colleagues) is that of restrictions related to work timings. The majority of the GCC countries stipulate in their labour laws that women are prohibited from working during the night. It is unclear from the literature if there are any exemptions, although it is highly likely that in the healthcare sector, where medical staff members are required to work night shifts, that exemptions are possible, but it is assumed that authorization will be required for these exemptions from the Ministry of Labour in the respective countries. Given that the labour laws of the GCC countries are based on Islamic Law, it is understandable that no comparative literature is located for the West. However, according to Benson and Yukongdi (2005) in Thailand the law prevents women from working in jobs that are considered to be too strenuous or could be deemed as dangerous physically. Whilst this is not the same as the GCC countries, it demonstrates that gender roles define what is acceptable in Thai society for women to do. No comparisons with respect to restricted hours for women in the West is evident in the literature reviewed and therefore I conclude that these types of restrictions apply only to countries where the gender roles remain traditional.

Localization initiatives are unique to the GCC countries as their population composition reflects a labour force that has a significantly larger proportion of foreigners than nationals. In an effort to become less dependent on foreign nationals, the governments of all the GCC countries have established these initiatives focused on ensuring nationals are provided with education opportunities, both locally and abroad, and given priority when looking for employment and advancement, primarily in the public sector. The private sector incurs sizeable fines if they do not employ nationals and have to meet specific quotas. However, nationals prefer to work in the public sector due to the enhanced benefits they receive, the shorter working hours and less pressure of work than in the private sector (GulfTalent.com, 2013). Emiratization, for example focuses on UAE nationals being given priority over expatriates during the recruitment and promotion process. Many jobs are targeted specifically for UAE nationals only, with female nationals being given the same pay and benefits as males. Whilst localization initiatives are favourable in principle, their effectiveness requires measurement.

In this section I discussed how legislation acts as both a barrier to and enabler of workforce participation and advancement. Legislation unique to the GCC countries comprises localization policies aimed at the education of nationals as well as recruitment and retention of nationals in the workforce. These policies are considered enablers. However, in contrast, the limited maternity policies in the GCC act as a barrier to women's participation in the workforce when, compared to other countries in the world. In the next section I discuss education as an enabling factor of workforce participation.

### **2.3.1.3 Education**

As education is usually considered to be a factor that supports career entry and progression, the inability to access education is clearly experienced as a barrier. In Turkey for example, the working population is young but there is a scarcity of candidates with suitable qualifications eligible for positions in management. This is due to the fact that access to education is reserved for those in the high socio-economic classes (Aycan, 2004). Benson and Yukongdi (2005) in their study of women from the Far East societies support this claim. They indicate that Chinese women are brought up to be in supportive roles and do not have access to education in the same manner as men. In Thailand the same study demonstrates that enabling women to gain access to education has resulted in a greater proportion of women participating in manager level positions. However whilst they are eligible for education, their choice of courses is not necessarily aligned to future employment sectors. Similar results are evident in Korea, although only in specific career fields. In contrast, only women who are keen and focused on pursuing a career in Japan are eligible to acquire the appropriate skills to do the job and these skills are developed whilst working.

In the GCC, women's participation at all education levels is increasing substantially. It is increasing so much that, for the first time in the history of Saudi Arabia, the ratio of women at both the secondary and tertiary levels is greater than men, and the primary levels are almost overtaking the men (Achoui, 2009). However, this is not reflected in the workforce participation rates. Saudi graduate female participation rates are at the 35% rate compared to an overall 21% of women in the 25-34 age group. It is a different story for women in the education sector where the participation rate soars to over 78%.

This is because most Saudi women are employed in the education and government sectors (Achoui, 2009). Additionally, Achoui (2009) reports that women are encouraged to pursue higher education in humanities and Islamic studies; subjects that are not aligned to the job market and therefore do not prepare them for employment (a similar scenario to women in Thailand). Her suggestion is that the Saudi Arabian education system be restructured with a focus on elementary and vocational versus university level education. Education is also available to women in the other GCC countries. However, Al-Lamky (2007) reports in her study of women in Oman, that there is an indirect gender bias with respect to specializations available to women and preferential treatment in terms of university admission for men. Similarly, Metcalfe (2008) reports that in Bahrain, women have access to education but the subjects they study remain gendered with women being encouraged to pursue careers in nursing and teaching. Her study identifies that in some cases “women are also barred from certain professions, for example architecture, some fields in medicine and engineering occupations” (Bahry and Marr, 2005 cited, in Metcalfe, 2008, p.89).

Women pursuing an education or working in the GCC are considered to be acceptable and desirable from a cultural perspective (Metle, 2002; Sidani, 2005). Omair states that, “Islam does not forbid women from seeking an education or from working” (2008, p.118). On the contrary, women are encouraged to become educated, self-employed or employed provided they manage to remain within the laws of Islam. Hence it is the interpretation of the Islamic laws by men that create obstacles to women’s advancement (Omair, 2008). The practice of wearing the hijab (covering of the hair) and working in segregated environments are examples of how women can ‘remain within the laws of Islam’. Hence, Islam plays a significant role in determining how women conduct themselves and therefore, the impact it has on them both personally and professionally. However, whilst the GCC governments are encouraging women to enter the workforce, doing so may reflect badly on the family. This is due to the cultural perception that a woman’s husband cannot provide for her. Many women who are interested in pursuing careers find themselves in the healthcare sector, education and other support roles or functions at the clerical level within organizations. According to Abdalla (1996) positions at the top are reserved for men and are not for women.

In this section I discussed education as an enabler of female workforce participation and advancement both in the GCC and elsewhere in the world. However, access to education remains a barrier for many women in other markets. In some cases, access is available but the choice of career is gendered. What this demonstrates is the notion that society indirectly determines the careers of women. In the next section I review the literature pertaining to organizational related barriers and enablers.

### **2.3.2 Family Level**

In the context of this review, I define family barriers as obstacles/challenges influenced by family structure as well as attitudes and behaviours of the individual family members (or the family collectively) that prevent female national participation and advancement within the GCC workforce and elsewhere in the world. Similarly, family enablers are family related practices that facilitate workforce participation and progress. The literature identifies a key challenge that women are confronted with globally, as that of work-family conflict. However, in the GCC countries and some of the Far Eastern Asian countries, it is less of an issue than in the Western world. A key enabler to address this conflict is the support that family members provide to women with respect to childcare.

#### **2.3.2.1 Work-Family Conflict**

Work-family conflict refers to the conflict that women suffer from the need to balance their family and personal commitments at home with their professional commitments at work. It is a key barrier to the retention and advancement of women at all levels of an organization as it encroaches on work-life balance.

In the GCC countries, national women are still considered to be the primary care givers of the family and all other domains in their lives revolve around the family. Omair (2008) supports this view and claims that the most important responsibility of women in the Arab world is taking care of the home/family. This is not dissimilar to experiences of women in the Far East and Turkey, where the expectation is that family comes first and all other responsibilities work around family commitments. Asian women are traditionally perceived to play a nurturing role in society with the result that they often take on nurturing or supporting roles in their professional lives (Lee, 1997). It is

difficult for this to change as these roles are supported by social traditions within Asian society (Kang and Rowley, 2005). Comments such as “There were also gender-role stereotypes, that the workplace was the men’s area as they were the ‘bread winners’, while the home was the women’s sphere as they had domestic responsibilities” are revealed in their study (Kang and Rowley, 2005, p.216). Therefore, the women are expected to keep up with their family as well as professional responsibilities like women in the West. Some give up work altogether once they have children, others take on jobs in a part-time capacity or temporary jobs and others may not consider marriage or having children as an option. However, the dynamics within the family across different generations are changing with the older generation being more traditional and the younger generation open to the idea of a more equal partnership in marriage. Chou, Fosh and Foster state in their research, that “younger women no longer regard housework and childcare a women’s natural responsibility and hold a more egalitarian attitude towards marriage; employment is regarded as a career, not just as a means of supplementing family income” (Chou et al., 2005, p.254).

Similarly, in Li and Leung's (2001) study of women from Singapore, they suggest that work-family conflict is attributed to the fact that in Singaporean culture women are expected to play the role of a wife and mother as well as daughter in addition to working outside the home. What is unusual in Singapore is that these women are considered to be part of the 'sandwich' generation, which refers to women who have to look after their parents as well as children, the consequence of which is additional domestic responsibility. They are confronted by this situation because in most cases they marry late and have children late, and their parents in the meantime are aging. Whilst Ismail and Ibrahim’s (2008) study supports this view, they reveal that society is changing and becoming more open to women pursuing careers. This is due to many women breaking away from the traditional norms that had previously existed in Malaysia. However, they also claim that in terms of equal pay, a third of these women are of the opinion that society’s perception of women is a reason for women being paid less than men. Almost two thirds of these women believe that society is changing and that this change is a result of women actively lobbying for change.



There are several studies that provide evidence of the work-family conflict in the West and support the claim that commitment to the family and how it is structured, create obstacles for working-women, especially when advancement to senior management levels are desired (e.g. Aycan, 2004; Broadbridge, 2008; Ismail and Ibrahim, 2008; Kargwell, 2008; Lyonette and Crompton, 2008; Oakley, 2000). This is further complicated when both husband and wife work, as traditionally, the role of child care is considered to be the responsibility of the woman (Ogden et al, 2006)

Kargwell (2008) supports her claim by introducing the concept of work-family conflict and strain-based conflict proposed by Greenhaus and Parasuraman in 1994 as the basis for understanding the work-family conflict faced by women. These concepts suggest that a conflict arises between work and family when it is difficult to fulfil the other role due to time constraints. Strain based conflict occurs when the work role creates a strain that impacts on the family role. Kargwell uses a variety of qualitative techniques in her study of female and male managers working in the Federal Ministries of Health and Education in Sudan. In addition to asking questions about the career advancement and associated challenges which the women are confronted with, she asks both the women and men questions related to how they perceive their families are affected by their career development, and how they prioritize between their family and work. They are also questioned about the kind of facilities the Ministries provide for them and if they believe that they are adequate. Lastly, they are asked for an opinion on their own career development.

The evidence based on Kargwell's (2008) study suggests that these women face a dilemma between family and work, and that changes in family circumstances, for example, having children puts pressure on them to make a choice between pursuing a career and staying at home. It also suggests that they are willing to sacrifice their careers for the sake of their families when confronted with the work-family conflict. Furthermore, Kargwell's (2008) research also suggests that these women believe that having children deters them from advancing their careers in the Ministries. It is interesting to note that the evidence in this study suggests that where working mothers are in senior management their children are usually grown up. For many of the women,

however, there is a requirement to forego promotions, believing that it would inconvenience their families if they had to relocate.

Ismail and Ibrahim's (2008) research supports Kargwell's (2008) study. Their findings reveal that these women experience work-family conflict as their commitments at home towards their family affect their work life and career aspirations. They suggest that the structure of the family requires change for their careers to be given more importance. However, a substantial percentage of these women believe that their responsibilities at home are important and should not be compromised and/or sacrificed for their careers.

Similarly, Aycan's (2004) study of Turkish professional women, suggests that women are not able to balance their work life with that of taking care of their family. This supports the belief that women who want to progress professionally are limited by the responsibility of family commitments (O'Neil et al., 2008). The results from Aycan's (2004) study indicate that both the women and men somewhat agree and somewhat disagree respectively as to whether women are able to maintain a job and family successfully. Following on from the first study, Aycan uses semi-structured interviews with female managers in senior and middle management positions within 27 different randomly selected private sector organizations in Istanbul. Her questions relate to their personal family lives and support provided by the family. The interviews reveal that the overall majority of these women will try and find a way to balance personal and professional commitments, including the delegation and coordination of housework to some form of helper. It is interesting to note that only a very small percentage of women in her study believe that household chores and childcare are their primary responsibilities when asked about their attitude to gender roles.

Broadbridge (2008) adds to the argument that women are judged by male standards. Women are likely to be penalized for not being able to work long hours, whilst simultaneously managing their family and other social commitments. Wajcman, (1998, cited in Broadbridge, 2008, p.13) suggests that it is essential when making promotion and other decisions to take into account the fact that women have family commitments as this may prevent them from competing with men on an equal basis. This illustrates that women are different from men with respect to their career progression. Therefore, it is essential that these differences are considered when making comparisons with men.

A qualitative study comprising in-depth interviews with 40 female managers in four South African banks evaluates the barriers facing South African professional women (Mathur-Helm, 2006). Obligations to their families are identified as primary obstacles. In a society where women are expected to take on more responsibilities at home than the men, this is further exacerbated by the fact that many of the women in this study are also sole breadwinners as their husbands are unemployed. Many of them reject higher paying jobs and more senior roles for fear that they would be taking on additional responsibilities at work whilst trying to balance family responsibilities at home. Hence they are forced to compromise, to ensure that both areas of their lives, i.e. personal and professional are balanced. Interestingly, some of the women explain how they have made a conscious decision to remain single and therefore minimise family commitments in order to facilitate their ability to progress into management positions (Mathur-Helm, 2006).

In this section I reviewed the literature with respect to work-family conflict. What it demonstrates is that women all over the world experience some form of conflict and address it in different ways. In countries where the gender roles are traditional, women may decide to abandon the prospect of promotions to ensure that they can manage their family responsibilities. In the GCC countries, the conflict is attributable to socio-cultural and religious attitudes and in the next section I discuss how family enables women to cope with this conflict.

#### **2.3.2.2 Family Support with Childcare**

Women in the GCC countries rely heavily on family and extended family support with respect to childcare. This is similar to working women in other parts of the world, especially in the Far East and Indian sub continent where childcare is not often provided by employers. According to Metcalfe (2007) this means that the public sector, which has shorter working hours (7am-2pm) in the GCC as compared to the private sector, is more conducive and attractive to the needs of working mothers. The shorter working hours and particularly the early finish time enable working mothers to leave work to be with their children in the afternoon and reduce the need for childcare arrangements. Organizations in the private sector work a longer day, ranging from (8am-5pm, or 9am-6pm), hence are less attractive to working mothers. In her study of female leaders in

Saudi Arabia, Al-Ahmadi (2011) suggests that these women are able to balance their work and family commitments and therefore do not experience work-family conflict. Al-Ahmadi's study is concerned with understanding the challenges with which female leaders in Saudi Arabia are confronted from a personal, professional and societal perspective. In contrast, findings from an earlier study by Al-Lamky's (2007) indicate that women are confronted with work-family conflict but for different reasons. Her findings reveal that women do not work for economic reasons. However, the conflict arises due to cultural and societal expectations and values placed on women with respect to their responsibilities of taking care of the home and family. In her sample of Omani women, her interviewees reveal that they are torn between the challenges of working, and adhering to the traditional home and social commitments required of them.

### **2.3.3 Organizational Level**

In the context of this review, I define organizational barriers as obstacles/challenges influenced by organizational practices, policies and procedures that prevent the participation and advancement of both national women within the GCC workforce and women elsewhere in the world. Similarly, organizational enablers are practices, policies and procedures that facilitate workforce participation and progress. The literature identifies gendered practices in organizations as limiting women's careers with unique practices in the GCC countries. Some of these practices, for example, 'the wearing of the hijab and working in segregated environments, are determined by religious and cultural practices in the GCC, and are perceived by many of the incumbents as enablers. Similarly, organizational culture in the GCC is also determined by societal expectations and conditions.

#### **2.3.3.1 Flexible Working Initiatives**

In order to support women in their endeavour to balance their work and family commitments, some organizations implement flexible working initiatives. Straub (2007) states that, "Work-life balance practices and policies focus on removing gender-based structural barriers to women's advancement. Practices such as flexitime, shorter working hours, job-sharing, tele-working, child care services and special maternity leave arrangements help women to reconcile family and work life" (p.16). In her

extensive study she indicates that the implementation of work-life balance practices and policies facilitate women in the work force. However, her study is based on a Western and European perspective where work practices, policies and attitudes are very different from those in the GCC or non-Western parts of the world. Furthermore, even in the Western context, the implementation of such policies and practices may have a detrimental affect on women when it comes to career development and advancement. The findings in Lyonette and Crompton's (2008) study of the UK accountancy profession support this claim and indicate that women are often perceived as lacking commitment to their jobs when they want to work part time or work from home. Hence women may avail themselves of the flexible working hours to enable them to deal with their work-family conflict but by doing so are confronted with career limiting options.

Additionally, at the senior level, part-time jobs may not be readily available. Hence, many women who try to combine work and family commitments often 'choose' to take up jobs below their level of capability. However, the term 'choose' may not necessarily reflect the situation, as they are often forced into working in such jobs. This is because they are either unwilling or unable to take on additional responsibilities associated with jobs that reflect their abilities. The new responsibilities may require additional hours after work or frequent travel outside the home location thereby not being entirely conducive to a working mother's lifestyle. A further disadvantage of working part-time expressed by women in their study is that of pay. Those working part-time are eligible for pay based on part-time hours only but they often work hours longer than contracted to do so (Lyonette and Crompton, 2008). Therefore, work-life balance practices, on the surface, may appear to be helpful and facilitate women participating in the workforce, but in reality, are obstacles to those who wish to advance to management positions.

In the GCC, flexible working initiatives are a relatively new offering. There is an expectation that women will leave work once they have children and be their caretakers (Metcalf, 2007). Such an expectation means that there is limited flexibility to combine both work and family roles. However, since 2007 the government of Dubai has encouraged its entities to implement flexible working initiatives but this only became a federal level initiative in 2011. Whilst this initiative is being implemented, the only solution to be offered is that of staggered hours which enables employees to arrive

during a fixed period of time in the morning and leave once they have completed seven working hours. This fixed period varies between entities and comprises 30 minutes in some and 150 in others and is applicable in the public sector only. The private sector has been more open to change with a number of companies implementing flexible working practices including working from home and flexible working hours (DWE, 2012). At the time of undertaking this review, no evidence was available to suggest that other types of flexible working practices were in existence in the public sector or the effectiveness of them.

In this section I reviewed the literature related to flexible working practices. What it demonstrates is that women in the West may avail themselves of those practices but by doing so may limit their career progression. In some cases, they may not be able to find suitable positions that reflect their seniority and therefore will settle for jobs below their capability. In the GCC countries, the expectation is that childcare responsibility remains with the mother and that work will fit in around family responsibilities. This is similar to the rest of the world. However, where it differs is that the extended family unit that exists in the GCC countries helps with childcare and the solution for providing childcare is removed from the organization and taken on by the family unit. This also provides evidence to indicate how society influences who will be responsible for childcare; in the absence of employer-organized childcare or more comprehensive flexible working practices, the family takes on that responsibility. It would be interesting to understand if women would avail themselves of employer-organized childcare if provided.

### **2.3.3.2 Gendered Practices within Organizations**

In this section I discuss gendered practices that are obstacles to the advancement of women. Such practices refer to policies, procedures and processes, including for example, the lack of coaching and mentoring and networking opportunities as well as organizational culture that discriminates against women (Ismail and Ibrahim, 2008; Kattara, 2005; Lyness and Thompson, 2000; Powell and Butterfield, 1994). I explain how these practices hinder the advancement of female managers, reviewing studies from various parts of the world as evidence. In the next section I review the literature

with respect to the importance of organizational culture and how this influences how women are perceived and engaged with.

#### ***2.3.3.2.1 Organizational Culture***

Organization culture is key to how women are perceived in the workplace. Cultural norms play an important role in the day-to-day operations and provide an insight into the workplace practices. Organizational culture also provides a view of its attitude to diversity. According to Jackson (2001, cited in Jamali et al, 2006, p.629) “limited attention and tolerance of diversity translate ...into inhospitable and exclusionary environments for women.” If the culture of an organization is male dominated, it is natural for women to find it difficult to not only to participate but also to advance within that organization (Adler, 1993). Most organizations are male dominated and power and authority are often associated as masculine traits and characteristics. Hence women find it difficult to assume senior positions where power and masculinity are the norm, because it is in direct conflict with their identity as women (Charles and Davies, 2000 cited in Ismail and Ibrahim, 2008, p.55). The other reason for this is because women do not necessarily fit in with the ‘old boy’s network’ (Davidson and Cooper, 1992 cited in Ismail and Ibrahim (2008). Although there is an ongoing development of attitudes, the old boy’s network is often still relevant in Middle Eastern, Eastern and Far Eastern cultures (Cheng and Liao, 1994). This is confirmed by Li and Leung (2001) who suggest that a key challenge experienced by Singaporean women is the lack of networks. The 'old boy's network' is inaccessible to women and therefore, they are unable to interact with executives who are usually male. One consequence of this is that many women decide to become self-employed and leave their organizations.

Implementing female friendly policies and associated practices is an enabling factor for women in the workforce. However, whilst policies may be initiated, instilling them into an organization’s culture is where the challenge lies and support from top management is essential in facilitating this (D'Agostino and Levine, 2010). Flexible working, provision of childcare support, and opportunities for home working and job sharing are all practices that can help working women but require endorsement and commitment from senior management (Rose and Hartmann, 2004). One study indicated that such support and practices can have the desired effect with a total of 86% of women

surveyed at all levels in the Lebanese banking sector substantiating this view (Jamali et al., 2006).

According to (Chowwen, 2006) another form of gendered practice is the attitude of male co-workers and bosses to their female co-workers. This becomes particularly evident when their female colleagues ask for time off due to family or personal issues. It is not unusual for male co-workers to appear unsympathetic and consider this behaviour to be evidence of their lack of commitment towards their work. Hence, in a study of managers in India, the perception amongst male managers is that women are, for this reason, less able to gain the skills required to fulfil the role of a manager (Budhwar et al. 2005), and in China, a similar perception exists with respect to men being more capable than women (Cooke, 2007). The findings from Kang and Rowley's (2005) study of Korean managers, suggests that men are willing to work alongside women as co-workers but would find it difficult to be managed by them.

In a literature review conducted by Hutchings (2000), a major finding reveals that many managers in Thailand are of the opinion that there is no gender discrimination and that equality prevails in the work place. However, it could be argued that due to the cultural context of being a collectivist society (Hofstede, 1984), certain types of discrimination (from a Western perspective) would be categorized as an employer taking care of their employees. Women not being allowed to work in roles deemed to be inappropriate or dangerous, would be an example of this. Other such examples are of organizations advertising for jobs with gender specific details and stating a preference for men, which in Western society is considered unacceptable, both from a legal and cultural perspective (Lawler, 1996 cited in Yukongdi, 2005)

The key findings from Ismail and Ibrahim's (2008) study reveal that a large majority of women believe that the organization they work in is very male oriented and that they face a requirement to compete on 'male terms' without any consideration of their needs. Despite the introduction of flexible working hours, they believe that their work commitments mean that they cannot take advantage of them. Similarly, in Oakley's (2000) study, her findings indicate that the challenges women face in the workplace, include stereotyping and exclusion from the old boy's network. Powell and Butterfield's (1994) study provides findings that relate to female promotion to top



management levels in the USA Government. Their research indicates that female applicants are disadvantaged when applying for promotions as those selecting the applicant will want a person they feel comfortable with and given that most of the positions at the senior level are held by men, they are more inclined to hire males. Perhaps not surprisingly 20 years ago, almost 90% of the applicants were male. It is interesting to note that the greater majority of the applicants referred are then reviewed by male only panels, with only 33% being reviewed by a mixed panel and only 2% by female only panels. Similarly, in Lyness and Thompson's (2000) study, their findings indicate that women were confronted with greater obstacles than men in terms of cultural fit, and being left out of informal networks. Furthermore they were required to work harder both in their jobs as well as developing relationships that could affect their development. The women also believed that they faced greater challenges in obtaining overseas assignments than men.

According to Schein (2007), the worldwide participation rate for women in the workforce is over 40%. However, the rate of women in management still remains comparatively low. Schein attributes this to the universal 'think manager – think male' attitude that is still prevalent in many parts of the world. Furthermore, in industries and occupations that are traditionally acknowledged as female occupations/professions, men remain in the key decision making roles. This is also reflected in the number of women in decision making roles relative to the number of women in the industry overall (Curran, 2001; Eagly and Carly, 2007).

At the organizational level, the literature concerning the GCC countries identifies the practice of wearing the 'hijab' (covering of the hair) as being perceived as an enabling factor for women participating and advancing within the workforce. Unlike veiling (covering of the face), women in Islam are required to wear the hijab. Metcalfe (2007) claims that the practice of 'covering' is looked upon favourably especially in the Islamic world both socially and in the work environment as it enables women's sexuality to be protected, and conveys respect and status. Of the 24 women interviewed in her study in Bahrain, 18 revealed that they wear the hijab and a further three wear the veil (those wearing the veil will automatically wear the hijab), and believe that 'covering' provides greater career opportunities. Whilst the women believe this to be true, the study does

not provide any evidence that demonstrates a link between ‘covering’ and promotions/new enhanced career opportunities. Moreover, all the organizations in the scope of her study are Arab organizations and therefore, more conducive to wearing Islamic attire. The same may not apply to multinational organizations where corporate culture may be of greater importance. Whilst it is obligatory to wear the hijab from a religious perspective in all Islamic countries, Bahrain society (where her study takes place) does not enforce it, unlike in Saudi Arabia (Metcalf, 2007). Therefore, one could question whether or not the wearing of hijab is an important factor in enabling national women’s career advancement or not. Moreover, the wearing of the hijab is not unique to the Arab world. There are many other countries both secular and Islamic where woman wear it by choice. In this review, I selected two articles, one from Malaysia and the other from Turkey, where the majority of the population is Muslim. Neither article alluded to the wearing of the hijab as having a negative or positive influence on the careers of women.

#### ***2.3.3.2.2 Mentoring***

Mentoring is a facilitator for women’s advancement as it enables women to benefit from one-to-one relationships with key managers. Women who enter the realms of senior management can become mentors for other women. The role of a mentor is multifaceted and encompasses roles such friend, career counsellor, and advisor (Ogden et. al, 2006; Vinnicombe and Singh, 2003). A mentor provides guidance both in terms of advice and in their behaviour as a role model and many women find it comforting to be able to watch and learn in a non-threatening environment. Not all companies have formal mentoring schemes, but with many organizations placing a greater focus on work-life balance, they are now beginning to listen to their employees and becoming more aware of their needs. In Lyonette and Crompton’s (2008) study, they conduct semi-structured interviews with 20 women in the UK accountancy profession. Their findings reveal that senior women are being employed as role models for other women with children in addition to working with clients. However, this is not to say that locating female role models within an organization is easy. On the contrary, it is a challenge, not only in the West but more so in the GCC countries. Many women, especially in the GCC countries, find role models within their own families. In a study by Hewlett and Rashid (2011), several women interviewed mention their mothers and

grandmothers as being 'strong women' and good role models for them. These women acting as role models were from the older generation and had become educated and worked during a time when it was not common practice to do so. Others in their study report of their mothers being a positive influence on them, encouraging and supporting them to 'follow their dreams' (Hewlett and Rashid, 2011). Hewlett and Rashid's (2011) research supports a previous study by Al-Lamky (2007) in which she claims that the support of one of the parents in providing encouragement and guidance is paramount in the careers of women. This demonstrates that in the GCC countries, family members often act as informal mentors as well as being seen as role models by the younger women.

Similarly, research conducted by Vinnicombe and Singh (2003) reveals that almost all participants identify mentoring as a key factor in their career success. They also reveal that men are comfortable with initiating the relationship between mentor and mentee, whereas women prefer to be identified by the mentor for fear of any misunderstanding. Traditionally, a mentor is someone who is more experienced and provides guidance and help to a less experienced person, acting as a role model. De Janasz et al. (2003) suggest that mentoring has tremendous advantages both in terms of job satisfaction as well as career and skills/competence development. They state that 'individuals, especially women and minorities miss an important career developmental experience if they do not have a mentor' (De Janasz et al., 2003, p.78). Furthermore, they advocate that in the last 12 years organizations have been moving towards flatter structures and there are fewer boundaries, and under these circumstances, it is advisable to have many mentors in different realms of the organization (De Janasz et al., 2003).

Traditionally, mentoring has been an activity closely associated with male careers. As mentioned earlier in the thesis, men and women view career success differently, so there may be disadvantages associated with a woman taking on a male mentor. For instance, one disadvantage of cross gender mentoring is that it may lead to misunderstandings and in extreme cases could even lead to sexual harassment. The challenge however, is that there are fewer women in senior management positions who can fulfil the mentoring role thereby providing less experienced women with limited choice in terms of finding a mentor. Additionally women in senior positions already carry numerous

responsibilities and this would be yet another task that they may see no benefit in undertaking. Parker and Cram (1993) also highlight the fact that male mentors as opposed to female mentors, differ in their views and expectations, of what is required of a mentor.

Like other women in the world, women in the GCC believe that mentoring is an organizational enabler. In particular, women in Metcalfe's (2007) study indicate that they would benefit from formal mentoring schemes. However, for this to happen, it would require organizational support and a pool of women who could perform the role of mentors/advisors. Hence in Bahrain where Metcalfe's (2007) study is situated, most of the mentoring that takes place is on an informal basis. They also indicate the value of women-only organizations/institutes that provide support by providing training. Many of these institutes are aligned with Islamic groups and whilst the men that are in charge of them may not be in favour of developing women professionally, they have no objection to focusing on women's role in the family and community (Metcalfe, 2007)

An obstacle that women are often confronted with is that of being assigned to less challenging assignments. According to Wajcman's (1998) study, as discussed earlier in this thesis, women are judged according to male standards. This also applies to work practices in organizations where men define the typical, traditional organizational model. O'Neil et al, (2008) suggest in their research that this view discriminates against women whose careers are multi-faceted and not as straightforward as male careers. Women's careers change during the life cycle and judging women based on men's careers does not cater to their needs (Martins et al., 2002; O'Neil and Bilimoria, 2005). O'Neil and Bilimoria (2005) in their women's career development phases framework, suggest that, at the start of their careers, women require work that is challenging with mentoring support from their management. Once they reach the mid career level, they may require a more flexible approach to work especially if they have children. However, at a later stage in life, they may wish to take on a mentoring role thereby giving back to the organization and subordinates (O'Neil et al, 2008; O'Neil and Bilimoria, 2005). The same study by O'Neil et al (2008) provides evidence that women who do not feel supported or are not challenged, leave and more than often become entrepreneurs. This supports the view of Benson et al., (2007) and indicates that women

are often offered jobs that are less challenging than men leading to boredom and less empowerment resulting in their leaving the organization.

#### ***2.3.3.2.3 Coaching***

Another effective tool for women's development is that of coaching. Coaching, or executive coaching as it is often referred to when concerned with leaders and senior management in organizations, is defined by (Partnership, S. C., 2008, p.19), "as an experiential and individualized leader development process that builds a leader's capability to achieve short- and long-term organizational goals. It is conducted through one-on-one interactions, driven by data from multiple perspectives, and based on mutual trust and respect. The organization, an executive, and the executive coach work in partnership to achieve maximum impact".

According to Ruderman and Ohlott (2005, cited in Hopkins et al. 2008, p. 354) "women's unique developmental concerns include connection, wholeness, authenticity, agency and self-clarity, which will manifest over the course of a woman's professional life." It is for this reason that women find it valuable to pursue coaching.

Furthermore, women's careers take on a different path to those of men depending on which stage of life they are currently in. According to O'Neil and Bilimoria (2005) there are three women's career stages based on age, the first stage (from 20-35), second (from 36-45) and the third (from 46-60+). At each stage, there are different coaching and developmental needs. In some cases, women may suspend their careers whilst they engage in child rearing, something that men do not have to deal with as frequently as women (Eagly and Carli, 2007). When this occurs it is damaging for their careers so their requirements are very different from men. Hopkins et al. (2008) suggest an all-encompassing approach to women's leadership development, including not only professional but also personal aspects of their life. In order to incorporate this type of development approach, organizations will need to have a culture that is open to the idea of boundaries between personal and professional merging and becoming closer and less formal (Hopkins et al., 2008).

Goldsmith et al. (2000, cited in Hopkins et al., 2008, p.354) describe the coaching process as one that includes assessments on a one-to-one basis with feedback, followed

by establishing an action plan. Following implementation, an evaluation takes place. Hence, it is important that the coach is able to provide honest feedback to the client and understands how receptive the client will be to feedback that may not always be positive.

In the GCC workforce, whilst coaching is recognized as a positive career development tool, there are a limited number of women in senior positions who are able to take on the role of coaching women in the developmental pipeline. In time it is anticipated that this will change as more and more women enter senior roles. National women in the UAE identify the lack of available coaches as a challenge that needs to be addressed (DWE, 2012).

#### ***2.3.3.2.4 Networking***

A unique practice within the Arab Muslim world is that of women working in a segregated environment. This practice is borne out of religious requirements that forbid the two sexes from mixing freely. Whilst it can be perceived as an enabling factor for encouraging practising Muslim women to participate in the workforce, it also presents its unique challenges. One of the outcomes of being part of a segregated organization is that it makes it difficult, and most of the time impossible, for members of the opposite sex to network with the other. Hence it is important for women to develop their own networks. In an interview study conducted by Metcalfe (2006), women participants confirmed that it was required for business to be conducted separately (i.e. segregated) and that “it is what is culturally expected, and it is also proper” (Manager, Arab Bank) (Metcalfe, 2006, p.101). As a result of this, women in the Arab world are now increasingly setting up their own networks. This may appear unusual from a Western perspective, but in a GCC cultural setting it is just a different means of conducting business. Metcalfe (2006) suggests that it is highly unlikely that the roles between genders will change as religion underpins everything. In the articles reviewed from Turkey and Malaysia, there is no evidence of segregation requirements, despite both countries having a high number of Muslims. What is evident, however, is the lack of networking opportunities available to women in both these countries and elsewhere in the world.

In a Catalyst Report (2004) the findings indicate that in the West, there are a significant number of women who believe that one of the reasons for their career advancement being hampered is due to the lack of informal networks compared with their male colleagues. Informal networking is beneficial primarily for exchanging of ideas and information, be it for new job opportunities, promotion possibilities as well as gaining insight into the political views within the organization. Whilst it is useful for women to have their own networks, which help in boosting their confidence and skill development, this would mean two segregated networks within an organization; one for men and a separate one for women. Furthermore, segregated networks work towards meeting the different expectations of the different sexes rather than helping them work together in an organization. According to Vinnicombe and Singh (2003), women are more focused on the social aspects of networking when with other women, whereas men take a more practical approach to networking when amongst men. From a Western perspective, it can be viewed as more beneficial for networks to be cross-gendered so that the sharing can be all-inclusive. Therefore, it can be inferred that women in the GCC countries are at a disadvantage from having segregated networks. Overall, the literature indicates that national female managers in the GCC who abide by the Islamic code of conduct are disadvantaged in the organizational environment due to socio-cultural and religious practices.

To enable women to network more effectively, Burt (1998) suggests that many women are exploring new ways to network. One such avenue is to align themselves with a senior manager, regardless of gender and to focus on building a relationship with that manager. By doing so, it facilitates finding a sponsor for themselves within the organization who can open doors at the right level. Furthermore, according to Burt (1998) men focus on networking at a much earlier stage in their careers and use their networks for gaining promotion opportunities. Whilst this may be effective as a means for gaining sponsorship, women in the GCC countries may prefer to access senior women only and they may be discouraged from engaging with men.

In this section I reviewed the literature that is related to gendered practices in organizations. In particular I discuss the lack of networking and sponsorship opportunities as well as the limited availability of coaches and formal mentors for

women especially in the GCC countries. Whilst it is anticipated that coaches and formal mentoring schemes will emerge in time, this will depend on women accessing senior levels within their organizations. The literature also indicates that networking especially is restrictive for women in the GCC countries from more religious backgrounds caused by socio-cultural and religious attitudes and practices. This therefore, provides the evidence that socio-cultural and religious beliefs and practices influence the organizational culture and practices. In the next section I review the literature that relates to barriers and enablers at the individual level.

### **2.3.4 Individual Level**

In this section I discuss barriers and enablers at the individual level. In the context of this review, I define individual barriers as challenges that prevent participation and advancement of female managers both in the GCC workforce and elsewhere in the world, caused by the individual's own behavioural characteristics and attitude. Similarly, individual enablers are positive behavioural characteristics and attitude that facilitate their workforce participation and progress.

I begin this section with a description of the 'double bind' situation. It is concerned with how specific behaviours emulated by women can create obstacles for them in the workplace. The concept of the 'double bind' refers to "a situation in which a person must choose between equally unsatisfactory alternatives; a punishing and inescapable dilemma," (American Heritage Dictionary of the English Language, 2000). 'Double bind' is considered to be a barrier at the individual level as it inhibits both participation and progress within an organization.

Many women especially those in positions of authority and leadership are confronted with this dilemma; as women they are expected to behave in a certain manner forging female qualities, but equally as a leader they are expected to behave in more assertive ways. According to Eagly and Carli, "*The prescriptions for the female gender role stipulate that women be especially communal, and the prescriptions for most leadership roles stipulate that leaders be especially agentic*" (2007, p. 101-102).

Broadbridge (2008) suggests that in the past, women were required to change their own behaviour to emulate characteristics normally possessed by men in order to become



successful in their careers. This was especially the case in the retail sector, which was traditionally a male dominated industry sector. She suggests that one of two things may occur when women succeed in attaining senior management level; either they take on male characteristics and therefore, develop a style more palatable to top management or, alternatively, these select women may naturally have a tendency to behave more like men than women. However, in contrast to Broadbridge's study, Chowwen's (2006) study reveals that women who demonstrate behaviours that challenge the status quo or 'appear' to be strong and assertive are labelled in a derogatory manner. The term 'iron lady' used to describe Margaret Thatcher is an example of such labelling. This is a 'double bind' situation, whereby women cannot win either way. Behaving in a 'masculine' manner incurs name-calling and is looked upon in a derogatory manner and conversely, behaving in a more feminine manner leads to questions about female competence.

In the same Broadbridge (2008) study, the CEOs surveyed, express the opinion that women themselves are responsible for the barriers to their own advancement and not the organizations in which they work. Both Singh et al. (2006) and Broadbridge (2008) identify in their research, that women are perceived to be less self-confident in their abilities and more self-critical, than men. As a result of this, they do not volunteer themselves for promotions or openly draw attention to their achievements.

When questioned about barriers with which senior men are confronted, the women in the Broadbridge (2008) study are of the opinion that the men are confronted with fewer barriers than themselves and that the barriers are of a different nature. This being the case, the question arises as to whether women and men can be looked at in the same light especially as most of the values and norms within organizations represent male attitudes. This relates back to Wajcman's (1998) argument that a comparison of women and men requires a consideration of the differences between the two sexes.

Aycan's (2004) research on Turkish women reveals that their individual behavioural characteristics are important in enabling a successful career. Decision-making, enjoying the job as well as possessing integrity and being honest are key enabling characteristics. Self-confidence is an important quality to possess, as are self-discipline, good time management skills and project management skills. Burke et al. (2006) support Aycan's

(2004) study and reveal that there are particular factors that women need to possess to succeed in management. Examples of these attributes include the ability to be tough yet approachable, determination to succeed, be less risk averse yet successful and have a strong presence. Possessing these attributes is a requirement for them to be able to overcome the stereotypical view of women. This they believe is difficult to achieve as in some ways it is contradictory to their usual behaviour. Additionally skills such as good decision-making and line management skills, as well as support from their senior management are required for women to succeed. This study, whilst bringing forward some interesting points about attributes that women are required to possess to be successful, has limitations. The survey conducted is a self-reporting questionnaire, which lends itself to bias. Additionally, the data are collected at one point in time and not over a period of time, thereby preventing causality to be explored and explained. Finally, the sample is from one Turkish bank, thereby the ability to generalize outside the banking sector within Turkey or other sectors, is not possible.

## **2.4 Discussion**

In this chapter I provide a discussion of the findings that emerged from the review. I provide directions for future research and implications for my DBA. The final two sections discuss the contributions of this study from both an academic and practical perspective.

The findings from this review indicate that at the societal level, gender roles in the GCC have implications for women both in their personal and professional domains. Government support is encouraging in terms of localization initiatives but maternity benefit is below global standards. The review identifies education as a key enabling factor for workforce participation and advancement. However, choice of careers remains gendered with women focusing on healthcare, government jobs and teaching.

At the organizational level, gendered practices remain the norm in the GCC. Limited networking, sponsorship, mentoring and coaching are available but networking and sponsorship are subject to overcoming the religious and cultural restrictions.

At the family level, work-family conflict is experienced by women in the GCC but not in the same manner as in the West. Women in the GCC experience conflict due to

socio-cultural and religious attitudes and practices and the expectations of family. However, the extended family provides support for them with childcare, not the norm in the West.

At the individual level, behavioural characteristics are identified and require continuous focus in terms of ensuring that these women update their skills on an on-going basis.

#### **2.4.1 Directions for Future Research**

The SLR identifies the need for further research in the field of women's careers in the GCC countries. Limited research has been conducted to date that focuses on women in this region. The review also identifies the importance of understanding the role that socio-cultural and religious attitudes and practices play both in the professional and personal lives of national women in the GCC.

The review does not identify whether the experiences of women educated locally in their countries versus in the West have better access to the workforce and promotions. It also does not identify the affect of localization initiatives on their workforce participation. What it does identify, however, from a societal perspective, is that the maternity leave benefits are limited in the GCC countries as compared to other countries.

Secondly, it identifies family as a conduit for enforcing the requirements of society, but does not provide further detail to fully understand the influence of family on women's careers.

Thirdly, it identifies key organizational barriers, for example gendered practices in organizations. However, many of the GCC countries are implementing formal mentoring programmes but further research is required to understand if these programmes are effective both from an organizational and individual perspective.

#### **2.4.2 Implications for DBA**

In terms of building on the findings from the systematic review, I am keen to explore the relationship between family and women in the GCC, taking one country as an example – the UAE – in particular, what the influence is of the family with respect to their careers. Is there a difference between women from extended families versus

nuclear families in terms of how they conduct their careers? I therefore, propose to answer the following question:

*How do senior national women in the UAE experience the influence of family on work related decisions?*

By answering this question, I aim to understand the influence of family at three work decision stages in their lives by answering the following:

*How to senior UAE national women experience the influence of family at the Role Participation work decision stage?*

*How to senior UAE national women experience the influence of family at the Role Exit work decision stage?*

### **2.4.3 Academic Contribution**

This SLR contributes to the existing body of knowledge on the careers of national women in the Gulf from a contextual perspective. It identifies the different challenges and opportunities with which women are confronted in this region as compared to the West and emphasizes the need for further research. The review is useful for academics as well as policy makers and practitioners in the GCC countries.

In particular, the study consolidates the barriers and enablers to workforce participation and advancement across five of the GCC countries: Bahrain, Kuwait, Oman, Saudi Arabia and United Arab Emirates. (Articles were not available on Qatar at the time of undertaking this review.) It builds on the work of Al-Ahmadi (2011), Metcalfe (2006, 2007, 2008), Metle (2002), Mostafa (2005), Omair (2008) and Whiteoak et al. (2006). It identifies both barriers and enablers at the societal, organizational, family and individual levels and emphasizes the importance of socio-cultural and religious values and attitudes on both the personal and professional lives of national women.

### **2.4.4 Practical Contribution**

This section discusses the practical contribution of this SLR at societal, organizational, family and individual levels.

#### **2.4.4.1 Societal Level**

At the societal level, the SLR indicates that in the GCC countries, there is a mismatch between what the market requires in terms of educational qualifications and what national women are encouraged to study. Currently, women in this region are inclined to choose careers in the healthcare, teaching and governmental sectors. It is advisable to understand the future market requirements through further research. Once this has been completed, the government should incentivize women to pursue careers in these newly found fields.

The review also identifies the need for all GCC governments to review their maternity policies. In order to encourage more national women to participate in the workforce and progress, there needs to be legislative support. All the GCC countries have localization initiatives in place but in the UAE and Qatar, the expatriate workforce far outnumbers the local workforce. Recruitment of national women is required to be able to achieve their localization targets.

#### **2.4.4.2 Organizational Level**

At the organizational level, the review identifies the need for more women-friendly/supportive policies and practices to be introduced and implemented. However, for these policies and practices to be effective, the culture within organizations needs to be changed to be more open to diversity and inclusion. Formal mentoring programmes and coaches need to be identified in order to successfully develop the pipeline of women into senior management. Comprehensive flexible working initiatives need to be implemented so as to support working mothers.

#### **2.4.4.3 Family Level**

At the family level, the review identifies the importance of family in providing support for GCC women. It also identifies the need to gain the buy-in of family members (especially male members) of women entering the workforce. The use of media and other forms of awareness could be used to facilitate this. Female leaders could participate in these media campaigns to promote women working outside the home.

#### **2.4.4.4 Individual Level**

At the individual level, the review identifies the need for women to acquire the appropriate skills and experience for the business environment. Workshops and seminars tailored to the needs of national women need to be established so that they can be trained to take on managerial and leadership responsibilities.

### **2.5 Conclusion**

The aim of this systematic review was twofold: to answer the research question ‘What is known about barriers to and enablers of the participation and advancement of national female managers in the GCC?’ and to identify research gaps. In order to do so, a thorough search on both electronic databases and a manual research of books and articles has been conducted to find suitable material on a) barriers to and enablers of the participation and advancement of female managers and b) female national managers in the GCC workforce. The results of the SLR provide the evidence to answer the review questions and identify the research gaps.

In the West, societal attitudes to the role of women in society are less traditional than in the GCC and Far East, but they are still prevalent in some occupational fields. In the Far East, Confucianism plays a role in influencing these attitudes. Similarly in the GCC, religious values are embedded in the culture and influence societal attitudes, thereby proving to be a barrier to female national participation and advancement. Nationalization initiatives are in place but the effectiveness of these initiatives remains unclear and indicates a gap in the existing research.

Islamic dress, in terms of wearing the ‘hijab’, is claimed to be an enabler (Metcalf, 2006) but there is no evidence in the research that it enables women to progress up the ladder. This is also a gap in the existing literature and could be progressed further. Segregation, whilst only existing in the more conservative GCC countries, can be viewed as both a barrier and an enabler as most men are decision makers. Segregation of the sexes means that there is limited, networking between the sexes, hence decision making for bank loans and other such administrative issues will require an element of dependency on men. However, in the recent past, with the level of attention that is being given to women entering the labour force, many of these women are creating

networks of their own and networking amongst themselves, with a view to providing support and help to one another. It is unclear whether segregated networking is as effective as cross-gender networking and indicates a gap in the research.

Further research needs to be conducted with a greater sample of organizations, including multinationals, to understand if wearing of the hijab truly is an enabler. Additionally, would a male perspective have resulted in the same conclusion that women wearing the hijab are open to greater career opportunities? Hence it cannot be concluded that wearing the hijab facilitates career advancement.

Another major theme that emerges from the literature is that of the Work-Life Interface, encompassing both work-family conflict as a barrier and work-life balance initiatives as facilitators. The evidence from the literature provides a view that work-family conflict arises in greater proportions in the Western world than in the GCC and Far Eastern markets. This is predominantly due to the fact that the extended family and domestic help is more readily available in the GCC and Far East. In the West, domestic help is available but expensive so not always utilized by women.

In terms of work-life balance initiatives, it is predominantly the North American and European countries that have them in place and women avail themselves of them. However, there is a big question mark as to whether they really aid working women. In some industry sectors, for example in accountancy, where the hours are long and demanding, many women are finding that working part-time or taking leave of absence is proving to be a barrier to their advancement. They have to forego promotions or taking on challenging assignments and miss out on a key factor of being at the top – networking. In the GCC and Far East, work-life balance initiatives are limited. Childcare is still considered to be the realm of the woman and not an organizational responsibility.

Another key theme that emerges from the literature is that of Gendered Practices. This encompasses policies, processes and practices that are implemented by organizations that discriminate against women. The findings indicate that gender stereotyping remains globally. Another key finding is that women in the GCC are not readily given the opportunity to network because of cultural issues. They network amongst themselves but there is no evidence of the effectiveness of networking in a segregated

manner. This is another gap for potential future research. Additionally, coaching and mentoring are still limited in the GCC, partly as there are few role models who can effectively guide and mentor them. The effectiveness of implementing a coaching and mentoring program for women in the GCC, is yet another gap that needs further research. This will depend on the existence of coaching and mentoring in an organization. The literature did not provide evidence of any formal coaching and mentoring programmes in existence in the GCC.

The final theme discussed in this review is that of Behavioural Characteristics. This refers to behaviour adopted by women that disadvantages them in the workplace. Women traditionally are more consultative and less authoritative in their behaviour. However, in positions of leadership, they are required to behave in a more assertive manner but are often penalized for doing so. This creates a 'double bind' scenario whereby they cannot win either way. By behaving in a traditionally feminine manner, their competencies are questioned, and when they behave in an assertive manner they are labelled in a derogatory manner.

There has been limited research in the GCC on behavioural characteristics of women in management. This is also a gap and potential area for further research.



## **3 Project Two: Qualitative Study**

### **3.1 Purpose and Rationale of the Study**

The purpose of this study is to explore and understand the influence of family on the work experiences of senior national women in the United Arab Emirates (UAE). The previously conducted SLR discussed the barriers to and enablers of the participation and advancement of national women in the Gulf Cooperative Council (GCC) countries. That review identified family, religion and socio-cultural norms and practices as key influencing factors on women as they enter and participate in the workforce – factors which often show ambiguity with both positive and negative effects. This qualitative study aims to build on that review by exploring the experiences of national women from one of the GCC countries – the UAE. This research contributes to the existing limited research on women’s careers in the UAE and builds on a conceptual framework developed by Greenhaus and Powell (2012): The family-relatedness of work decisions (FRWD) framework.

### **3.2 Structure of this Chapter**

This chapter comprises six sections including this introductory section, which provides the rationale and purpose of undertaking the study. It also discusses the context and background of the research and draws on the findings from the previously conducted SLR. The second section provides a summary of the work-family literature and introduces the FRWD framework (Greenhaus and Powell, 2012), applied to the analysis and findings within this project. The third section describes the approach taken to undertake the research, including the rationale for the choice of epistemological and philosophical approaches, the methodology and corresponding method to collect the data, and details of the approach to analysis as well as the actual data analysis process. In section four the findings are presented and then these are discussed in section five with reference to the work-family literature. In the final section discussion points from chapter five are summarized and the following research question is answered. “How do senior UAE national women experience the influence of family on their careers?” It also identifies gaps in the study for further research. A full bibliography of all

references and appendices providing additional material relevant to the study, are provided at the end of the document.

### 3.3 Summary of Literature

This section provides a brief summary of existing literature in the work-family domain that informs this current UAE national study. Whilst this research is concerned with ‘family influence’, that influence could potentially lead to conflict or enrichment and therefore the literature in the realm of work-family needs to be explored.

Research into the relationship between work and family is not new, and has been conducted for several decades (McNall et al., 2010; Padhi, 2013). A review of the literature indicates that the earlier theories and frameworks were focused on the individual in relation to the family and workplace. However, more recently, other dimensions, e.g. culture, have been incorporated into the frameworks, enabling a more holistic approach to the work-family discussion.

The majority of studies that have taken place, however, have been in the USA and Europe, and are primarily focused on work-family conflict (Greenhaus and Parasuraman, 1994; Haas, 1999 cited in Greenhaus and Powell, 2006). According to Greenhaus and Beutell (1985, p.77) and Kahn et al. (1964) work-family conflict is defined as:

**“participation in the work (family) role is made more difficult by virtue of participation in the family (work) role.”**

The literature suggests that work-family conflict arises for a number of reasons: lack of time, excessive strain, or conflicting behaviours and roles. As an example, general role theory suggests there are a number of roles that individuals take on and that the behaviours associated with those roles are socially accepted functions and relationships, such as parents, teachers, doctors and employees etc. (Biddle, 1979). Cooke and Rousseau (1984) suggest that strain can be caused by being involved in multiple roles, thereby causing work overload and inter-role conflict. In 1985, building upon this general role theory, Greenhaus and Beutell, defined a version of role conflict theory in a framework outlining three types of conflict that could occur: time-based, strain-based and behaviour-based. Time-based conflict occurs when a person’s commitment, with respect to time, prevents activities in another role from being undertaken. Earlier, Pleck

et al. (1980) identified this scenario as “excessive work time and schedule conflict dimensions”. Greenhaus and Beutell (1985) identified strain as the second type of conflict, whereby the strain caused in one role prevented a person from performing in another. Thirdly, behaviour-based conflict occurs when the behaviour expected in one role may be conflicting with the other role (Greenhaus and Beutell, 1985). Whilst this theory can be applied to this UAE national study, it is less likely that time and strain-based conflict would be as applicable due to the support system available to UAE national women in the home. UAE national women, especially those from extended families have the support of parents, in-laws and other relatives as well as live-in nannies with respect to childcare. Furthermore, household chores are often outsourced to domestic helpers. This enables working women to focus on work whilst at work and on the children when they return home and not have to worry about housework and other domestic chores.

However, behaviour-based conflict would be applicable depending on the role that the woman was occupying in the workplace. For example, a woman working as a manager in an organization would be required to behave in a certain manner to command authority at work, yet at home she may be required to be gentler with her children (Schein, 1973). Given the gender role dynamics in UAE society and in the family environment, where the man is the head of the family, the expectation, especially amongst the more traditional families, is that the woman will remain subservient and conform to her husband’s requirements. This could possibly lead to behaviour-based conflict for the woman.

Frone et al. (1992) identified two strands of work-family conflict; work interference conflict and family interference conflict. They suggested that where a conflict arises due to work commitments interfering with family, it is known as work interference conflict and where family commitments interfere with work, it is known as family interference conflict. Aryee et al. (1999) supported the work of Frone et al. (1992). This theory is also applicable to the current UAE national study from a family interference conflict perspective. As an example, women are required to be escorted by a male member when travelling overseas, based on religious requirements. Whilst overseas, the duties of the chaperone at work are not necessarily undertaken by others hence deliverables

would not be met. Hence family interference conflict could be applicable in this situation.

Similarly, and as a development of the Greenhaus and Beutell, (1985) framework, Frone et al. (1992) suggested that to understand work-family conflict, it was necessary to look at it from a two-directional perspective: family-work conflict as well as work-family conflict. Their belief was that work-family conflict was not one-directional and that excessive focus on family would result in implications on the work front; incomplete tasks at work, missed opportunities for networking as examples. This framework is also applicable to this UAE national study as many women from the more religious families may not be allowed to network openly in a non-segregated environment and thereby could potentially miss out on work opportunities.

Following on from the two-dimensional perspective, Carlson et al. (2000) developed a six-dimensional framework, integrating the two dimensions of work interference with family and family interference with work, with the time-based, strain-based and behaviour-based conflict types. This six-dimensional framework is also applicable to the UAE national study. However, all these theories and frameworks do not address the impact that culture, religion and society have on the individual and family and how these factors influence, not only the behaviour of the women in the home but also in the workplace. According to Hofstede (1984), the UAE is a collectivist society, which means that greater importance is placed on the needs and wants of society than those of the individual. Furthermore, the UAE is ruled by a religious government with its policies based on Islamic law. The UAE Labour Law for example, provides a framework for employers with information on employee entitlements, code of conduct and compensation. It also includes a section on the employment of women, stipulating for example, the types of tasks they are not allowed to undertake as women, working hours and maternity benefit entitlement. Similarly, family members are impacted by certain rules established by the government; for example, married women are required to seek permission and written authorization from their husbands when applying for bank loans and driving licenses. This demonstrates how society through government legislation influences both organizations and families, which impacts individuals. It is imperative that these components are not ignored when discussing this UAE national

study. Whilst all the above theories and frameworks are useful in understanding the work-family interface, it is necessary to incorporate new additional parameters in order to understand these complexities: globalization and cross border business, and with these the cultural nuances of people working in different countries. The culture component is addressed in the family-relatedness of the work decisions framework (Greenhaus and Powell, 2012), which I discuss in the following section.

### **3.3.1 The Greenhaus and Powell (2012) Family Relatedness to Work Decisions (FRWD) framework**

Building on their previous work in the work-family domain, Greenhaus and Beutell (1985), Greenhaus and Parasuraman (1994) Greenhaus and Powell (2003, 2006), Greenhaus, et al. (2001), Greenhaus and Powell (2012), developed a conceptual framework that examined the role that family plays in the decision making process of three work-related decisions: role entry, role participation and role exit. They use the example of starting a business as role entry, the number of hours required for that role as an indication of role participation, and whether to leave a job or not for role exit. Their findings indicate that there are specific family factors that individuals take into account when making these decisions.

*“In particular three factors (family structure, family demands/responsibilities and family support) were considered as predictive in all three decisions and a further two factors, (family background and family related motives) in two of the three decisions”* (Greenhaus and Powell, 2012, p.248).

For the purpose of this project, work-related decisions are defined as those undertaken when an individual enters the workforce (entry), participates within the workforce (day-to-day and promotion) and exits the workforce (Greenhaus and Powell, 2012). Additionally, ‘full-time paid employment’ is referred to as work, and not voluntary, part-time, unpaid employment or self-employment. A decision *“is viewed as a choice between alternative courses of action when the decision maker has sufficient control over the situation to have a choice”* as defined by Hastie, 2001) and March (1994) (cited in Greenhaus and Powell, 2012, p. 247).

Figure 2 (p. 27) provides an overview of the Greenhaus and Powell (2012) framework, commonly referred to as the family relatedness to work decisions (FRWD):

What the diagram reflects is the relationship between the family situation and work domain decisions. Family situation is defined as demands, pressures and responsibilities associated with family; examples include whether a woman is married/living with a partner, the number and age of children, spouse's career, as well as any care giving responsibilities for elderly parents. Work domain decisions refer to potential decisions that are made with respect to starting a job, the number of hours undertaken at work and leaving a job or profession. The framework suggests that for a positive outcome in the family domain, where work-family enrichment increases or work-family conflict decreases, any decisions related to work entry, participation or exit, need to take into account the family situation. Additionally, it suggests that both family situation and the work domain decision will be dependent upon individual, organizational and societal contexts. Individual context is concerned with the relationship of the individual to the family and the depth of connection that exists and how this influences their decision-making. Organizational context is concerned with the level of support provided to employees with respect to family-friendly policies and practices. An example of this is the level of flexibility when employees require time off to cope with family issues.

Societal context can be described as the level of support that society provides an individual. Ling and Powell (2001) suggest that those who belong to collectivist societies may base their work decisions on a number of factors including their family situation. They suggest that this occurs due to the strength of relationships and bond of members within the family unit. Secondly, organizations in collectivist cultures may be more supportive of their employees, recognizing the need for employees to have a balanced personal and professional life, and incorporating the needs of their families (Greenhaus and Powell, 2012)

Powell et al. (2009) recognized the importance of incorporating culture into work-family theories and as one of the developers of the FRWD framework, Powell suggested two elements be included in that framework: an element of Hofstede's Culture dimensions commonly known as the individualism-collectivism dimension and

the humane dimension from the GLOBE study. The individualism-collectivism dimension was included to understand the

*“nature and strength of relationships among members of a national culture, ranging from closely linked in a collectivist culture to relatively independent in an individualist culture”* (Hofstede, 2001, cited in Powell, et al., 2009, p.30).

The humane orientation dimension was used to understand

*“the degree to which members of a national culture encourage and reward others for being altruistic, generous, caring and kind to others”* (Kabasakal and Bodur, 2004, cited in Powell, et al., 2009, p.30).

Powell et al. (2009) also suggest that cultures that are collectivist in nature with a high humane orientation are likely to provide more support to their members than those in individualistic ones with low humane orientation. By including these two dimensions, the framework takes a more holistic perspective on the factors influencing a work-related decision.

This section has provided a brief review of theories/frameworks in the work-family domain to understand where this current study should be positioned. It has described the existing theories and if and how they are relevant to my research. In summary, the key theories/frameworks described are focused on the individual, their roles, their time, the effort/strain incurred and their behaviours. However, the earlier ones did not take into account external factors that impacted on and influenced individuals both at home and in the workplace. More recently, cultural and societal influences have been included in some of the models/frameworks. The FRWD framework was developed from an American perspective and this research will identify how the framework could be adapted to better suit the requirements of the UAE.

The next section discusses the Approach and Methodology of this qualitative study of UAE national women. It provides details of the epistemological stance, the philosophical perspective, methodology and method used.

## **3.4 Methodology**

### **3.4.1 Research Question**

The key theories/frameworks described in the previous section are focused on the individual, and in particular on their roles, their time, the effort/strain incurred and their behaviours. Therefore, the purpose of this study is to explore the work-related

experiences of senior UAE national women and understand how their family influenced these experiences at key work decision stages. The study aims to answer the following question:

“How do senior UAE national women experience the influence of family in their careers?”

### **3.4.2 Research Approach**

In order to start the research process, several factors need to be considered. Crotty (1998) describes this process in a four level hierarchical framework where each level informs the following level: Epistemology, Theoretical Perspective, Methodology and Methods. Epistemology, at the top of the hierarchy, is concerned with understanding *‘how we know what we know’* (Crotty, 1998, p.8) i.e. the nature of knowledge. Crotty identifies three main types of epistemology: Objectivism, Subjectivism and Constructionism. He suggests that for knowledge to be possible and legitimate as an objectivist, reality needs to be evidence-based and is discovered, not created. More importantly, reality is not dependent upon consciousness or experiences. Hence a deductive approach is used when conducting such research; hypotheses are generated and applied to the data generated in the study to prove a theory/theories (Crotty, 1998).

However, both constructionist and subjectivist epistemologies require an inductive approach to research; the data are generated from the study and analysed to determine if there is a relationship between the variables within the study. Constructionism is concerned with the reality that emerges from the interaction of individuals within society and is dependent on both experience and consciousness so that reality is created rather than discovered. Subjectivism proposes that reality exists but its nature is dependent upon the consciousness of individuals and is imposed by the object (Crotty, 1998).

In this particular study, the epistemological stance I take is that of constructionism as it is concerned with understanding the experiences of the women in the sample and how they (using language and behaviour) construct their own reality. Much discussion has taken place with reference to the terms ‘constructionism and social constructionism’ and they are often used interchangeably. Young and Collin, (2004) suggest that



constructionism is about the individual's mental construction of their own reality through cognitive processes, as compared to social constructionism, which is concerned with the social aspects of constructionism and how reality is determined by the individual's interaction with others in society as well as cultural norms and practices. However, Charmaz (2000) uses the term constructionism when referring to both society and the individual. Hence in this study, as the purpose is to explore the career experiences of UAE national women, I use the term 'social constructionism' to refer to the influence of family, society and culture as well as their own individual experiences and consciousness, to determine their reality. Therefore, the reality of the situation is determined by people through their interactions with others and not by other external factors or objective data.

The second level in Crotty's (1998) hierarchical framework is that of theoretical perspectives, which he defines as *'the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria'* (Crotty, 1998, p. 3). There are a number of theoretical perspectives that can be advocated when undertaking research depending on the epistemological stance taken by the researcher. In this study, I adopt a social constructionist epistemology and an appropriate philosophical perspective is that of interpretivism. This perspective is based on the notion that the social world is different from the natural world and therefore, the tools and methods used for analysis in the natural world differ from those used in the social world. Researchers of the natural world are interested in facts, figures and quantitative data as compared to researchers in the social world who are more interested in behaviours and causal effects of experiences that are more difficult to analyse using quantitative tools and scientific methods. Fundamental to the beliefs of an interpretivist is the assumption that the people in the social world think and reflect, and will construct their own reality using language and behaviour, and that these constructs will be interpreted and acted upon on the basis of those interpretations. Hence the experiences are subjective, not objective, and cannot be measured, verified or tested using similar methods to the natural world. This approach, therefore, advocates that reality is based on the researcher's analysis and interpretation, and is especially useful for exploratory studies where the aim is to gain an understanding of the experiences of people.

The aim of this exploratory study is to understand how family influenced the career experiences of senior UAE national women. I chose to use semi-structured interviews as the appropriate method, with a view to identifying themes from them. This was based on the notion that thematic analysis is particularly useful when trying to obtain stories and experiences from interviewees. Additionally, interviews facilitate the exploration of values, beliefs and attitudes of the interviewees. Probing ensures that the information provided by the interviewee is reliable as the interviewer can seek further clarification. Furthermore, if and when sensitive issues are brought to the surface during the interview, a process of validation can occur by the interviewer, not only by listening to the responses but also by observing the reactions of the respondent (Nay-Brock, 1984). The use of semi-structured interviews also provides the interviewer with flexibility in terms of how they word the questions (Hutchinson and Skodol Wilson, 1992). Moreover, when the interviews are on a one-to-one basis, there is less room for the participant to be coerced or influenced by other parties whilst responding to the questions, as is possible in a focus group.

Given the nature of this study, ten women from the public sector were approached to participate in this research by the researcher, initially by email, followed by a phone call to confirm venue and timing of interviews. The sample was primarily sourced through personal contacts and therefore, some of the participants were known to the interviewer. The reason for selecting women from the public sector was based on the fact that the majority of UAE national women that work do so in the public sector and have a preference to work there over the private sector (Gulftalent.com, 2013). Their reasons are due to the timings, compared to the private sector with most government offices open from 7am-2pm. Furthermore, the public sector provides greater salaries and benefits; additional vacation time, improved allowances and facilities solely for Emiratis.

Having a limited understanding of English maybe a disadvantage when using the semi-structured interview as a tool for data collection as it could impact both the validity and reliability of the data. However, in this study, the majority of the women spoke fluent English and did not have any difficulty in understanding the questions or responding to them. Two of the women required further clarification at particular junctures in the

interview but once feedback was provided, the interview continued without any problems. All the women were aware that the interview would be conducted in English and their enthusiasm to participate is a reflection that they felt comfortable speaking in English especially as they were made aware that the interviews would be recorded. All participants were informed that their involvement was entirely voluntary and there was no compulsion to undertake these interviews and that everything discussed would remain confidential and their names would not be disclosed anywhere in the transcripts or report. They were all asked for the permission to proceed with the interviews and all agreed to do so.

The interview protocol was prepared according to a loose structure and was divided into sections of open-ended questions. The key sections were as follows and a copy of the interview protocol is in the A copy of the Interview Protocol is provided in the Appendices B.1.

- Brief Introduction about the interviewee and her family background
- Career History to date
- Key enabling factors in their career
- Key barriers to their career
- Suggestions for improvements by the government, employer, women and men to facilitate women attaining senior management positions.

### **3.4.3 Approach to Data Analysis**

The interviews took place in the offices of the women, between June and August 2012 and were approximately an hour in duration. All interviews were recorded and were forwarded to an external transcription service. They provided the completed transcriptions within 48-72 hours for review. The transcripts were then checked with the audio recording to ensure that the correct information had been captured. Overall the standard of transcription was exceptionally good with limited corrections required for non-English names and occasional Arabic words used by the participants. Once the checking had been completed, the process of analysis was initiated using Template Analysis.

Template Analysis is a useful technique for organizing large volumes of qualitative interview data for analysis and interpretation. According to (Waring and Wainwright, 2008) template analysis originated in the USA in the 1990s, and more recently was introduced in the UK by the researcher Nigel King. (Waring and Wainwright, 2008, p.86) suggest that,

*“this approach involves coding a large volume of text so that segments about an identified topic (the codes) can be assembled in one place to complete the interpretative process” (Waring and Wainwright, 2008, p. 86).*

The process consists of the following steps, starting with establishing a coding system, the actual coding of the interview transcripts (or other qualitative data), sorting of the similar codes and texts and finally, consolidating the codes to provide a picture to substantiate possible theories/concepts. King (2004) suggests that researchers can pursue one of three routes when starting the analysis; predefined codes (a priori) can be established and this would generally be based either on a theory or framework related to the study, secondly, codes being established during the data analysis stage following the analysis of a few transcripts, or thirdly, a combination of predefined codes with the addition of others during the data analysis stage.

In the UAE study, the third option was taken, with a combination of pre-determined codes as well as others emerging from the themes generated from the analysis. The pre-determined codes or ‘a priori’ codes were derived from (Greenhaus and Powell’s, 2012), conceptual framework on the family relatedness of work related decisions. At the top level, ‘a priori’ codes for type of influence were assigned to the following: individual, family, organization and society. At the second level, further ‘a priori’ codes for work related decisions were assigned to role entry, role participation and role exit. In terms of hierarchy, type of influence was designated as a parent code and work related decisions a child code.

In terms of the interview protocol, questions were organized in groups with the initial ones demographic in nature, used as an icebreaker and to create rapport between the researcher and the participant. This facilitated a smooth introduction into questions related to their early family life experiences and the level of support provided by their families in pursuit of careers. The following group of questions aimed to understand if the participants had role models that facilitated their careers by providing them with

informal mentoring. The third group of questions was related to the establishment and maintenance of networks with reference to their professional lives. The fourth group of questions related to barriers experienced by the women both from a cultural, professional and personal perspective. The final group of questions sought to understand if they believed, that the government, their employers, male family members and colleagues and women could improve the status of women entering senior management. At this point, further codes were assigned to these groups; family support, career, role models and mentors, networks, barriers and improvements. In order to understand if this grouping made sense, a couple of transcripts were re-read and the coding structure was amended. The final coding structure is depicted below. The primary focus of this study was the influence of family on the career experiences of these women. However, organizational and societal influences emerged as themes from the interviews conducted and are discussed briefly in the section on Analysis of Findings. The Parent and Child codes are ‘a priori’ and the Grandchild codes are determined following analysis of the transcripts.

Coding Matrix		
Parent	Child	Grandchild
Family Influence	Role Entry	Marriage
		Education
		Gender Roles
		Role Models and Mentoring
		Choice of Organization
		Choice of Job Location
		Choice of Career Field
		Networks
	Role Participation	Marriage
		Education
		Gender Roles
		Role Models and Mentoring
		Family Support with Childcare
		Unescorted Travel
Organizational Influence	Role Entry	Organizational Support
	Role Participation	Role Models and Mentoring
		Organizational Support
Societal Influence	Role Entry	Culture Change
		Government Support
	Role Participation	Culture Change

### **Table 11: Coding Matrix**

In essence, the coding structure is reflective of the Greenhaus and Powell (2012) framework, although there is limited detail on the organizational and societal influences. This section has provided a detailed view of the research process undertaken during this study. The following section will provide details of the analysis of findings using the (Greenhaus and Powell (2012) framework on the family relatedness to work decisions.

### **3.5 Analysis of Findings**

This section is concerned with the findings that emerged from the data analysis. In particular I discuss the key family influences on the career experiences of the women interviewed. Family influence in this study is reflected by how the family played a role in enabling or constraining the women when a decision needed to be made at different work-related stages: starting a job (role entry), day-to-day activities (role participation) and leaving a job (role exit). Figure 3 shows the relationship between the work and family domain and its impact on the outcome on the family domain. For the purpose of this study however, the focus of analysis is not on the outcome but on how the family domain influences and impacts on the work decision.

#### **3.5.1 Role Entry**

In this section I discuss the findings with reference to ‘role entry’. When embarking on a career, one of the key decision points is that of ‘role entry’. Several considerations need to be taken into account when starting a new job or role; these include which organization one wants to work with, location of the job, the type of role and what skills/qualifications are required to fulfil that role as well as career prospects, short, medium or longer term. In the West it is expected that a new job/role is dependent on educational qualifications, experience/skills and personality. In the Arab world, whilst the above are required, there are certain nuances that impact on the way in which jobs are acquired and maintained. It is unusual in the West for families to be overtly involved or to influence women’s entry and continuation in the workforce. However, this is not the case in the Arab world where family plays a significant role at this stage. One of the key differences is that fact that many of the women, especially those from

extended families, need to seek permission from male members of the family on a number of matters. I elaborate on this further in this section.

All the women that I interviewed revealed that their families encouraged them to become educated and prepared for the job market, irrespective of whether they were from extended or nuclear national families. However, once qualified, the level of support and influence varied depending on whether the woman was married or single, and how traditional the family was. For some of the married women, a number of them enlisted the help of elders within their families at the time of marriage, to negotiate with potential in-laws as to whether they (the participant) would be allowed to work post marriage. Similarly, the choice of career path, where (i.e. location wise) and in which organization they could work, was often dictated by male members of the family in both extended and nuclear families. Other examples of family influence revealed how family connections were used for the procurement of jobs.

#### **3.5.1.1 Education**

One of the major findings that emerged from the data was that of the influence that families had on these women in terms of instilling values. A key value that was consistent amongst all ten women was the importance that their families placed on education, with no difference in attitude between parents that were highly educated versus less educated. Without exception, all the women explained that their fathers and mothers individually and parents jointly were the main driving force behind their attainment of educational qualifications. Figure 4 provides details of the education levels of the ten participants. It is interesting to note that in this study, participants from extended families were primarily educated in the UAE and nuclear family participants were primarily educated overseas.

<b>Participants</b>		<b>Traditional Emirati Family</b>	<b>Non Traditional Emirati Family</b>
		<b>5</b>	<b>5</b>
<b>Highest Level of Education</b>	<b>Doctorate</b>	<b>1</b>	<b>1</b>
	<b>Masters</b>	<b>2</b>	<b>3</b>
	<b>Bachelors</b>	<b>1</b>	<b>0</b>
	<b>Diploma</b>	<b>0</b>	<b>1</b>
<b>Educated Overseas/UAE</b>	<b>Overseas</b>	<b>1</b>	<b>4</b>
	<b>UAE</b>	<b>4</b>	<b>1</b>

**Table 12: Education Levels by Participants - Extended v Nuclear Family**



All the participants believed that education was key to their finding a good job and with good experience, facilitating their advancement within the workforce. They credited their families, especially parents, for supporting them in their quest for education.

*“...my mother was very supportive in regards to my education, what I wanted to do. My father who’s passed away now, was the conservative extended father, just had difficulty accepting that I go and study outside, mix with men, but my mother was very supportive so I was able to go outside to study, so that’s my journey into education, which is now, you know a long time ago, not the usual thing for many women to do” (Participant C3).*

In this particular example, the participant’s mother played a significant role in providing her with the support to fight for her right to study abroad, despite her father’s objections. Fortunately, she knew early on what she wanted to pursue as a career and had the conviction to forge ahead. The same participant believed that education as well as gaining the right expertise to undertake the role, was important for women in order to pursue management level roles.

*“I think education is important and at the same time to make sure that we are competent as managers and leaders, and that means not only education but also as carers, the attitudes, to show that ... And I think it is very important that women in pursuing management and leadership is to, to have the vision of what they want clear, and the values around it, because that helps, you know what you want to do.” (Participant C3)*

As indicated in Figure 4, all of the participants in this study were graduates bar one. This participant started to pursue her degree but due to work commitments, chose to focus on progressing within the workplace and suspended her studies. Her mother played an influential role in her life in terms of stressing the importance of education. She insisted that all her daughters be educated before getting married, as she herself did not have the opportunity to do so.

*“No, finish your studies first, I don't want you uneducated, I want you to be an educated mother, don't become like me”. (Participant B2)*

Despite her mother’s insistence, the participant did not return to her studies as she was advancing through promotions and gaining relevant work experience in her field. She did say, however, that if the opportunity presented itself for her to go back to her studies she may do so but only if her workload decreased. Having expressed her desire to go back to her studies, she also explained that she saw no value in acquiring an education as she had managed to advance without it.

*“I’ve got a higher diploma, and after I came to the department I worked for two years... but for now I don’t need [a degree], I’ve trained more, I have developed myself here in this field, so I don’t think I need that Bachelor’s degree.” (Participant B2)*

The implication of this is that the participant regarded education as a means to an end, to facilitate the acquisition of her job. Once that was completed, and she had progressed within her job, she saw no value in continuing with her education.

### **3.5.1.2 Marriage**

Another finding from the data analysis was the importance of marriage in both types of UAE national families. Given that the indigenous population is small and accounts for less than 15% of the total resident population in the UAE, nationals are encouraged to have children and increase the UAE national population (World Economic Forum, 2012). Furthermore, marriage is an important social custom as ordained in the Islamic religion. From a social perspective, marriage occurring earlier in life prevents free mixing prior to marriage. Marriage in the Arab world is very much about two tribes or two families forming a partnership and it is not considered to be primarily about the two individuals. Women from extended families may not even see their husbands before the wedding and their thoughts and wishes may often only be shared through the elders in the family mediating the negotiations. It is therefore understandable that the influence that marriage plays on the career decisions of women is dependent on how traditional the in-laws are.

During the interviews, a couple of the women provided a view of how they got married and the impact it had on their work life. Both participants were from extended families and had traditional marriages. The first participant explained how she met her husband at work and had been colleagues with him for four years, during which time he was supportive of her professionally. When he decided he wanted to marry her, he spoke to his sister who then approached her family for her hand in marriage.

*“He was supporting me before I was getting married to him. We were colleagues for four years... I wasn’t in love with him, it [just started] and even he is - he is very strict and he’s not - even he sent his sister, his sister to get permission if I will be - if I will agree. His sister approached, she asked me, [will] you get married to my brother? I was shocked, you know? I [suggested to go] to my family and my family agreed, after they had asked about him and his family.” (Participant H8)*

In this particular situation, the participant knew her husband but he was also from a traditional and conservative family. Hence his approach to the marriage proposal was

undertaken in a traditional manner, with his sister the mediator for taking the proposal to the participant's family. Equally important was the role that the participant's family played in finding out about the groom's character and family background prior to the proposal being accepted by them on behalf of the bride. Similarly, the traditional approach was taken to ensure that she would be able to work after marriage, with her father negotiating with her in-laws on her behalf. What is interesting is that as a single woman, her father made the decision as to whether she should work or not. Post-marriage, her husband gave her the required permission. She explained:

*“Before he got married to me, he told his family that he wanted a lady that can stay at home and everything. Then when - he knows me, he says, if it was another lady, I would let her stay at home, but you, no. You are a very successful lady, you like to be successful, you are career-led, I will let you work. Also when we get engaged, my father, he put that [work] as a priority.” (Participant H8)*

In another example, a participant used her grandmother as a mediator. She spoke directly to her grandmother to ensure that her husband would allow her to work after marriage. This participant was more proactive in terms of getting what she wanted. Elders in the UAE are given respect for their age and experience and are often consulted when marriage proposals are discussed.

*“When he... when they came to propose, I was like, I have these conditions. I just conveyed what I had to my grandmother so she was the mediator at that time. So she went and sat with him and she liked his personality and she said, you know, [she's] a very special grand-daughter of mine and if you want really to get married to her, she has these conditions.” (Participant D4)*

The two examples are similar in the manner in which the marriage negotiations took place. However, in the first example, there was no evidence of the father discussing the participant's wishes prior to speaking to her husband. She was grateful that her father negotiated permission for her to continue working after her marriage had taken place; this was part of the marriage agreement, but she herself was not consulted and accepted the decision that was made on her behalf. In the second example, the participant knew that she wanted to work and it was a priority for her so she was proactive in ensuring that she would do so after marriage by speaking to her grandmother who conveyed her point of view to her husband. What this demonstrates is that the process of negotiation prior to marriage plays a significant role in determining whether the woman will work after marriage or not and is usually conducted by elders in the family and not directly by the woman herself.

### 3.5.1.3 Choice of Career Path

Whilst seeking permission to work post marriage from the husband's family is considered the norm in extended UAE national families, others from nuclear families may seek approval for their choice of career. Approval in this case does not refer to seeking permission, but more about not going against their families' wishes. These two women discussed their career options with their fathers and when steered in another direction did not challenge or question them. One participant explained that her parents influenced her into working for her mother's school, despite her desire to work in the banking or government sector.

*"..and then when I wanted to find a job it was, work with mum and I didn't really want to, to start with. I said no, why would I want to work in a school? This is not what I wanted. I had to put up with jobs that I didn't really want [overseas], because of the work permit issue. Now here, why would I do that? Then that's when you know, they had a talk with me, try it out for a year, it's a pity mum's... worked for more than 20 years, setting up the school, it will go to strangers. You should take over. You need to help her; her health is not so good." (Participant A1)*

Prior to returning to the UAE this participant worked for a bank and media company overseas. The interview provided indications that this was more an interim solution for the family as her mother was a partner in the school with ownership responsibilities and as her mother was struggling with her health, it made sense for the family to suggest that she take up a role there. Additionally, she was not working at that time, so this would have been a route for entering the job market without having to apply to numerous organizations. The participant explained that the idea behind working at the school was that eventually she would take over from her mother.

Similarly, another participant wanted to pursue a career as an interior designer. Her father was not happy with her choice of career and suggested she find an alternative 'acceptable' career, as he didn't want her 'going in and out of other people's houses'.

*"I did my masters in international marketing. I have a bit of a sort of creative flair about me and I wanted to do interior design. That did not meet with my father's approval. He said, "You're going to go in people's houses and decorate their houses." He didn't like that too much. "You want to think of something else." So I thought the closest in terms of business that comes to anything creative would be marketing." (Participant E5)*

At the time that this participant wanted to become an interior designer she was young and single and it is possible that going in and out of people's houses would be frowned upon and not culturally appropriate. She revealed that she chose to focus on

international marketing as a compromise, ensuring that she complied with her father's wishes but also pursued a career that would be of interest to her.

In the previous section, the two participants made the decision to comply with their family's wishes and met with their fathers' approval; in the first situation by finding an alternative career, and in the other, working with her mother for a while, but a further example below demonstrates how one participant had no choice in where she wanted to work or even the role she was going to pursue. Her decision to work was determined and dictated by her father selecting the organization she worked in and organizing the role for her through his connections with the CEO of the organization. She did not question his authority and justified his actions because he was keen to understand the environment that she would be working in and ensure that it was safe for her – safe from a moral and cultural perspective.

*“My father, he said, no I don't want you to work because he's scared [for] me, where I'm going to work. He chose here because he knew some people here. So that's why he chose [this] organization. Then he talked to them.” (Participant H8)*

Whilst explaining her predicament during the interview, she did not indicate that she resented her father for the fact that he made the decision for her in terms of where she would be working. On the contrary she explained how she thought it was acceptable for the decision to be made by him on her behalf. There was no planning in terms of whether her educational qualifications would be a suitable match for the industry sector that she was to work in and the job offer was based purely on the fact that her father knew the CEO of the organization, and given that it was public sector, a better cultural fit for her. The public sector, by virtue of employing more UAE nationals, is more suitable for women to work in as there is a better understanding by work colleagues of the societal and cultural nuances of the UAE (GulfTalent.com, 2013) Hence when she explained that '*he was scared for me*' she was in fact referring to the moral code that she needed to adhere to in UAE national society and by mixing freely, her reputation could be tainted, and this would reflect badly on her family. The evidence of this was in her father's comment to her when she joined the organization

*“The first day I came here [to work]. He said, my daughter you are there but you reflect my name, .. our family.. reputation...so please protect yourself..” (Participant H8)*

Men in the UAE are very protective towards the female members in their family (Metcalf, 2007). Hence in their eyes, safety is not just about keeping women

physically safe, but about moral safety, ensuring that they are not exposed to any influences that could damage their reputation or the family's reputation.

What the above examples demonstrate is the fact that several of the women in this study had little or no choice when it came to making role entry-related decisions in their early professional lives. They sought approval for their choices from their families in spite of being educated and capable of making their own decisions. There are a number of possible interpretations of this. Firstly, parents as elders are deemed to be more experienced and knowledgeable. The UAE as an Islamic country adheres to a strict moral code of conduct. Hence, when a father is protective of his daughter working in an environment where there may be free mixing and the ability for her reputation to be scarred, his behaviour is deemed acceptable from their perspective, as it is part of the culture. Secondly, given that the UAE was only established in 1971, the education system is still being developed as compared to the Western world, and, as the evidence suggests, most of these women in the study were advised by their families and in particular by their fathers.

In addition to seeking approval of career choices and organization, one of the interviewees revealed that when she graduated from university and decided to look for work, she was not allowed to look for work outside her emirate as she was single and it was unacceptable for her to live alone outside the family home. The implication was that she was restricted to looking for work locally and not able to search in any of the big cities.

*“After I finished my bachelor degree in business administration from UAE University which was in 1994, the problem was limiting myself to selecting a job within my emirate, I wasn't married that time, I was with the family. Unlike men, who have no limits, or boundaries, I have restrictions. They can go to other emirates and select better jobs there. For me, I'm limited to the area where my family was situated.”*  
(Participant F6)

When narrating her story during the interview she revealed her frustration resenting the fact that men found it easier to find jobs as they had more opportunities in other emirates. However, despite this frustration, she accepted this limitation on her as a woman and was not willing to leave her family and explore other opportunities in other emirates. Similarly, another participant was expected to return to her family when she completed her studies overseas. She had received a scholarship from the government of Bahrain and her own expectation was that she would subsequently work there.

However, her family moved to the UAE from Bahrain whilst she was studying and upon completion, the expectation from the family was that she would join them in the UAE and look for a job there, rather than going back to Bahrain. Both of these examples demonstrate the influence that family has on women in terms of finding jobs within a location close to the family. The expectation from families is that single women will live with their families until they marry, after which they move into their husband's/in-law's house.

Whilst several of the participants were influenced and at times dictated to by their families on taking jobs, either in a particular organization, particular field or location, it is interesting that in this small sample there were an equal number of women who did not talk of being influenced by their families with respect to the decision to take on a role. A few of the participants explored jobs by undertaking work experience within their organization of choice and the remaining participants were sure of what they wanted to study at university and follow as a career. However, common to these five participants was the fact that they discussed their aspirations with members of their families and were guided by them early on in their lives. This resulted in a particular path being followed at a much earlier stage in their professional lives and facilitated their job search/job entry. Furthermore, the careers they chose were acceptable according to socio-cultural and religious norms.

#### **3.5.1.4 Family Networks**

The above findings have demonstrated how families have directly influenced the women in this study with respect to choices in their careers, be it career path, organization or location. However, family influence was also evident in the procurement of jobs at the role entry stage. As mentioned at the beginning of this thesis, social networks are extremely important in the UAE and families are a source of networks, commonly used for conducting business. This study identified two women whose families used their connections to find a job for them. In one example, the participant was restricted to finding a job within the emirate where her family was based. The general manager of the company where she was eventually recruited was known to her family and approached her for a job within his organization based on that

family connection. However, the job offer was not based solely on the family connection, as she was appropriately qualified for the role that she was recruited for.

*“So after graduation he requested ... in fact he knew my family, some members of my family, and he said why not I join [his organization]. So I joined [them] in 1996.” (Participant F6)*

In another example, the participant’s father approached a friend of his who was the CEO of one of the government departments to see if his daughter could work there.

*“He chose here because he knew there was some people here. So that’s why he chose that organisation. Then he talked to them... Then when - he knew that his friends are here... he said, okay fine.” (Participant H8)*

Whilst this is normal practice at the role entry stage and role participation stages of the career paths of UAE nationals in the UAE, ‘Wasta’ was only used in the role entry stage in this study. According to Hutchings and Weir (2006, p.278), ‘Wasta’ is defined as

*“involving a social network of interpersonal connections rooted in family and kinship ties. Involving the exercise of power, influence and information-sharing through social and politico-business networks, Wasta is intrinsic to the operation of many valuable social processes, central to the transmission of knowledge, and the creation of opportunity.”*

In essence what it provides is a means for facilitating job searches and the application process for UAE nationals at the role entry stage. It was a value addition to a process, which may have been competitive if based solely on qualifications. In terms of the second example, ‘Wasta’ was used to not only facilitate the recruitment process but also enabled the participant’s family to feel reassured about the environment that she was going to be working in and that it would be suitable from a societal perspective.

This section has examined the influence of family on the women in this study from a role entry perspective. The evidence demonstrates that families play a significant role in the decision making process. At times the families dictate rather than influence what they believe is right and in this particular study, the women, though frustrated and resentful, accepted it (barring a few). There is a need to comply with the family expectations that are engrained in society based on cultural and religious values and gender roles. The following section discusses the influence of family at the role participation stage of the model.



### 3.5.2 Role Participation

In this section I discuss ‘role participation’ which, in the context of this study, was concerned with the day-to-day activities of the women that impacted on their lives. The findings that emerged from the data, with respect to role participation, suggest that the family influences these women in a number of ways: continuing education, marriage in terms of spousal support, support in terms of childcare provision and, in the more traditional extended families, providing a chaperone when restrictions on unescorted travel were imposed on them for religious reasons.

#### 3.5.2.1 Education

It was evident that education was important in the role participation stage. Many of the women interviewed, completed their graduation, and then worked for a while before taking time out to continue with their education. Upon completion of postgraduate degrees, some would be promoted to more senior roles within their organizations.

*“After I came back here the advancement, or the big steps, happened after being awarded my PhD, I came as a Deputy Manager...And then I was promoted to be a manager, and recently, two weeks ago, I was promoted to...Executive Director.”*  
(Participant I9)

As part of the interview, all the participants were asked what they would suggest other women could do to enhance their career prospects; one of the key responses, was to gain further qualifications and experience.

*“They need to take advantage of the opportunities that are put in front of them. So why not pursue further education when it’s available to you, when you can get a scholarship very easily, when you can get your education?”* (Participant J10)

Another participant added

*“Continue to pursue high levels of education, which in the UAE is a fact, women do... UAE national women, more than men, go for university degrees, are less likely to be school dropouts. So education is very important. Being confident enough, brave enough with their families, to want to go to college, to want to work, to try and balance that with their family lives so that it doesn't backfire on their personal life.”*  
(Participant A1)

These examples demonstrate the importance that the participants and their families placed on education and how that value of it was instilled in them by their families, so much so that they would take a career break to pursue further studies.

### 3.5.2.2 Marriage – Spousal Support

In the role participation stage, the influence of family in terms of marriage is defined by spousal support. All the married women in this study (with just one exception) explained how important their spouses were in terms of supporting their careers. A participant from a nuclear family said,

*“Again you can’t do it, you, I can’t be spending the time and amount of whatever, if you don’t have a supportive husband and a very supportive father which is very important. I think you rarely find men who are so hands on with their children, but my husband is wonderful. He’s more of a consultant so his time is a lot more flexible which helps again a lot and the fact that he obviously does not mind being hands on with the kids which helps again a lot. These are all fundamental facts that support a woman who’s working, who is ambitious, who wants to get somewhere and do something. If you don’t have those sort of things you can still do it, but I would assume... It’s just so.” (Participant E5)*

A participant from an extended family explained how she needed to negotiate with her husband in terms of gaining his support for her to pursue a career, especially as he was from a more traditional family than hers. In particular she explained how it was a gradual process that required trust and understanding to be built and effective communication between the two of them. When required, he was willing to look after the children and their needs, which is evidence of his support. This example indicates the level of support some husbands in the UAE will provide to their wives, providing they believe that family responsibilities come before work. In this particular example, the participant sat down with her husband and explained the nature of her new role and how important it was for her to fulfil the requirements of the role, yet keep up with her responsibilities towards the family. It is interesting that he would pick up bottles of milk from her to feed the daughter, indicating that he was a participative father and wanted to be involved with the children and their care giving.

*“Again, my husband’s coming from an extended background. At the beginning it was not easy but again, with acquiring trust and being understanding and establishing with conversation, good conversations with him, I think it has evolved to being as well as it is now...Sometimes I get late at work so ... he can come and I give him the milk that I pump for my little daughter. So he’s understanding, you know...And we discussed this earlier, I said I have this new role and I’m expected to work really hard...And we talked, we argued and then I said I’ll try my best to be, you know, [put you and kids before my work], it doesn’t work this way all the time but I do my best.” (Participant D4)*

However, an interesting and contrasting perspective was given by a different participant who battled with her husband for his support. He was totally against her working and expected her to be a homemaker. He threatened to divorce her unless she gave up her

job. Following several conversations between the two of them, and with the participant explaining the importance of her working for the family, he gave in to her requirements to work. What this clearly demonstrates is the requirement for women to negotiate with their spouses, their desire to pursue a career with the proviso that their family life will not suffer as a result of it.

### **3.5.2.3 Family Support with Childcare**

In addition to spousal support, most women in the UAE are fortunate to have the support of their families and in-laws. Many UAE national families live as extended families with grandparents, aunts and uncles all living either in the same house or in the same compound. This facilitates childcare as it enables working-women to leave their children with family rather than look for external childcare facilities. Of the six women that had children, five of them had young children. In terms of childcare provision and support, all the women in this study stated that their families lived near them to look after their children so that they did not need to make external arrangements. They all explained how appreciative they were that they received both spousal and family support and how this aided them in terms of not having to worry about their children whilst at work as well as if there was a need to work outside normal working hours.

There were numerous examples of how these women received support from their families. One participant explained how grateful she was to have the support of her own family and her in-laws with respect to looking after her children.

*“They have been fully supportive...so every morning I drop my kids with my family, whether it's my parents-in-law, or my mother. And they look after the kids very well, and I don't worry much once I'm in my office.. I'm sure that my kids are fine, even if there is an emergency my mother or my mother-in-law will take care of it. So that's one worry that's out once I'm here in the office. I leave at five and I go home, and I find my kids fed, showered, everything. I travel because of my work, and so they also look after my kids full-time if I'm travelling one week or two weeks.” (Participant H9.*

She worked in a stressful environment and was required to travel frequently as part of her job and her level of involvement meant that she had to work outside normal working hours. She valued having a family that was fully supportive of her career and therefore, did not experience work-family conflict as she may well have done had they been unsupportive.

Whilst most of the participants received support from their spouses and families, one participant received no support from her husband. However, her mother was her primary source of childcare support especially as she worked a long way from where she lived and needed her children to be looked after if she returned home late.

*“..at that time I was living nearby my mum’s house so usually when I reached back [home] from work, I reach back around six o’clock. So my children at least they were in the care of my mother, so I was lucky in that. And my husband he was working in another emirate ... but he came home every weekend.” (Participant F6)*

#### **3.5.2.4 Unescorted Travel**

A finding unique to the Arab world is the requirement for women to be chaperoned when travelling overseas. This was prevalent amongst the national women from extended families. Not all women experience this, but many national women from extended families feel compelled to adhere to their family’s requirements bound by religious and societal edicts and practices that they be escorted when travelling. This can be frustrating for some women especially in the business world where they want to be treated as equals. Many of the women in this study experienced this issue and whilst some of them were accepting of this restriction, others tried to find a way to work around it. They believed that, on one hand they as senior women had responsibilities at work yet needed to be escorted by a family member on long trips overseas and felt resentful of that fact. From a professional perspective, one participant believed that she was often excluded from important events purely because she was not allowed to travel, indicating that there is an assumption in the workplace that this is the case, thus limiting opportunities. The practice is borne out of cultural and religious expectations but from a Western perspective could also lead to impacting on professional acceptance of these women in other environments.

*“...because in my field we travel a lot, I mean, as a [government department] we take part in road shows and exhibitions. And I want to be there, because it's very... if I went there I would develop myself, and people actually come to the stand asking for media people. And the people [from our organization] who are there are from a different division, and not from my division. And I really want to see myself going to these exhibitions, but I need to take permission from my family and I don't know when I will get it.” (Participant B2)*

This participant was from the media sector and believed that if she continued to confront her family with a business case to travel alone, they would eventually give in especially if she stressed the importance of her attendance at these high profile events.

What was more frustrating for her was that it would have been perfectly acceptable to her family if her brother were to attend with her.

Another participant was of the belief that business travel was ‘a man’s role’ and should not be expected of a woman and was very accepting of the idea that organizations and families should not allow their women to travel alone. However, her opinion was based on her religious convictions.

*“..many ladies want to travel and they apply for it but he [her boss] decides... he says no because the exhibition will stay for a long time, why do you want to go? He says one day maybe, but I know this is a good thing. One lady, she went to an overseas exhibition. He let her mother go with her. This way, I feel like my Director General, he respects our culture and our religion - that in our religion, a lady cannot go alone, she has to have one person with her from her family; father, brother, mother.” (Participant H8)*

The examples above demonstrate the influence of cultural and societal norms that are still prevalent in UAE society, despite changing attitudes towards women. When one participant explains that she feels ‘more secure’, this can be interpreted as ‘protected’ in accordance with the traditional male gender role as being the ‘protector’ and ‘provider’ for the family. However, the implication of her husband taking time off work from an organizational perspective is that there is a cost to the organization whilst he is away, as well as the fact that organizations will implement practices that reflect the social norms of the UAE.

*“The second thing is the main reason, and because he wants to be with me, he feels that I'm still young and I can be lost, so he feels more comfortable joining me. And.., because of the culture, but now .. it's changing...some of the barriers are dissolving, especially in regard to women travelling. I have my sister and she is not married, but she travels alone. But I don't know whether once she is married she will... it depends on the husband, and the husband's family because it's the culture here. My husband has been fully supportive.... He knows that I have a huge responsibility, so he supports me in that regard.” (Participant I9)*

Whilst several women had restrictions in terms of business travel, there were no restrictions in terms of working late in the office after hours. One participant explained how her mother and remaining members of her family were very understanding of her work predicament when she needed to stay late to meet specific project deadlines. She explains,

*“They support me in everything, and they understand if I have a project, like I have deadlines and sometimes I work until late at night because we have an event for the [next] day. They support me and usually families in the UAE or in Dubai, they don't like to see the ladies or their daughters staying late until midnight out of the home. So that part, thank God that my mother is supporting me.” (Participant B2)*

### 3.5.2.5 Role Models and Informal Mentoring

Another key finding in terms of how family influenced these women at the role participation stage is demonstrated by the mentoring that family members conducted on an informal basis. Many of the participants from both nuclear and extended families explained how their fathers/spouses especially were not only role models, but guided and advised them on professional matters. One participant from an extended family explained how her father was her informal mentor and role model.

*“My father, I still talk with him sometimes on a daily basis or weekly, it depends on the mood I'm in, whether I'm happy or I'm very stressed and I share it with him and I seek his advice.” (Participant I9)*

Similarly, another participant from a nuclear family explained how she shared her work experience with her spouse from the time they had met and how she had found it helpful to discuss her career with him.

*“..but we always discuss our careers together and so he's, a lot of advice I got from him really. Because of his, he has a very strategic mind, I think, and he sees the big picture and you know practitioners like us we can get engaged in details and in the specifics that we can, so his presence in my life and the way he looks at things and when I talk about what he's doing, he's very helpful.” (Participant C3)*

What the above examples demonstrate is the importance of family members in the role of informal mentors and role models. Some of the participants shared ideas and experiences with work colleagues and bosses, but within this study informal mentoring was undertaken predominantly by husbands and parents within the family unit. A possible reason for this could be due to the limited number of women in senior positions who could provide mentoring to fellow women. Given the culture within the UAE, where family plays such an important role both personally and professionally, it is only natural that they would turn to their families for advice. Furthermore, the study identified that only two of the participants had working mothers, hence they sought advice from their fathers or husbands.

This section has provided examples of how families influenced the participants at the role participation stage. In addition to providing support with childcare, families would offer their help with members escorting the participants that were not allowed to travel without chaperones. Spousal support was also important for all the women both from extended and nuclear families. Of equal importance was the role that families played in mentoring the participants on an informal basis at this stage.

### **3.5.3 Role Exit**

There was no evidence of family influence at the role exit stage as none of the participants had left their jobs. However, it should be noted that in the case of participants from extended families, many of them negotiated their ability to work prior to getting married.

The next section discusses the ‘indirect family influences’ including the individual, organizational and societal contexts that impact on the families and participants in making a work-related decision.

### **3.5.4 Indirect Family Influences**

Another key finding in this study was the role that the individual, societal and organizational contexts played both at the role entry and role participation stages. These contexts are defined as direct family influences and cannot be ignored, as they are integral to the experiences of these women. Whilst they were not direct family influences, they impacted on the way in which families organized their lives to facilitate, or hinder, the women’s working lives.

#### **3.5.4.1 Individual Context**

Individual context, in terms of the strength of the relationships that the participants had with their families, was evident in all the findings discussed earlier, both in the entry and participation stages. Whilst, the traditional view of gender roles is still in existence due to the cultural and religious expectations within UAE society, there is in some cases, a compromise. One of the participants wanted to look for a job in another emirate rather than restricting herself to where she lived. She decided to relocate to the capital with a caveat that she would live with her brother. What is surprising, however, is that she was very clear to point out in the interview that she did not seek her parents’ permission or acknowledgement, she just informed them that she was going to move.

*“..and we have very strong traditions, like for instance, again, especially when it comes to girls, they need to be close to their families and my family, they’re originally from Al Ain so when I decided to move to Abu Dhabi to look for a better future.. and when I pursued my father and mother, I didn’t pursue as to ask their opinion, whether they like it or not, but I was like, I have decided to do this and I’m looking for your support.. And when I moved here I moved with my brother, again, not by myself.” (Participant D4)*

This example demonstrates the type of relationship the participant had with her parents. Whilst she was from an extended family, she believed in what she was doing and decided to pursue a career in another city. However cultural restrictions meant that she was not able to move and live on her own so she compromised by living with her brother. There was an element of family influence as her family provided her with the support she wanted but it was her own conviction and the type of relationship she had with her parents that brought about the move.

Similarly, another participant from a nuclear family wanted to pursue her education abroad. She knew that she wanted to follow a career that was a professional vocation, which required her overseas qualifications. Whilst her father was against her travelling overseas and pursuing her dream, her mother was extremely supportive and encouraged her to leave. This example also demonstrates how the participant's strength of relationship with her mother determined her move to the USA for studies. Her mother's support would be considered a direct family influence but it was her own conviction to pursue a career and knowing what she wanted, that enabled her to leave, coupled with her relationship with her mother.

#### **3.5.4.2 Organizational Context**

Organizational context, in terms of policies that were family-friendly, was evident in terms of the escort policy that the organizations had in place. The findings suggest that the families, in particular husbands/brothers, availed themselves of this type of leave to assist their women when they were required to go overseas on business trips or for education. This was at the cost of the company who provided the escort leave and in each example this was a different organization to the one where the participant worked. What this demonstrates is that organizations in the UAE are committed to enabling women to travel on business but in accordance with Islamic principles and practices.

In terms of segregation policies, none of the women in the sample mentioned that they were required to work in segregated environments by their families, nor did they express their organization's ability to provide them with this kind of environment. Therefore, from a religious perspective, the findings indicate that the organizations within this sample did not enable the participants to work in a segregated environment.



However, what the organization did provide these participants, as required by the UAE Labour Law, was the ‘nursing hour’ (GulfTalent, 2007). The ‘nursing hour’ enables all working mothers to reduce their working day by an hour to enable them to nurse their baby. This is allowed from the date of the birth of the child for 18 months. In terms of the sample, only one participant had recently had a baby and she was only able to take the hour on occasion when time permitted as her new role was more demanding and required her to stay at work for longer hours. What this demonstrates is that whilst organizations may provide policies that benefit women, they cannot always avail themselves of these benefits due to work pressures. None of the women in the study complained of working long hours on a continuous basis but revealed that there were times when they were required to work after hours.

#### **3.5.4.3 Societal Context**

Societal context, with respect to this study, is represented by the support that is given to individuals and families. The extended family unit is an example of how individuals are supported. Religion and culture dominate the way in which individuals and families behave. However one participant explained how she believed society was changing slowly with respect to women travelling alone and possibly in time, women from extended families would be able to travel unescorted. In her own case, her husband would escort her when she needed to travel overseas.

This section has discussed the findings with reference to several aspects of family influence in terms of role participation. In particular, it has demonstrated how family plays a significant role in terms of spousal support, assistance with childcare, providing escorts when required to travel overseas on business or for education, as well as acting as role models and informal mentors to the participants.

In summary, this section has identified the key findings that relate to family influence during the role entry and role participation stages. It has also identified the influence of culture, society and religion and the support of organizations, which assisted participants in carrying out their daily tasks and the role that their individual relationships with their families played in their lives. The next section will provide a discussion of these findings with respect to the FRWD framework.

### 3.6 Discussion

It is important to understand that there is a difference between ‘acceptability’ in the UAE context versus the USA or other Western countries. In the West for example, what is acceptable to family is often driven by work-life balance and the women’s ability to take care of her family. Therefore any decision with respect to work will be evaluated by how it will affect her family. However, in the UAE, ‘acceptability’ is less concerned with the ability to look after the family and much more with what society thinks is ‘acceptable’. It is about meeting the socio-cultural and religious expectations.

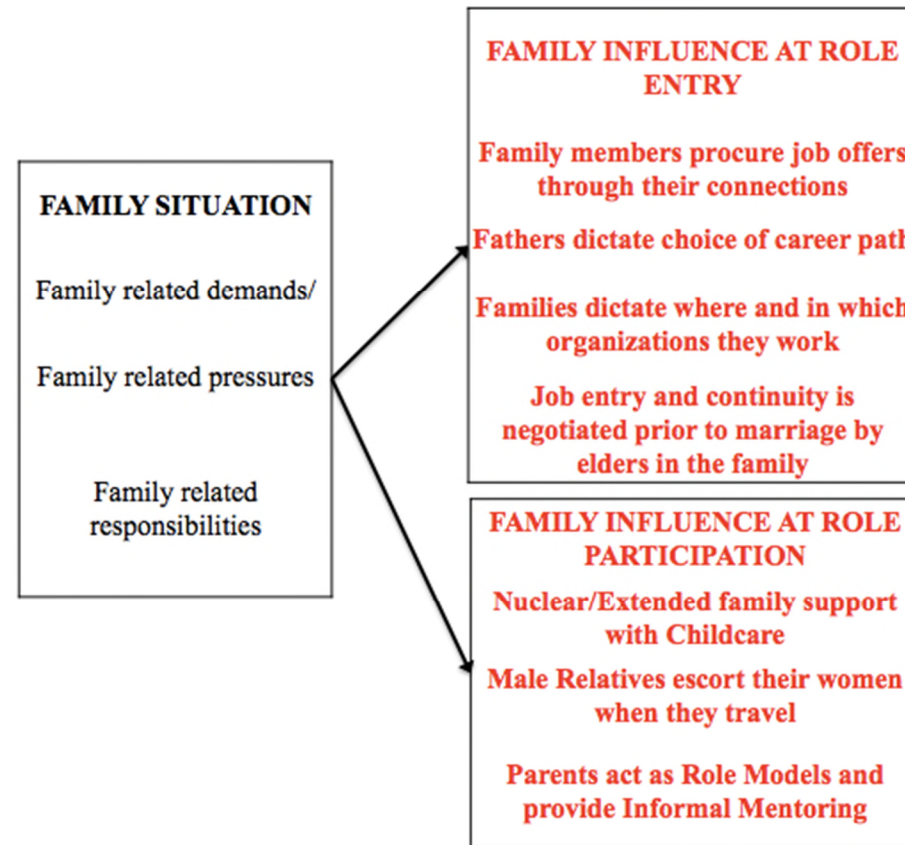
The FRWD framework suggests that the family needs to be considered when making work-related decisions in order for there to be a positive outcome in the family domain (Greenhaus and Powell, 2012). The framework is process driven with only inputs provided. In this UAE national study, only the inputs are applied to the framework but the results indicate that the family domain wins predominantly over the work domain. An example of this can be demonstrated for the role entry decision where the family dictates where the woman will work. In doing so, the outcome is that she has a job that allows her to satisfy the requirements of the family. Whilst the outcome is of interest, this study has focused primarily on the inputs leading to the decision to start a job and the issues associated with the daily working lives of these women. However, it has also demonstrated that the outcome will primarily, always be in favour of the family due to the socio-cultural and religious expectations on the woman. I illustrate this with an example; in the role entry stage, a participant who is keen to move to another emirate to find work is not allowed to do so because it is socially unacceptable for a single woman to move away from home and live alone. Hence the outcome was positive for the family as she chose to remain with the family. If she had moved away, she may have found a job with better prospects and/or better pay, thereby allowing a more positive outcome for her in the work domain.

The framework suggests that family situation, responsibilities and demands need to be considered when making a work-related decision. However, in the UAE context, there is a requirement to consider other aspects such as the cultural and religious customs and traditions as they influence not only the family but also the individual and how they operate on a daily basis. Religious teachings and how the holy scriptures are interpreted

and implemented form the primary driving force behind all aspects of personal and professional interactions in UAE society. The framework refers to the individual, organizational and societal contexts as elements that need to be considered when making work-related decisions, but religion is not accounted for in any of these three components. The importance of considering religion as a key factor of influence is demonstrated by a worldwide survey conducted by Gallup Worldwide Research in 2007/8. 143 countries participated in this research in which the question was asked: ‘Is religion important to you in your daily life?’ and the results revealed that in the UAE, 98% of the respondents replied that religion was important to their daily lives. The Gallup poll provides an important indication of people’s opinion with respect to religion in the UAE. Hence the framework would need to incorporate religion as another contextual element.

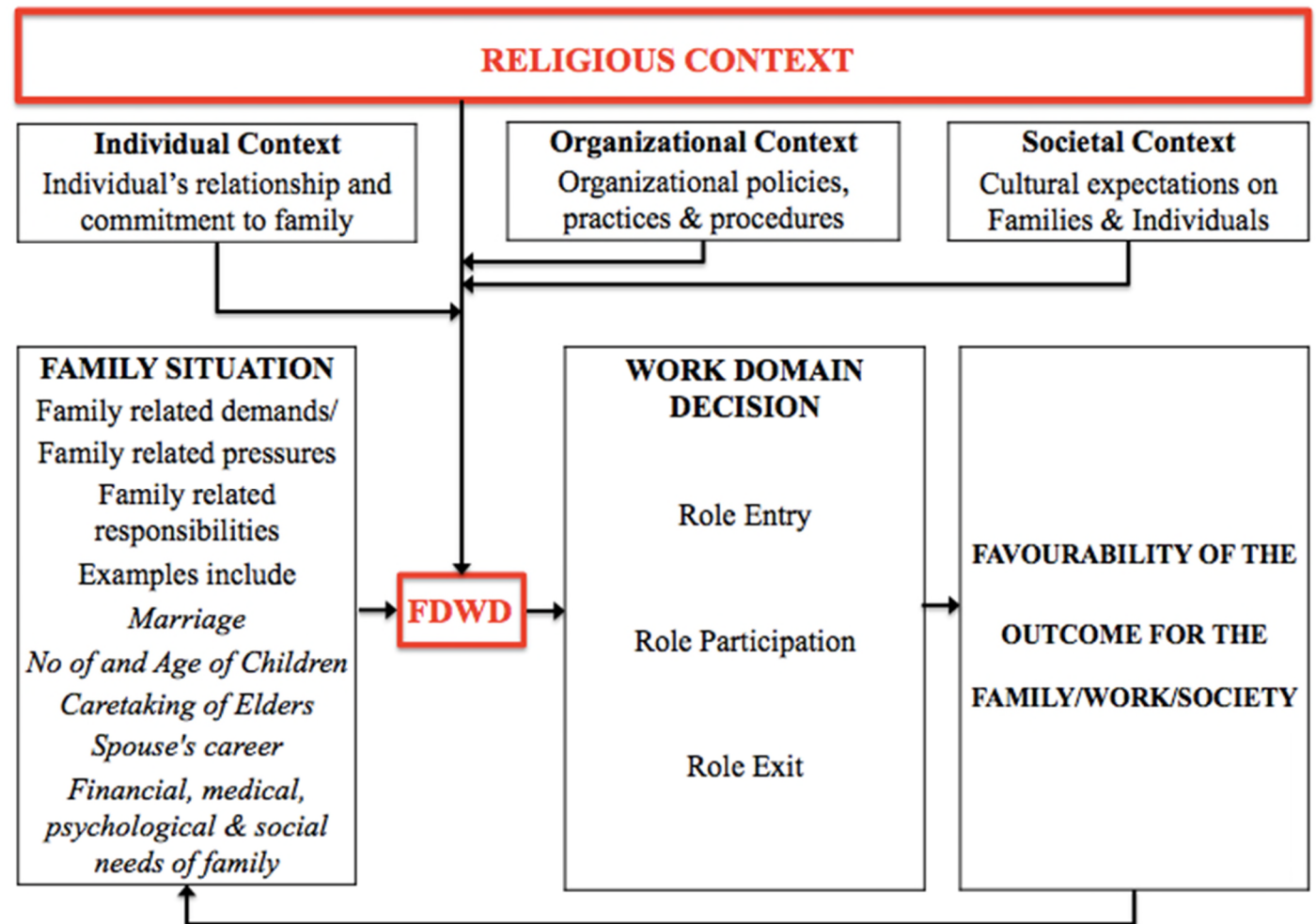
In the following section I discuss the FRWD framework components with respect to the study findings and examine how the framework supports/refutes them.

Figure 5 displays the FRWD framework, in particular, the family component of the model with the findings from the UAE context. What it demonstrates is the importance of family in influencing women in making work related decisions at the role entry and role participation stages. It emphasizes how in the UAE context, family ‘dictates’ what is required of the women to conform with both societal, religious and family requirements. Therefore, in Figure 5 ‘FRWD’ is replaced with ‘FDWD’ to demonstrate that family ‘dictates’ individuals. Figure 6 shows how religion as a contextual component needs to be placed as an overarching influence, above that of society, organization and individual. The religious context is linked directly to family influence and bypasses societal, organizational and individual influences.



Source: Adapted from (Greenhaus & Powell, 2012, p. 247)

**Figure 5: The UAE findings applied to the FRWD framework – adapted from (Greenhaus and Powell, 2012, p.247)**



Source: Adapted from (Greenhaus & Powell, 2012, p. 247)

Figure 6: FRWD framework in the UAE context – adapted from (Greenhaus and Powell, 2012, p.247)

### **3.6.1 FRWD components and study findings**

This section takes a look at the framework components individually and evaluates how they supported the findings from the UAE national study by work decision. These components consist of the individual, organizational and societal contexts.

#### **3.6.1.1 Role Entry**

At the role entry work decision stage, the findings from the UAE national study revealed that marriage, education, choices with respect to career, location of job and organization, as well as social networks, were important findings related to family influence. However, each of these findings is influenced not only by family directly but also by the other components of the framework. All of these findings were also influenced by societal and individual contexts. Organizational context was not applicable to these findings. The negotiation conducted prior to marriage with respect to being allowed to work post marriage in extended families was dependent upon the strength of the relationship between the elders in the family and the participants themselves. Similarly, there was a need for these participants to comply with society's requirements to ask permission from their in-laws. Whilst this was not the case for all the participants, it was an important factor in the experiences of women from extended families. Therefore, with respect to marriage at the role entry stage, the framework supports the finding that family influence, as well as individual and societal influences, play a significant role in determining how the decision to start a job is made.

Societal and individual contexts were also important with respect to the participants having a choice in terms of which career path, which organization they worked in and location of the job. One of the participants commented on her situation of being single and not being allowed to live away from her family, as this was not considered appropriate in UAE society. The choice of career path for another participant as an interior designer was also not considered appropriate from a societal perspective. Whilst the latter participant complied with her father's request to choose another career path, from an individual contextual perspective, one could argue that her desire to pursue a career as an interior designer and to push for it was less important than obeying her father. This finding also supports the FRWD framework, and provides evidence

that choices with respect to starting a job are influenced by family, individuals and society.

From a societal context, the support provided by families with respect to social networks and the manner in which business is conducted amongst UAE national families is an important factor at the role entry stage. Whilst there were only two participants who used their family connections to procure jobs, the opportunity to be able to leverage these connections is an advantage. Hence the framework supports the findings with respect to societal context.

This section has discussed the individual and societal contexts in terms of role entry, and suggests that the framework supports these findings. In the next section, the components will be discussed with reference to role participation.

#### **3.6.1.2 Role Participation**

In terms of role participation, the key findings related to spousal support, family support with childcare, informal mentoring and unescorted travel. Spousal support was evident for almost all the participants. The individual context was applicable with reference to this finding as the support was dependent upon the strength of the relationship between husband and wife. There were examples of women who had to negotiate with their husbands when they needed to work late in the office and the children required looking after. This was on the proviso that family commitments took priority. Similarly, family support with respect to childcare was one of the advantages of living in an extended family unit or having the family living nearby. This finding was applicable from a societal context as it denoted support and family togetherness.

In terms of informal mentoring and role models as a finding, the individual context can be applied to this. Families where the participants shared their work experiences and sought advice from parents/spouses were evident in the study and are a reflection of the close-knit families of which the participants were a part, both in extended and nuclear families.

Organizational context can be applied to the finding related to escorted travel as organizations have 'escort leave' embedded within their leave policy and employees are

not penalized for utilizing this leave, thereby promoting a family supportive environment. However, this finding is driven by societal and religious expectations.

In this section I discussed the individual, organizational and societal contexts in terms of role participation and suggest that the framework supports these findings. I provide a discussion of the findings with reference to the FRWD framework. Whilst it has supported most of the findings for it to be applied to the UAE, it needs to be customized with religious context added. This context would be located above the individual, organizational and societal contexts as religious context drives the others as depicted in Figure 6.

### **3.7 CONCLUSION**

This section discusses the limitations of the study as well as any gaps identified for future research from a theoretical, practical and methodological perspective.

#### **3.7.1 Limitations**

From a theoretical perspective, the FRWD framework applied in this paper has only been developed from a Western perspective and does not take into account the unique religious influences in the UAE. It therefore requires customization to demonstrate a greater understanding of its application in different cultures.

In terms of the practical aspect of conducting this exploratory research the primary limitation I confronted was the sample size. The availability of women who were both senior and UAE national and worked in the public sector was limited and prevented a larger sample size.

Another limitation was that I did not speak to other family members who may have been able to provide further insight into the influences within the individual families..

#### **3.7.2 Further Research**

The FRWD framework is a conceptual model that had not been validated at the time of this research. I used the framework to view and organize my data and in the process of conducting this study, several gaps are revealed for further action. The findings reveal, for example that there is a difference in family influence between the women from



nuclear families versus extended families. An additional qualitative study with a greater number of interviewees or quantitative study utilizing a survey could be conducted to better understand this finding. In this current piece of research I chose to interview senior women only. However, further research could be conducted to incorporate different levels of seniority with a view to understanding if the level of family influence changes according to level within organization.

Whilst my focus in this research has been on UAE national women, it would be interesting to compare their experiences with expatriate women working in the UAE. Results from such research could also be used to compare expatriate women in the UAE with women working in the USA or other western countries. Similarly, the findings reveal that 'Wasta' is used during the role entry career stage for acquiring jobs. However, the use of 'Wasta' during the role participation stage was not identified in terms of promotions.

Greenhaus and Powell (2012) suggest that further research be conducted on how the influence of family may or may not be significant at different stages of the career life cycle. I therefore decided to pursue this line of enquiry for my third study and devised the following research question:

***What are the factors that support and impact the work experiences of UAE national women during their career life cycle?***

### **3.7.2.1 Concluding Remarks**

This purpose of this qualitative study was to understand and answer the research question

***How do senior national women in the UAE experience the influence of family on work related decisions?***

A sample of ten, senior UAE National women from the public sector were interviewed over a period of three months. The approach taken to this study was from a social constructionist perspective with an interpretive theoretical perspective as the study was interested in understanding how these women constructed their own reality. A brief literature review was conducted providing details of a number of work family interface

theories with a view to positioning this study in the context of that literature. The conceptual framework of FRWD (Greenhaus and Powell, 2012) was considered the most appropriate to apply to this study.

Once the women had been interviewed, the data was analysed, using thematic analysis, grouping areas of similarity into themes to facilitate interpretation. Themes were based on the FRWD (Greenhaus and Powell, 2012), using Role Entry, Role Participation and Role Exit.

The key findings relating to Role Entry, suggest that families play a significant role in influencing the women in this study as to which occupation they should pursue, the organization they should work for, and the location of the organization. In a few of the cases, the family was dictatorial in terms of what the women should or shouldn't undertake. This was based on cultural and societal expectations. What also emerged from the data was the reality that these women believed that they had to comply with their family's requirements rather than take a stand and take charge of their own careers. In the role participation stage, the family provided support to the women by fulfilling childcare arrangement and escort arrangements when relatives were required to chaperone women on business/personal

More research needs to be conducted in this area using a different methodology to understand if the findings can be generalized across a larger population.

## **4 Project Three: Quantitative Study**

### **4.1 Purpose and Rationale of the Study**

Substantial research has been conducted on the careers of women in the West. However, whilst there has been a growing interest in the careers of UAE national women, there is limited research on the topic. In this quantitative study I aim to understand the factors that support and influence the work experiences of national women in the UAE during the different phases of their careers. It builds on two previous studies; an SLR (Project One) conducted on the barriers and enablers to participation and advancement of national women managers in the GCC countries of the Middle East, and a qualitative study (Project Two), exploring the influence of family on the work experiences of 10 senior UAE national women, at different work decision stages.

The SLR identified barriers and enablers at four levels; societal, organizational, family and individual. At the societal level, Kelly and Breslin (2010) claim that women in the Arab world are discriminated against because of the conservative manner in which Islamic law is interpreted as well as the existence of deep-rooted societal norms and practices. Free mixing amongst the sexes, for example, was considered a barrier, whilst the ability to wear the 'hijab' and to dress according to the requirements of Islam were considered enablers (Metcalf, 2007). Government support was considered a key enabler for national women with all the GCC governments currently implementing localization policies. The literature identified gendered practices within organizations as a barrier that many women experienced throughout the Gulf. In an effort to address this, many organizations are now implementing work life balance initiatives that facilitate and enable female national workforce participation (DWE, 2009). Where organizations were possibly lacking in providing childcare facilities, families provided support in terms of looking after the children (DWE, 2012). This illustrates the importance of the role that family played in shaping and influencing the work and family lives of national women in the Gulf. At the individual level, family members were identified as being responsible for instilling values, for example the value of education. Strong leadership and communication skills were examples of behavioural characteristics that were enablers at the individual level, whilst lacking in drive or

decision-making abilities were identified as barriers. To summarize, what the review identified was that both the influence of family and socio-cultural and religious norms were prevalent at all three levels and were both barriers and enablers.

In the qualitative study I focused on one GCC country, the UAE, and learned of the importance of family and how work related decisions were often determined by what the family wanted and what was acceptable according to the socio-cultural and religious norms in the UAE. Project Two also identified differences in participant experiences based on the type of upbringing they had received. This deepened my interest to further examine the factors that support and influence national women working in the UAE by family type and whether these factors varied at different phases of their careers. In the next section, I provide details of how I structure this report.

## **4.2 Structure of this Chapter**

This chapter comprises six sections, including this introductory section, in which I provide the rationale and purpose of undertaking the study. In section 4.3, I draw on the findings from the previously conducted SLR and qualitative study and develop hypotheses based on them. I also introduce two career development models, the Kaleidoscope Career Model (Mainiero and Sullivan, 2006) and the women's career development phases model (O'Neil and Bilimoria, 2005), and justify my choice of selecting the latter as my theoretical model for this study. In section 4.4 (Methodology) I describe my approach to undertaking the study, including the rationale for the choice of epistemological and philosophical approaches, the methodology and corresponding method to collect the data. In section 4.5, the Analysis of Findings, I provide details of the data analysis process and the findings that emerge from the data. In section 4.6 (Discussion), I discuss the findings, with reference to the literature, in the context of women's careers in the UAE and the O'Neil and Bilimoria (2005) model. In the final section, section 4.7 (Conclusion), I summarize the discussion points from section 4.6 and answer the research question

***“What are the factors that support and influence the work experiences of UAE national women during their career life stages?”***

I also identify the limitations of this study and gaps for further research. At the end of the document, I provide a full bibliography of all references and appendices that provide additional material relevant to the study.

In this section, I provided the background, purpose and rationale for the current quantitative Study drawing on the findings from both my SLR and qualitative study. I then provide a brief overview of how the report is to be structured. In the next section I review the literature with reference to women's careers in the UAE and develop hypotheses based on both the literature and the findings from my qualitative research, and introduce the theoretical frameworks that I apply to my study.

### **4.3 POSITIONING OF THE QUANTITATIVE STUDY**

In the first part of this chapter I provide a brief review of the literature related to the careers of national women in the UAE. I build on the SLR (Project One) and the Qualitative study (Project Two) I previously conducted, with a view to positioning this current study. I then develop high level hypotheses based on the findings from both of the previous studies. In the second part of this chapter, I provide a review of the two career development models considered for this study and the justification for my choice of the O'Neil and Bilimoria (2005) model.

#### **4.3.1 The Careers of UAE National Women**

The status of female national workforce participation in the UAE has changed significantly since they first started entering the workforce 40 years ago. In 1975, their participation rate was less than 4%, increasing to just over 5% in 1980 and almost 12% in 1995. By 2012, national women were responsible for 66% of public sector employment of which 30% were in management roles. In the private sector, however, their participation rate of 5% has remained low (DWE, 2012). The low participation rate observed in the private sector is attributed to the enhanced salaries and benefits available to employees in the public sector, and the shorter working hours, which are more attractive to working-women (GulfTalent.com, 2013). Whilst the progress of women in the public sector indicated above is encouraging, UAE national women are confronted with numerous challenges unique to the region that prevent them from

participating in the workforce. In this report, I categorize these challenges as factors associated with society, organization, family and the individual.

### **4.3.2 Societal factors**

**‘Societal factors’** are influences that are determined by socio-cultural and religious norms and practices and contribute to the work experiences of UAE national women in the workforce.

A key barrier in preventing national women from participating in the workforce is the role that socio-cultural and religious practices play in shaping the gender roles. Abdalla (1996) attributes the lack of female participation in the workforce as being a reflection of the traditions and values of the Arabian Gulf from pre-oil discovery. Whiteoak et al. (2006) support this view, suggesting that there is a dichotomy; on one hand there being a change in attitude towards more individual thoughts and behaviours and on the other hand, maintaining and reinforcing Islamic values and traditions. Al-Ahmadi (2011) claims that one of the key barriers to women participating in the workforce is that of the ‘traditional male attitude’, and that this attitude is based on the notion that a person’s gender defines their social and family responsibilities. Male responsibilities include protecting and providing for the family, and those responsibilities are used to exert control over the wife and so the male remains the decision maker in the public domain. Al-Ahmadi’s claim is supportive of the previous studies conducted by Al-Lamky (2007) and Metcalfe (2006). Metcalfe (2006) suggests that societal attitudes are influenced by the following values: decision making being male centric in the family household; the male member being the sole economic provider; the importance of family taking precedence over individual needs and wants; and the importance of family honour and a woman’s reputation. Whilst there has been some change in these values, i.e. more women are working outside their homes and contributing financially to the household, attitudes and practices are largely governed by religious norms.

Labour market segregation for example, exists in the West and, according to Powell (1999), is concerned with stereotyping men and women, in particular whether they are suitable for specific roles. In contrast, gender segregation in the Arab world is borne out of religious doctrine. Metcalfe (2006) suggests that this form of gender segregation in

the UAE is more complex. Segregation in Islam is concerned with preventing women and men from mixing freely and is not confined to the workplace; when abided by, it is restrictive for women in terms of their training, development and ability to network (Metcalf, 2006).

In addition to gender segregation, women from the UAE who observe and practice Islam, are often subjected to other restrictions. One of these restrictions is the requirement to travel with a male chaperone. Whilst it is not written about explicitly in the Quran, it is discussed in the Hadith (prophet's sayings). Bukhari's translation and interpretation of Hadith 1763 on the subject of unescorted travel states that it is "for the protection of the person and honour of women, that the Islamic rule encompassed in this tradition forbids any woman, whether she be young or old, single or married, to travel alone without (mahram) as a travel companion. This mahram (man) must be of those to whom she is permanently prohibited to marry due to their close blood relationship, such as a father, a brother, an uncle, an elder son or nephew after he has reached puberty, or a husband, etc." cited in [http://womeninislam.ws/en/misconceptions\\_travelling-women.aspx](http://womeninislam.ws/en/misconceptions_travelling-women.aspx) accessed on August 8th, 2014. The family is responsible for religious compliance. Therefore, if a woman seeks to travel without a chaperone, she will require permission from her family. Whether she will be allowed to do so or not will be dependent on how compliant the family is with respect to their religious practices and customs. A contrasting perspective of this religious custom is that the family, whilst enforcing the practice of escorting the woman, is also enabling her to travel and therefore, being supportive towards her. Other examples of cultural restrictions that impact on UAE national women, include the need to seek permission from their families to pursue further education, attend conferences and exhibitions, work late in the office after hours and gain exposure through the media. I elaborate on these work related activities further in section 4.3.3 on family factors and claim that these restrictions are dependent upon the type of family, extended or nuclear, as it is the family that is responsible for the enforcement of these practices.

Despite traditional religious and cultural values being so engrained within UAE society, there has been tremendous socio-economic development in the past 20 years. This has been a key factor in bringing about change in the status of female national workforce

participation in the UAE with new opportunities for women opening up as a result of globalization (Miles, 2002). An increasing trend of women working outside the home has meant that it is becoming more acceptable to do so (Omair, 2008). This move towards modernity has encouraged societies to relook at the role of women in society; women's responsibilities, their attitudes towards marriage, how they participate in the workforce and how they educate themselves (Mar'i, 1983; Sidani, 2005)

Government support in the form of localization (Emiratization) policies has also been a key driver in enabling national female workforce participation in the UAE. Emiratization comprises two components: firstly, the further education of UAE national women and secondly, their recruitment and retention in the workforce. Education has been a key factor in enabling women to work outside the home. Furthermore, it has been a driver for the young to move into new cities and find jobs once they have gained qualifications. Traditionally, women were allowed to work in the education, healthcare and civil service sectors (Abdelkarim, 2001; Mostafa, 2005). Sidani (2005) supports this view and claims these sectors are *“allowed in religious circles”* (p.500). However, this traditional view is changing with women now exploring other sectors. This is indicated by an increase in the number of female graduates working in sectors that were traditionally male-oriented, for example in technology, oil & gas and media. National women now occupy 15% of technical jobs in the medical and pharmaceutical sectors and 37% of the banking sector. Whilst the above sectors have opened their doors to women, the military, police and judicial services remain largely male dominated and those that have entered these sectors have experienced a glass ceiling (DWE, 2012). In terms of education overseas, no official data were available in the UAE that indicate that male members of the family are more likely to study abroad than women. However, a report by the Economist Intelligence Unit (2014) indicates that of the government funded scholarships available for overseas study, over two-thirds were awarded to men and that it was due to the culture that women were discouraged from studying abroad.

In this section I discussed the **‘societal factors’** that contribute to the work experiences of national women working in the UAE workforce. In the following section I discuss the **‘family factors’**.



### 4.3.3 Family Factors

In this section I discuss ‘**family factors**’ that I define as influences that are determined by the structure of, and practices within the family unit that contribute to the work experiences of UAE national women in the workforce.

Family influence plays a significant role in the careers of UAE national women. I base this statement on the findings from the literature review and Project Two study, which provided evidence that family was both a barrier to and an enabler of female national workforce participation, and that family members influenced their women at key work decision stages.

According to Georgas (2003), family structures vary in different cultures. The nuclear family comprising parents and children is a system that is dominant in the western world, as opposed to the extended family. The extended family comprises grandparents, parents, children as well as other relatives of the parents and grandparents who all form the “family unit”, which is the dominant family structure in many other countries of the world. However, he also adds that there has been a shift in family structures not only in the West but also in other parts of the world. The nuclear family in North America and Europe is now changing to incorporate unmarried partners, divorced couples with their respective children forming blended families, and single parent families. In the Arab world, whilst there is a trend indicating an increase in the nuclear family structure, the extended family is still in existence. Georgas (2003) provides a number of reasons for this; as an example, the political, legal and religious environment allows for polygamy and many of the extended families continue to live in small communities that remain close, based on a need for their own survival.

An important component of the Arab family is that of patriarchy. Glick and Fiske (1997) refer to patriarchy as a means for men to have control over political, legal, economic and religious institutions, and support the view of Johnson (1995) who uses the term “patriarchal terrorism” to describe how men use different means for controlling women; the Economist (2001) concludes that the patriarchal family is the strongest state institution. According to Mostafa (2005, p.525) *“these patriarchal power relations will reflect traditional values regarding relations between the sexes and attitudes towards*

*women managers*". Mostafa's claim above infers that extended families are more likely to be traditional than nuclear families.

Based on the findings and literature, I developed the following hypothesis:

***H1: The influence of family with respect to the enforcement of cultural restrictions will be greater for women from extended families than for women in nuclear families.***

Traditionally, male members of the family were expected to be the breadwinner and women were expected to look after their children and affairs at home (Metcalf, 2007; World Bank, 2003). Women working in paid employment often reflected badly on the man, symbolizing that he was unable to provide for the family. Those that did work outside the home were expected to leave when they got married and their decision to remain in employment post marriage was usually dependent on the husband. This is supported by a study conducted by Abdulla (2005) who reveals that many UAE national graduates believe that working outside the home is not for women from **"good"** families, and that it is a reflection of shame that their husbands are unable to provide for them.

Hewlett and Rashid (2011) claim that whilst many national women choose to work, they must seek the approval of their father and/or husband in terms of the type of work, ensuring that they are in an environment that will protect their reputation. They add, that in some cases the father not only approves where the woman is to work but also the fact that it should be where he knows people. Hewlett and Rashid (2011) support the view of Abdulla (2005) who claims in her study that 29% of the participants were interested in pursuing a particular field of education but all of them were compelled to change their specialization to a field that was more acceptable to their family members, in particular their parents. Levine and Norman (2001) claim that parents are responsible for teaching their children to emulate behaviours that conform to existing cultural norms, and therefore impact on the way in which children think and behave later on in life. In Arab society, Sidani and Thornberry (2009) claim, ***"that the primary values that children learn are obedience and social conformity, with obedience being focused on the father"*** (p.40). Family members are forced to comply with the father's unquestionable authority for the time that they are dependent upon the family and its

protection. Whilst behavioural characteristics of submission and compliance are encouraged, questioning and criticizing authority figures are perceived as being disrespectful (Sidani and Thornberry, 2009). There was evidence of parents influencing their daughter's choice of careers in Project Two. Based on the above literature and Project Two findings with respect to family influence and choice of careers, I developed the following hypothesis.

***H2: The influence of family with respect to career choice will be greater for women from extended families than for women in nuclear families.***

Another important family factor is the use of family networks. According to Hutchings and Weir (2006) networking is integral to business activities in the Arab world. This view is supported by Omair (2010) and Metcalfe (2007) who suggest that, the structure of tribes and families in the Arab world are responsible for power and that it is these networks that facilitate work relations. According to Cunningham and Sarayrah (1994), the term "Wasta," translated from Arabic denotes "**connections**". There are different kinds of "Wasta" but the most appropriate use of this term in the context of this conversation is that of "**Intercessory Wasta**". This is when a person approaches a third party to liaise on his/her behalf for the purpose of finding a job, gaining admission to a university or college or such interventions and where for example, there are numerous applications for the same position, the third party with the "**strongest wasta**" will incur the benefit (Cunningham and Sarayrah, 1994).

In the qualitative study, there was evidence of the use of "**wasta**" in procuring jobs for women from extended families. The women concerned used their family connections to find suitable roles in organizations where their families were known to the CEO. Based on the literature and Project Two findings, I developed the following hypothesis.

***H3: The influence of family with respect to the utilization of family networks in professional matters will be greater for women from extended families than for women in nuclear families.***

The literature also identifies family, not only as a barrier but also as an enabler and provider of support to working-women. The World Bank (2004, p.121) claim that

*“extended families are an important source of support for working women, but with the trend toward nuclear families and with the difficulties of commuting in overcrowded urban areas, depending on relatives for childcare is becoming more and more difficult”*. In the UAE, as in other Gulf countries, domestic help and nannies are available that facilitate looking after the household and children, and provide options for working women. The findings from the qualitative study support the literature, with six of the women with young children accessing childcare support from their families.

Similarly, fathers are supportive of their daughters in terms of providing advice and guidance with respect to their education and careers. Madsen (2010a) in her study on UAE national women claims that the influence of fathers was key in the lives of their daughters in terms of goals related to their education and career aspirations. This was supported by the findings from my qualitative study that identified seven participants as seeking guidance from their fathers/husbands with reference to careers/aspirations. Whilst I did not generate hypotheses to test for the role of fathers/husbands with respect to providing career guidance to their daughters/wives in this current study, the survey addressed these issues and asked questions about these themes.

In this section I discussed **‘family factors’** and how they contribute to the work experiences of UAE national women in the workforce. In the next section, I discuss **‘organizational factors’**.

#### **4.3.4 Organizational Factors**

In this section I discuss **‘organizational factors’**, which I define as those influences that are determined by the policies and practices of organizations that contribute to the work experiences of UAE national women in the workforce.

According to a study conducted by DWE (2012) organizations in the UAE do not have any policies with respect to equal opportunities and sexual harassment. The study also identifies, limited organizational childcare provision and in some cases, organizations that failed to provide maternity benefits. The same study indicates that there was an expectation that women would take on the role of looking after children and as such there was limited flexibility to combine both work and family responsibilities. A

previous study by Metcalfe (2007) suggests that organizations could do more to support working-women.

Another organizational factor is the limited availability of flexible work arrangements. Whilst the Dubai Government has encouraged its entities to implement flexible working initiatives since 2007, it only became a UAE federal level initiative in 2011. Furthermore, the only solution implemented has been staggered hours schemes, enabling employees to arrive during a fixed period of time in the morning and complete seven working hours. However, the fixed period comprises 30 minutes in some entities and 150 minutes in others (DWE, 2012). A possible explanation for this is that flexible working arrangements require a certain type of work culture. According to DWE (2012) 20% of the women who responded to their survey believed that asking for flexible working would infer that they were not serious or committed to their careers and that they would be singled out for making such a request. In contrast, 50% of the respondents indicated that such policies would reflect their commitment to their jobs and career advancement. The private sector has been more open to change with a number of companies implementing flexible working practices, including working from home and flexible working hours. Whilst I was keen to understand the difference between private and public sector organizations with respect to levels of support, my sample was primarily drawn from public sector women.

In this section I provided an overview of the **‘organizational factors’**. In the following section I provide a brief synopsis of **‘individual factors’**.

#### **4.3.5 Individual Factors**

In this section I discuss **‘individual factors’**, which I define as influences that are determined by the beliefs, attitudes and behaviours of an individual that contribute to the work experiences of UAE national women in the workforce.

According to DWE (2012), almost 60% of the women in their study indicated that it was necessary for women to work, irrespective of their marital status, or financial status. National women work for the purpose of self-development by gaining appropriate leadership skills. They are keen to prove themselves in terms of contributing to the

development of the nation as opposed to working for only financial reasons. However, despite wanting to pursue a career, they still feel the need to seek approval from their families with respect to their careers.

Shahine (1997) claims that many women lack self-confidence to manage senior management roles in the workplace. He suggests that they may fear the prospect of taking on responsibility and feel isolated in their administrative roles, and their upbringing and social pressures may have constrained them in terms of shaping the appropriate values and attitudes required for these roles. Al-Ajmi (2001) suggests that initiative taking and risk taking were traits that were not highly rated as attributes required by women in senior roles. However, personal traits that were identified as highly rated were those of possessing self-confidence, having the ability to think and work independently, and having the energy to get the job done.

In this section I provided a brief overview of the four different types of factor that influence and support national women in the UAE workforce. In the next section I discuss the career development models that I consider in my study.

#### **4.3.6 Career Development Models – Kaleidoscope Career Model (KCM)**

In this section I provide a brief overview of the Kaleidoscope Career Model of Mainiero and Sullivan (2006). This framework is based on five studies conducted on over 3,000 professionals in the US and is applicable to both men and women. Mainiero and Sullivan (2006) claim that careers emulate the patterns of a kaleidoscope. By changing the level or intensity of focus on one career element to another, a new kaleidoscope pattern is revealed.

The Kaleidoscope Career Model (KCM) comprises three parameters: authenticity, balance and challenge. They describe authenticity as *“being true to oneself in the midst of the constant interplay between personal development and work and non-work issues”*. Their description of balance is *“making decisions so that the different aspects of one’s life, both work and non-work, form a coherent whole”*. Their third parameter, challenge, is described as *“engaging in activities that permit the individual to demonstrate responsibility, control, and autonomy while learning and growing”*. (Sullivan and Mainiero, 2008, p.35).

The KCM indicates that at the early career stage, the parameter that is most important is that of “*challenge*” as there is a drive to pursue work related goals. At this point “*authenticity and balance*” are in the background but still remain active. However, in the mid career stage, family responsibilities increase and compromises need to be made in order to achieve “*balance*” which emerges as the most dominant of the three parameters. At this point, “*authenticity and challenge*” move into the background. In the later career stage, the issue of “*balance*” may no longer be as important as in the mid career stage as it is likely that family responsibilities with respect to children will lessen with children becoming more independent and self-sufficient. Therefore, “*authenticity*” moves to the forefront as decisions are made to take into account their own needs and desires rather than others’.

#### **4.3.7 The Women’s Career Development Phases Model (CDPM)**

In this section I provide a brief overview of the women’s career development phases model (O’Neil and Bilimoria, 2005). This framework builds on a previous O’Neil et al. (2004) study on career development processes that examined the work experiences of women through their entire career, the personal and professional factors that impacted on them and the beliefs and motivations that influenced their career paths and patterns.

The women’s CDPM defines three phases that women transition through during their careers, using age as a criterion. They label the first phase “*Idealistic Achievement*”, the second, “*Pragmatic Endurance*”, and the third, “*Reinventive Contribution*”. The framework incorporates the concepts of career locus and career pattern and applies them to the different phases. I provide definitions of these concepts and the age phases below.

##### **4.3.7.1 Career Locus and Career Pattern**

According to O’Neil et al., (2004, p.479), career locus is defined as “*the focal point from which career orientation, motivation and success, emanate*”. Career locus is an important concept to consider as it indicates whether the drive and motivation of an individual stems from within, or from external parties. This is especially important as it drives how an individual behaves and what their intentions are with respect to both career and family. How women perceive and assign meaning to their careers, success,

their future, and the interaction between personal and professional lives, is defined as “career beliefs” in the O’Neil and Bilimoria (2005) framework. The career path and its movements are defined as career pattern. A linear career pattern is “ordered” as compared to an “emergent” career pattern that may stop and start, consist of a number of lateral moves, or possibly emulate a snake-like weaving pattern.

Having defined the terms **Career Locus** and **Career Pattern**, I define the three age phases in the next section.

#### **4.3.7.2 Idealistic Achievement**

Women in this group are in the early phase of their career and in the age group of approximately 24-35. They are achievement driven and make career decisions based on the need to be successful and simultaneously attain career satisfaction. They are also keen to have their voices heard and be of influence to others. The O’Neil and Bilimoria (2005) framework indicates that Idealistic Achievers believe their careers are in their own hands and they are in control, and therefore, they experience an internal career locus and will plan their career progression in a strategic manner ensuring that they are proactive and moving in the right direction. They see their careers as *“paths to personal happiness and fulfilment and opportunities to make a difference”* (O’Neil and Bilimoria, 2005, p.182). Most of the women in this phase are likely to be extremely driven. Whilst they are keen to make a difference, the focus is on ensuring their own success. They have the determination and conviction *“to do it all and have it all”* (O’Neil and Bilimoria, 2005, p.182). Idealistic achievers are not concerned with work life balance at this point in time, although they have concerns that their organizations will not be supportive of them if and when they decide to simultaneously pursue both a career and family (O’Neil and Bilimoria, 2005).

#### **4.3.7.3 Pragmatic Endurance**

Women in the second stage of the model are in the (36-45) age group and are pragmatic about their careers. They do what is required to get the job done. Their career pattern is both emergent and ordered. Women in this group are required to manage both their personal and professional responsibilities alike. Their relational context is high, implying that the impacts of both personal and professional relationships are both negative and positive. As pragmatic women, they recognize that their careers are no



longer driven solely from within but also from external sources (family, friends and colleagues) and therefore their career locus is not purely internal, but a combination of internal and external. Pragmatic Endurers will have gained between ten and twenty years of experience and many are likely to be in middle management positions. It is highly likely that they will have confronted some negative experiences during their work life, both from an organizational and managerial perspective. Given the demands that they face, with both work and family commitments, they will be dissatisfied with their careers. As a result of this, they may experience more satisfaction from focusing on other areas of their lives. However, they identify who they are by what they do and they see their work life as *“an extension of themselves”* (O’Neil and Bilimoria, 2005, p.182) and therefore feel compelled to succeed in their careers. Women in this group define success as *“personal happiness and fulfilment”* (O’Neil and Bilimoria, 2005, p.182) but also believe that their careers are not the means to achieve this. They also explain that their lack of satisfaction with their careers is a reflection of their overall dissatisfaction with other components in their lives (O’Neil and Bilimoria, 2005).

#### **4.3.7.4 Reinventive Contribution**

Women in the third group, Reinventive Contribution, are in the (46-60+) age group and recognize that many of their career choices were and continue to be influenced by other people and situations, thereby experiencing an external career locus. According to O’Neil and Bilimoria (2005, p.184), the career patterns of these women are *“likely to reflect a stable, planned career path”*. However, at an earlier point in their professional lives, their personal lives will have suffered, being subsumed by their work lives.

Their current focus and drive is that of contribution but not at the cost of losing their own identity. They view their careers as *“learning opportunities and a chance to make a difference to others”* (O’Neil and Bilimoria, 2005, p.184). Unlike the other two groups, their perception of success is about leading a well-balanced life with the achievement of respect and recognition contributing to society through meaningful work (O’Neil and Bilimoria, 2005).

#### **4.3.8 Career Beliefs and Motivation**

In Section 4.3.7.1, I defined the terms “career beliefs and motivations” and identified them as inputs to the O’Neil and Bilimoria (2005) model. In this section, I briefly discuss these terms in relation to the individual career development phases.

When asked to provide a description of their careers, in the O’Neil and Bilimoria (2005) study the most common response was that of a *“series of learning opportunities, evolving over time”* amongst the entire sample and individual phases. However, *“moving on up”* was the most common used description in the Idealistic Achievement phase. In terms of assigning meaning to their careers, the most common response was *“making a difference, being of service, impacting on others”* followed by *“accomplishment and achievement”*. Women in the Pragmatic Endurance phase were more likely to respond with *“accomplishment and achievement”*. Similarly, when asked to assign meaning to success, the most common response was *“personal fulfilment and happiness”*, especially amongst the Idealistic Achievement and Pragmatic Endurance groups. When asked about the relationship between their personal and professional lives, half of the women indicated that it was integrated. Within the Pragmatic Endurance group, the majority of the women described themselves as *“needing to be different at work”* and in the Reinventive Contribution group, they revealed their *“personal lives as being subsumed by their professional lives”*. The final question with respect to the career beliefs asks the respondents to describe their future. The only significant difference was in the responses from the women in the Idealistic Achievement group who reported that they believed that their future comprised *“Unlimited, wide open possibilities”*.

In the previous sections (4.3.6 and 4.3.7) I provided details of the KCM/CDPM. In the next section I provide the rationale for my choice of theoretical framework in this study.

#### **4.3.9 Choice of Theoretical Framework**

In the previous two sections, I provided details of the two models considered for this quantitative research. Whilst both models were suitable for application in my study, I chose to apply the women’s career development phases of O’Neil and Bilimoria (2005). Below is a synopsis of why I considered this model more appropriate for my study.

Greenhaus and Powell, the authors of the FRWD framework (2012) that I applied in my qualitative study, suggested, that further research be conducted on the influence of family at different career phases. Whilst they did not specify how these career phases were to be defined, a logical means for assessing a career phase is that of age or job level.

The two models I considered for this research were the Kaleidoscope Career Model (KCM) and Career Development Phases Model (CDPM) as both models focused on career patterns at different stages. There were differences and similarities between both the models. The KCM does not define specific age phases, as compared to the CDPM, but alludes to three phases using the terms '*early, mid and later career*' when defining the behavioural patterns of men and women and the associated three parameters. The KCM can be used at any point in time and the combination of the three parameters may result in a similar result at a different point in one's career path.

Both models supported the view that the traditional linear career path was not necessarily applicable in all cases. The literature portrays the KCM as a holistic model that is not gender specific, in that it can be applied to the careers of both men and women, as compared to the CDPM, which is applicable to women's careers only. The CDPM recognizes that women's careers are different from men's careers as they have the responsibility of taking care of their families, whether it be looking after children or elderly parents/relatives, which is not usually the norm for men. The KCM addresses this difference and incorporates this into the "*balance*" parameter of the model. However, given the context of the UAE, where the responsibility for looking after children and elderly parents/relatives is often taken care of by the extended family, the "*balance*" parameter may not be as important to UAE women as in the West.

Similarly, in an earlier section in this chapter, I claim, based on the literature, that national women in the UAE are influenced by socio-cultural and religious norms and practices that are enforced by family. This being the case, can "*authenticity*" be adequately measured and reflected in my research? I therefore, concluded that the more appropriate model to use for my research was that of the CDPM.

## 4.4 METHODOLOGY

In this chapter, I discuss my research strategy detailing my philosophical perspective, the methodology I adopted to conduct the research, sample selection, questionnaire design and administration in order to collect the data.

### 4.4.1 Research Strategy

The purpose of this quantitative study is to answer the research question:

***“What are the factors that influence and support the work experiences of UAE national women across the different career life stages?”***

This research builds on the previous qualitative study that explored the experiences of ten senior UAE national women and how their families influenced these experiences during specific work decision phases. The themes that emerged from the semi-structured interviews in conjunction with the findings from the SLR were useful and informative and facilitated the development of hypotheses for testing in this current quantitative study.

According to Crotty (1998) the research process consists of a four level framework: epistemological stance, theoretical perspective, methodology and methods. For the purpose of this piece of research, I took an objectivistic epistemological stance and my theoretical perspective was that of positivism. Accordingly, I chose to use a quantitative method with an online survey as the tool for data collection. I approached this study from a positivistic perspective for a number of reasons. Following a search of the literature databases, to the best of my knowledge, no previous research has been conducted on national women’s careers in the UAE by career phase and family type using a quantitative methodology. Furthermore, as my approach in the previous qualitative study had been from a social constructionist perspective, I wanted to be able to ensure the validity of my data. For example, in the previous research, one of the findings revealed that five women from extended families were required to seek permission from their families for work related activities. I therefore developed a hypothesis to test this in quantitative study. What a positivistic approach also enables is the possibility of generalization, using a large sample and statistical tools to predict the behaviour of phenomena in a larger population (Easterby-Smith et al., 2008). In the

example provided earlier in this paragraph, I aim to understand if this behaviour is representative of the entire population of UAE national working-women. Generalization is only possible if the sample is representative of the population and I discuss this further in section 4.4.2.

I chose to use an online survey as the means for collecting the data for a number of reasons. I considered an online survey, versus a paper survey, to be relatively easy and cost-effective to administer. Additionally, this mode of data collection was the most appropriate, compared to other methods, to be able to capture responses from a large number of women. Using a survey enabled flexibility in terms of breadth and depth by being able to focus on specific areas and ask numerous questions, yet cover a wide range of topics.

The disadvantage of using a survey for collecting my data was that there could possibly be a risk with respect to data reliability. This would depend on how accurate and honest respondents were in answering the questions. I mitigated this risk by seeking the response to the topic via different questions. Responses to sensitive questions were also validated in a similar manner. I ensured that there were very few questions that were closed-ended to avoid lower validity rates.

#### **4.4.2 Sample Selection**

In order to be able to select the sample I needed to define the target population. The research question was the determinant of this as the aim of the study was to generalize the findings to the larger population. The research question in this instance was as follows:

***“What are the factors that influence and support the work experiences of UAE national women across the different career life stages?”***

In order to be able to answer the research question I required a sample of working-women, who were UAE nationals, whose ages spanned from 20-60 thereby encompassing all phases of their career. Additional information that I required included their current workplace, years of work experience, job level, marital status and number of children. I therefore needed to approach an organization that could provide me with

access to women that fulfilled the above requirements and would be open to the idea of conducting a survey on my behalf. In the qualitative study, my sample of women comprised public sector employees, so my preference was to locate women with similar characteristics for this upcoming research.

I approached Dubai Women's Establishment (DWE) in December 2013 for the purpose of sharing my research and understanding if they could recommend how and where I could conduct my survey. Following a meeting with the CEO, I was able to gain permission for DWE to administer my survey. DWE is a governmental organization, tasked with facilitating the development of national women in the UAE. It was set up in 2006 to be the 'voice' of women, providing training and development workshops to both national and expatriate women and conducting research on gender related issues. Where appropriate, the findings from their research are then implemented. One such example was the establishment of the 'National Childcare Standards' in 2009 following their research into the childcare provision for government employees. DWE has a small team of 20 employees that work in Dubai and have, since inception, built a database of professional women from various sectors and organizations with the aim of reaching out to these women on programmes that they offer. At present, the distribution of the 7,000 women in their database, is 90% UAE national and 10% expatriates. The role of DWE with respect to its activities meant that it had access to Emirati women at all levels within an organization and from both the public and private sectors. My expectation, therefore, was that the sample would reflect the female national workforce population in the UAE. Additionally, I was informed that their database of 7,000 included members of their subsidiary organization: Dubai Ladies Club (DLC). DLC provides a social aspect to the DWE programmes, providing 5-star facilities that focus on health, wellbeing and networking. The distribution of nationalities at DLC is 90% expatriate with 10% UAE national. DLC is membership driven with a paid fee for accessing the facilities and at present has approximately 1,500 members. In terms of sample size, the number of UAE national women that I could potentially target with my survey would be 5,100.

#### **4.4.3 Questionnaire Design**

I designed the survey with a view to testing the hypotheses developed in Section Two. It comprised seven sections; Demographics, Education, Career History, Career Context (Family and Work Life Balance), Career Context (Organization), Career Beliefs and Career Motivation. The total number of questions in the survey was 38, 27 of which were based on an existing qualitative study conducted by O'Neil and Bilimoria (2005). Their study comprised semi-structured interviews (known as the lifelines interview) as a means of exploring the career experiences of 60 professional women in the USA. As a precursor to their interviews, participants were asked to complete a career development survey. The output of that survey and the interview data were used to generate their findings.

One of the themes explored during their interviews was that of the career beliefs of the women. Five specific questions related to career beliefs and the responses were coded into themes purely based on the data. An iterative code development process was undertaken by the group of researchers to ensure consistency and inter-rater reliability for both the career beliefs section of questions and the lifelines interview data. They presented their results for these five questions based on the themes they derived from the interviews. In designing my survey questionnaire, I used the existing five career beliefs questions used by O'Neil and Bilimoria (2005) and their derived themes as the multiple-choice options/answers, thereby ensuring consistency between both studies.

Once I had developed all the questions, I entered them into an online survey tool (Survey Monkey) and generated a draft questionnaire. I provide a copy of the questionnaire in the appendices (with a table comprising high-level descriptions of the questions, how the questions align to the hypotheses, the factors they relate to and the type of analysis to be conducted).

#### **4.4.4 Pilot Study**

Once I had generated the draft survey, I consulted with the CEO of DWE and we jointly evaluated the survey for questions that could be perceived as ambiguous (from a cultural perspective). I then forwarded an email link to her and a pilot was conducted for three days in early January 2014. The pilot sample comprised the 20 UAE national women in the DWE office. Following evaluation of the responses, I met with the CEO again to discuss the output. Amendments were made to the draft survey with respect to specific terminology that many of the women found confusing. I provide a copy of the amendments in Table 1 and the final questionnaire in Table 2 in the appendices section of this report.

#### **4.4.5 Survey Administration**

The CEO forwarded an email to the women in the DWE database marking the launch of the survey on January 13<sup>th</sup> 2014. I provide a copy of the email in the appendices C.1.1. An email reminder was forwarded to all women on January 23<sup>rd</sup> urging them to complete the survey as soon as possible citing a survey end date of January 28<sup>th</sup>. Responses were tracked on a daily basis throughout the period that the survey was open. Table 13 provides details of the number of responses of UAE national women per day, cumulatively and a response rate, calculated based on the responses as a percentage of total potential UAE national responses. It reveals that there was no difference in terms of increased responses following the reminder email.



DATE	DAILY RESPONSES	CUMMULATIVE RESPONSES	CUMM %
13/01/14	40		1%
14/01/14	141	181	4%
15/01/14	326	507	10%
16/01/14	39	546	11%
17/01/14	1	547	11%
18/01/14	3	550	11%
19/01/14	24	574	11%
20/01/14	29	603	12%
21/01/14	6	609	12%
22/01/14	3	612	12%
23/01/14	6	618	12%
24/01/14	1	619	12%
25/01/14	3	622	12%
26/01/14	24	646	13%
27/01/14	8	654	13%
28/01/14	3	657	13%
	657		

**Table 13: Cumulative Survey Response Rates for UAE National Women**

Once all the survey results had been collected, I closed the survey and downloaded the data into Excel and then into SPSS v 22 for analysis.

#### **4.4.6 Missing Data**

Once I had downloaded the information into Excel, I needed to ‘clean’ the data. My first check was to evaluate the number of unanswered questions. I needed to understand why the data were missing to ascertain if it created any bias in my sample. A closer look at the data indicated that of the 657 UAE national women that responded to the survey, over 200 of them did not complete the survey in its entirety and there were no responses especially to the questions that were related to Career Beliefs and Motivations, i.e. questions 24-38. There are several possible reasons for this. One reason was that these questions required a lot of thought and introspection. Whilst the pilot did not identify these questions as being problematic, in reality for women working in other organizations, it is highly likely that they completed the survey in between tasks and did not have the time to ‘think’ about these questions. Another explanation is that the pilot was conducted with DWE employees and their CEO had requested them to complete it. The live survey was voluntary and respondents were urged to complete it but not compelled to do so.

In this section, I provided details of my research strategy, my choice of epistemology, philosophical perspective and associated methodology and methods for data collection. I also discussed questionnaire development/design, sample selection and administering of the survey. In the next chapter I provide the analysis of findings.

### **4.5 ANALYSIS OF FINDINGS**

In this section, I provide details of my approach to analysis and tests conducted followed by the descriptive statistics and results of the hypothesis tests. The final subsection provides descriptive statistics conducted on the career beliefs and motivations.

#### **4.5.1 Approach to Analysis**

My approach to data analysis commenced with identifying the type of research question being asked and the variables used in the study. I then defined the level of measurement

of each of the variables and type of tests conducted. The survey questions required descriptive analysis as well as comparison between groups. Having identified the type of questions being asked, I then defined the variables. Whilst there was no need to differentiate between the independent and dependent variables for the descriptive analysis, I needed to identify them for the three hypotheses I was going to test. I then proceeded to define the level of measurement, that is to say, were my variables, ordinal, nominal categorical or scalar? A list of the variables with associated definitions of their level of measurement is located in the appendices. The final step in my approach to the analysis was to determine whether to conduct parametric or non-parametric tests. In order to do this I conducted a test for normality in SPSS using the dependent variables and their associated independent variables, to test for the level of kurtosis and skewness. The level of kurtosis and skewness identified the sample as *'not being normally distributed'*. The second test was to check the Shapiro-Wilkes test statistic. The value of this statistic also indicated that the sample was not normally distributed. Table 14 provides the results of the kurtosis and skewness tests as well as the Shapiro-Wilkes test.

<b>Cultural Restrictions (y)</b>	<b>Family Type (x)</b>	<b>Shapiro-Wilk</b>			<b>Skewness</b>	<b>Kurtosis</b>
		<b>Statistic</b>	<b>df</b>	<b>Sig.</b>		
<b>Working_Late</b>	Extended	0.635	156	0	-0.67	-5.205
	Nuclear	0.622	296	0	-2.83	-6.564
<b>Exposure_to_Media</b>	Extended	0.629	156	0	1.48	-5.031
	Nuclear	0.628	296	0	2.13	-6.816
<b>Traveling_without_chaperone</b>	Extended	0.554	156	0	-5.42	-2.352
	Nuclear	0.557	296	0	-7.19	-3.422
<b>Conference_Exhibitions</b>	Extended	0.559	156	0	5.23	-2.552
	Nuclear	0.535	296	0	8.32	-2.156
<b>Further_Education</b>	Extended	0.619	156	0	2.32	-4.715
	Nuclear	0.605	296	0	4.30	-5.812
<b>Networking</b>	Extended	0.584	156	0	4.17	-3.531
	Nuclear	0.602	296	0	4.52	-5.670
<b>Family Networks (y)</b>	<b>Family Type (x)</b>	<b>Shapiro-Wilk</b>			<b>Skewness</b>	<b>Kurtosis</b>
		<b>Statistic</b>	<b>df</b>	<b>Sig.</b>		
<b>Use of Family Networks for Jobs</b>	Extended	0.636	156	0	0	-5.249
	Nuclear	0.632	296	0	1.634	-6.947
<b>Career Choice(y)</b>	<b>Family Type (x)</b>	<b>Shapiro-Wilk</b>			<b>Skewness</b>	<b>Kurtosis</b>
		<b>Statistic</b>	<b>df</b>	<b>Sig.</b>		
<b>Impact of parents had on career choice</b>	Extended	0.815	156	0	4.052	-0.578
	Nuclear	0.787	296	0	7.451	0.450

Table 14: Results of Normality Tests

For the distribution to be normal, the values for kurtosis and skewness needed to be between -1.96 and +1.96. Table 14 demonstrates that all the distributions had kurtosis values outside the acceptable limits and only four of the distributions had skewness values that were within the acceptable limits. I therefore, concluded that my sample distributions for the three hypotheses were not normally distributed.

In this section I provided details of the approach I took to analyse the data. In the next section I provide the analysis commencing with descriptive statistics, followed by the results of the hypothesis tests.

#### **4.5.2 Sample Characteristics**

The sample comprised 452 UAE national women of which 156 (35%) were from extended families and 296 (65%) from nuclear families. Table 15 provides details of the sample distribution. Of the 452 women, 66% were in the first phase (20-35 years old); 30% in the second age phase (36-45 years old); and 4% in the third phase (46-60+ years old), indicating a predominantly young sample of women. This is to be expected, as the UAE is still a young country having only been in existence for just over 40 years. For the purpose of this study, the women in the first phase of my sample included an additional age category of (20-23 year olds). Government support and encouragement for women to participate in the workforce has only been recent, hence it is likely that the women in the third phase (46-60+ years old) would have been at home taking care of the family.

<b>Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Age Group 1	101	65%	199	67%	300	66%
Age Group 2	52	33%	84	28%	136	30%
Age Group 3	3	2%	13	4%	16	4%
<b>Grand Total</b>	<b>156</b>	<b>35%</b>	<b>296</b>	<b>65%</b>	<b>452</b>	

**Table 15: Distribution of women by family type and age phase**

Figure 7 provides details of the sample by marital status and family type. What it indicates is that the majority of the women in the sample are married and 33% of the sample are single.

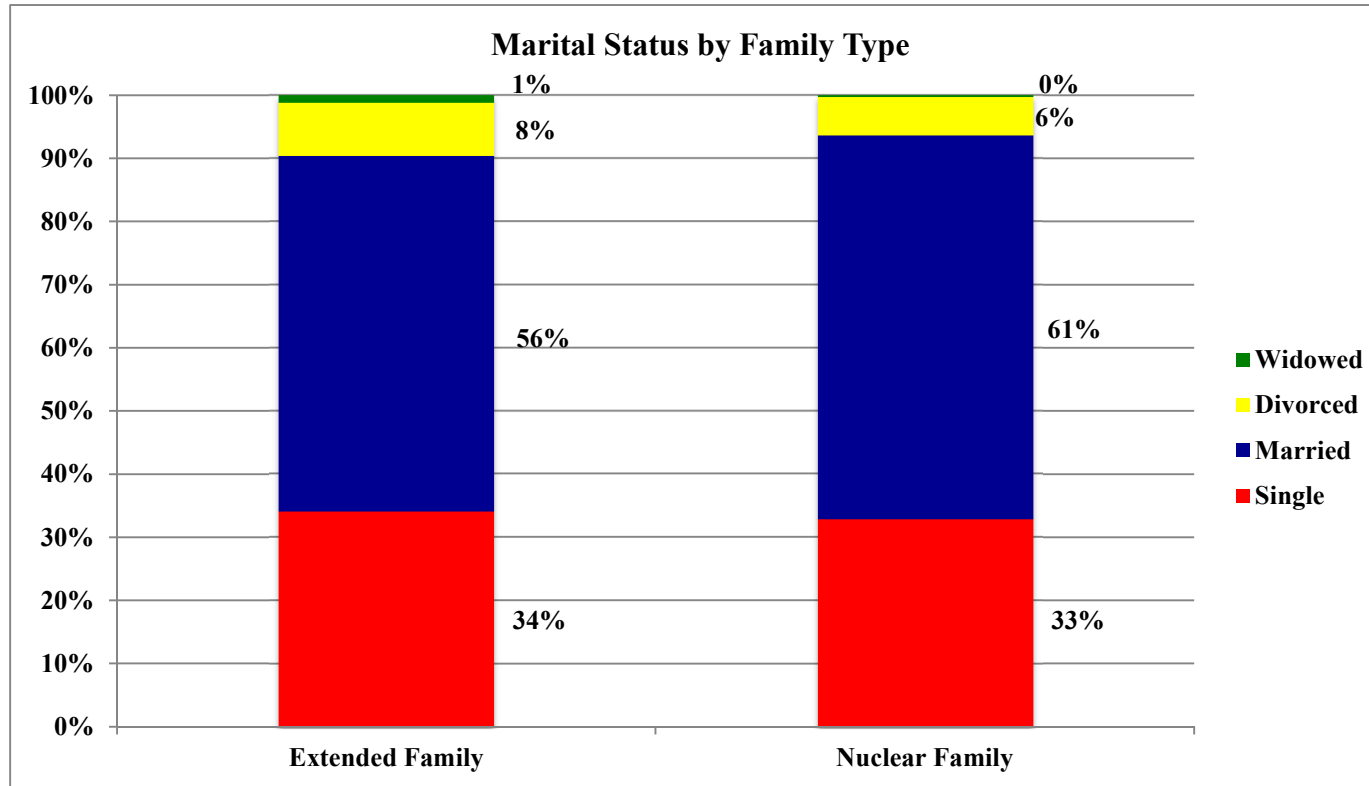


Figure 7: Distribution of women by marital status and family type



Almost 60% of the women had children, as indicated in Table 16. There was a marginal difference between women with and without children in the extended versus nuclear families. Of the women that did have children, the number of children ranged between one and 12 with an average of three for both family types.

<b>No of Children</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>No. of women without children</b>	65	42%	122	41%	187	41%
<b>No. of women with children</b>	91	58%	174	59%	265	59%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 16: No of children by family type**

Education levels are high in the UAE and this was evident with at least 67% of women from extended families and 71% of women from nuclear families being educated to at least a first degree or higher.

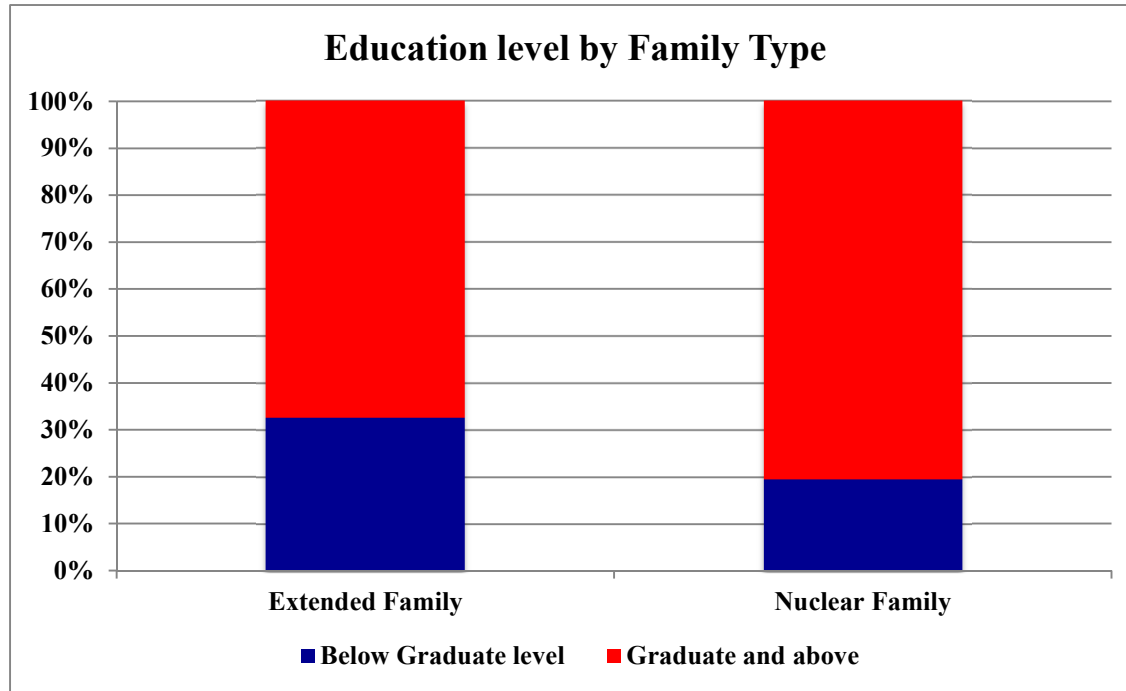


Figure 8: Education level by family type

In terms of where educational qualifications were obtained, Table 17 indicates that the majority of women from both family types studied in the UAE versus overseas. 97% of women from extended families studied locally in the UAE versus overseas as compared to 91% of women from nuclear families. In age group 1 (20-35), 96% studied locally as compared to 91% in age group 2 (36-45) and 63% in age group 3 (46-60+). There were marginal differences between women from the different family types in age group 2 (36-45).

<b>Education Location</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>UAE</b>	152	97%	269	91%	421	93%
<b>Overseas</b>	4	3%	27	9%	31	7%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

<b>Education Location by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
UAE	99	98%	188	94%	287	96%
Overseas	2	2%	11	6%	13	4%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
UAE	50	96%	74	88%	124	91%
Overseas	2	4%	10	12%	12	9%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
UAE	3	100%	7	54%	10	63%
Overseas			6	46%	6	38%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

Table 17: Education location by age phase and family type

90% of the respondents worked in the public sector, with the remaining 10% comprising the private sector (5%), semi government (4%) and family business/own business/military (1%). In terms of their existing job levels, the sample characteristics indicate that 33% of women in age group 1 (20-35) worked in Admin and Support roles and that there was only a marginal difference between the family types. In age group 2 (36-45), the majority of women (33%) were in middle management roles. There was a 10% difference between women from extended and nuclear families, the former consisting of 27% and the latter 37%. In age group 3 (46-60+), the overall figures indicate that the women were in both senior and middle management roles. 67% of women from extended families worked in senior management roles as compared to 0% of women from nuclear families. The majority of women from nuclear families (31%) were in middle management roles as shown in Table 18.

<b>Job Level by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Senior Management	15	15%	20	10%	35	12%
Middle Management	14	14%	38	19%	52	17%
Junior Management	27	27%	41	21%	68	23%
Admin/Support	34	34%	65	33%	99	33%
Consultant		0%	2	1%	2	1%
Specialist	8	8%	24	12%	32	11%
Professional	3	3%	9	5%	12	4%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Senior Management	12	23%	13	15%	25	18%
Middle Management	14	27%	31	37%	45	33%
Junior Management	8	15%	15	18%	23	17%
Admin/Support	8	15%	15	18%	23	17%
Consultant	1	2%	2	2%	3	2%
Specialist	7	13%	6	7%	13	10%
Professional	2	4%	2	2%	4	3%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Senior Management	2	67%	2	15%	4	25%
Middle Management		0%	4	31%	4	25%
Junior Management	1	33%	1	8%	2	13%
Admin/Support		0%	3	23%	3	19%
Consultant		0%	2	15%	2	13%
Specialist		0%	1	8%	1	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 18: Distribution of job levels by family type and age phase**



In terms of years of work experience, indications were that the 57% of women in age group 1 (20-35) had worked for 6-10 years and 22% had between 0-5 years' work experience. In age group 2 (36-45), 40% of women had 11-15 years' experience and 36% had 16-20 years' experience. In age group 3 (46-60+), 75% of the women had over 20 years' experience. Table 19 provides the distribution of women by age phase and family type in terms of years of work experience.

<b>Years of Work Experience by Age Phase and Family Type</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
0-5 years	28	28%	38	19%	66	22%
6-10 years	55	54%	116	58%	171	57%
11-15 years	14	14%	44	22%	58	19%
16-20 years	4	4%	1	1%	5	2%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
0-5 years		0%	2	2%	2	1%
6-10 years	5	10%	11	13%	16	12%
11-15 years	20	38%	35	42%	55	40%
16-20 years	22	42%	27	32%	49	36%
20+ years	5	10%	9	11%	14	10%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
11-15 years		0%	3	23%	3	19%
16-20 years	1	33%		0%	1	6%
20+ years	2	67%	10	77%	12	75%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 19: Years of Work Experience by Family Type and Age Phase**

In this section, I provided an overview of the sample characteristics. It comprised demographic data with respect to age group, marital status, number of children, education levels, location, job levels and years of work experience. In the next section I provide the results of the hypotheses I developed for testing.

### **4.5.3 Results of Hypothesis Tests**

There were two types of test that I used for hypothesis testing: the paired two-tailed t-test and the Fisher's exact test.

#### **Paired Two-Tailed T-Test**

I chose to conduct the paired t-test for Hypothesis 1 as it enabled a comparison between women from nuclear families and from extended families. A two-tailed test is appropriate when the difference and associated direction is unknown. The purpose of conducting this test is to look at the difference between the values in the nuclear sample and the extended sample and generate a single value (t-value) taking into account any variation in values within the individual samples. T-values are then converted into p-values using pre-defined statistical tables.

#### **Fisher's Exact Test**

I chose to use the Fisher exact test for the remaining two Hypotheses (2 and 3) as its purpose is to analyse contingency tables and provide an exact calculation of the p-value. Furthermore, as the majority of my data was categorical, it was useful to use this test to evaluate the association of two categorical variables. Additionally, this test is not constrained by sample size, as is the case with the Chi-Squared Test, and as my sample of women in age group 3 (46-60+) was relatively small, the Fisher's exact test was more appropriate. To ensure consistency, I used the same test for all the age phases, regardless of sample size.

#### 4.5.3.1 Results of Hypothesis Tests

<i>Hypothesis 1:</i>	
<i>H1</i>	<i>The influence of family with respect to CAREER CHOICE will be greater for women from extended families than for women in nuclear families.</i>

I analyzed the influence of family with respect to career choice in my study using a Likert scale from 1-5, (1 for Strongly Agree to 5 being Strongly Disagree) in response to the question “**Key relationships in my life had an impact on my career choice**” with parents being the criteria for family. The causal variable in this case was family type, which enabled the analysis of women from nuclear versus extended families.

In order to be able to use the paired two-tailed t-test, for Hypothesis 1, I needed to normalize my data. I therefore, multiplied the ordinal number (values in the Likert Scale) for each response in that category and divided it by the total number in the population (n = 452). This provided me with a rated normalized value and enabled the use of the paired two-tailed t test.

I conducted the test at the consolidated level and the individual age phases and the results are indicated in Table 20.

<b>Hypothesis 1 - Career Choice</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H1 – Consolidated</b>	0.247	0.131	0.990	Accept Null
<b>H1 - Age Group 1</b>	0.165	0.085	0.994	Accept Null
<b>H1 - Age Group 2</b>	0.073	0.044	0.879	Accept Null
<b>H1 - Age Group 3</b>	0.009	0.002	0.840	Accept Null
<b>Significance Level</b>	0.05			

**Table 20: Results for Hypothesis Test 1**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to career choice at the consolidated level and individual age phases.

<b><i>Hypothesis 2:</i></b>	
<i>H2</i>	<i>The influence of family with respect to utilization of FAMILY NETWORKS will be greater for women from extended families than women in nuclear families.</i>

I analyzed the influence of family with respect to utilization of family networks in my study in response to the question “***At what stages of your career have family members been of assistance in finding a job?***” I converted the responses into a categorical dichotomous variable so that the responses would indicate a ‘yes’ or a ‘no’. The causal variable in this case was family type, which enabled analysis of women from nuclear versus extended families.

I conducted Fisher’s exact test at the consolidated level and the individual age phases and the results are indicated in Table 21.

<b>Hypothesis 2 - Family Networks</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H2 – Consolidated</b>	0.907	0.518	0.7219	Accept Null
<b>H2 - Age Group 1</b>	0.667	0.373	0.708	Accept Null
<b>H2 - Age Group 2</b>	0.217	0.137	0.749	Accept Null
<b>H2 - Age Group 3</b>	0.023	0.008	0.410	Accept Null
<b>Significance Level</b>	0.05			

**Table 21: Results for Hypothesis Test 2**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted, in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to utilization of family networks at the consolidated level and individual age phases.

<b><i>Hypothesis 3:</i></b>	
<i>H3</i>	<i>The influence of family with respect to ENFORCING CULTURAL RESTRICTIONS will be greater for women from extended families than for women in nuclear families</i>

I analyzed the influence of family with respect to enforcing cultural restrictions in my study in response to the question “***For which work related decisions do you need to seek permission from your family?***” The work related decisions comprised “***working late after hours, gaining media exposure, travelling overseas without a chaperone, attending conferences and exhibitions, pursuing further education and networking at non-segregated events***”. The causal variable in this case was family type, which enabled analysis of women from nuclear versus extended families. Hypothesis 3 comprised six sub-hypotheses aligned to the work related decisions indicated above. I continued with the format of the above two hypotheses whereby I tested at the consolidated level as well as the individual age phase level. For hypothesis 3, the test conducted was Fisher’s exact test.



<b>Hypothesis 3 - Cultural Restrictions - Working Late</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H3WL - Consolidated</b>	0.699	0.457	0.925	Accept Null
<b>H3WL - Age Group 1</b>	0.434	0.289	0.951	Accept Null
<b>H3WL - Age Group 2</b>	0.231	0.160	0.847	Accept Null
<b>H3WL - Age Group 3</b>	0.034	0.008	0.199	Accept Null
<b>Significance Level</b>	0.05			

**Table 22: Results for Hypothesis 3 – Cultural Restrictions - Working Late**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to “*seeking permission to work late*” at the consolidated level and individual age phases. Please see Table 22.

<b>Hypothesis 3 - Cultural Restrictions - Media Exposure</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H3ME - Consolidated</b>	0.865	0.478	0.654	Accept Null
<b>H3ME - Age Group 1</b>	0.561	0.282	0.555	Accept Null
<b>H3ME - Age Group 2</b>	0.263	0.184	0.880	Accept Null
<b>H3ME - Age Group 3</b>	0.041	0.012	0.339	Accept Null
<b>Significance Level</b>	0.05			

**Table 23: Results for Hypothesis 3 – Cultural Restrictions - Media Exposure**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to ***“seeking permission to be exposed to media interactions”*** at the consolidated level and individual age phases. Please see Table 23.

<b>Hypothesis 3 - Cultural Restrictions - Travelling without Chaperone</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H3TU - Consolidated</b>	0.548	0.287	0.567	Accept Null
<b>H3TU - Age Group 1</b>	0.335	0.165	0.771	Accept Null
<b>H3TU - Age Group 2</b>	0.180	0.114	0.733	Accept Null
<b>H3TU - Age Group 3</b>	0.032	0.008	0.181	Accept Null
<b>Significance Level</b>	0.05			

**Table 24: Results for Hypothesis 3 – Cultural Restrictions – Travelling without a chaperone**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to ***“seeking permission to travel overseas without a chaperone”*** at the consolidated level and individual age phases. Please see Table 24.

<b>Hypothesis 3 - Cultural Restrictions - Attending Conferences/Exhibitions</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H3CE - Consolidated</b>	1.181	0.617	0.602	Accept Null
<b>H3CE - Age Group 1</b>	0.767	0.383	0.574	Accept Null
<b>H3CE - Age Group 2</b>	0.383	0.222	0.660	Accept Null
<b>H3CE - Age Group 3</b>	0.032	0.012	0.516	Accept Null
<b>Significance Level</b>	0.05			

**Table 25: Results for Hypothesis 3 – Cultural Restrictions – Attending Conferences/Exhibitions**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to “*seeking permission to attend conferences/exhibitions*” at the consolidated level and individual age phases. Please see Table 25.



<b>Hypothesis 3 - Cultural Restrictions - Further Education</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H3FE – Consolidated</b>	1.023	0.527	0.585	Accept Null
<b>H3FE - Age Group 1</b>	0.678	0.320	0.528	Accept Null
<b>H3FE - Age Group 2</b>	0.299	0.190	0.713	Accept Null
<b>H3FE - Age Group 3</b>	0.046	0.017	0.479	Accept Null
<b>Significance Level</b>	0.05			

**Table 26: Results for Hypothesis 3 – Cultural Restrictions – Pursuing Further Education**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to “*seeking permission to pursue further education*” at the consolidated level and individual age phases. Please see Table 26.

<b>Hypothesis 3 - Cultural Restrictions – Networking</b>	<b>Nuclear Family (Mean)</b>	<b>Extended Family (Mean)</b>	<b>P- Value</b>	<b>Decision</b>
<b>H3NW – Consolidated</b>	0.852	0.486	0.696	Accept Null
<b>H3NW - Age Group 1</b>	0.561	0.300	0.638	Accept Null
<b>H3NW - Age Group 2</b>	0.244	0.178	0.915	Accept Null
<b>H3NW - Age Group 3</b>	0.046	0.008	0.100	Accept Null
<b>Significance Level</b>	0.05			

**Table 27: Results for Hypothesis 3 – Cultural Restrictions – Networking in a non- segregated environment**

All four tests generated p-values greater than 0.05, and therefore the null hypothesis was accepted in all four cases. What this meant was that there was no difference in family influence between women from nuclear and extended families with respect to ***“seeking permission to network in a non segregated environment”*** at the consolidated level and individual age phases. Please see Table 27.

In this section I provided the results of the hypothesis tests. In the next section I provide a descriptive analysis of the career beliefs and motivations of the women in my study

#### **4.5.4 Descriptive Analysis of Career Beliefs and Motivations**

In this section I provide a descriptive analysis of the career beliefs and motivations as described in the women’s CDPM (O’Neil and Bilimoria, 2005). The Career Beliefs section is concerned with understanding how the respondents described their career path, assigned meaning to their careers and success, as well as their perceptions of their future, and the interaction between their personal and professional lives.

##### **4.5.4.1 Career Beliefs**

I analyzed career path descriptions using eight options in response to the question ***“Which of the following sentences best describes your career path?”*** I segmented the data by family type and age phase and provide the results accordingly in the Appendices Table 18 and Table 19. The overall results indicate that 50% of national women from both family types described their career path as a ***“series of challenges/proving ground/hard work and effort”***. The second most popular response was a ***“series of learning opportunities, evolution over time”***. The third most popular response was that of ***“random/open to opportunities”***. At the individual age phases, the results were the same overall, other than the women from age group 3 (46-60+ years old) who rated ***“Series of learning opportunities, evolution over time”*** as the most popular choice of description. ***“Quest for balance”*** received no responses at all. ***“Not fitting in the organization culture/job profile”*** was the least popular description overall. This was the same for women in age group 1 (20-35 years old) and age group 2 (36-45 years old).

However, women in age group 2 (36-45 years old) and age group 3 (46-60+ years old) also rated ***“I did it my way, non traditional”*** as their least popular description.

I analyzed the meaning of career using a five point Likert Scale (1 for Strongly Agreed to 5 being Strongly Disagreed) in response to the question ***“What does having a career mean to you?”*** I then recorded the responses that were generated for “Strongly Agreed” in the seven options provided. What the results indicated was that the most popular meaning assigned to having a career was ***“Accomplishment/Achievement/Application of Knowledge”*** both overall and by family type. The second most popular meaning was assigned to ***“Extension of Self”*** and thirdly ***“Self Sufficiency”***. The results were similar for the individual age phases, other than the Reinventive Contribution group who rated ***“Making a difference”*** as their most popular choice in addition to ***“Accomplishment/Achievement/Application of Knowledge”***. The least popular attributes overall were those of ***“Integration and Balance”*** and ***“Community and Balance”***. ***“Integration and Balance”*** was the least popular amongst the women in age group 1 (20-35 years old) and age group 2 (36-45 years old). However, ***“Path to personal happiness”*** was the least popular amongst the women in age group 3 (46-60+ years old). A copy of the table with details of the rankings is in the Appendices Table 20.

I analyzed the meaning of success using a five point Likert Scale (1 for Strongly Agreed to 5 being Strongly Disagreed) in response to the question ***“What does success mean to you?”*** I then recorded the responses that were generated for “Strongly Agreed” in the nine options provided. What the results indicated was that the most popular meaning assigned to the term ‘success’ was ***“Personal Fulfilment”*** both overall and by family type. The second most popular meaning was assigned to ***“Recognition, Responsibility and Respect”*** and thirdly ***“Adding Value”***. The same three attributes were rated most popular in the individual age phases. The least popular attribute overall was that of ***“Objective to subjective over time”*** and this was also the least popular for the individual age phases. A copy of the table with details of the rankings is in the Appendices Table 21 and Table 22.

I analyzed the interaction between personal and professional life using five descriptive options in response to the question ***“How would you describe the relationship between your personal and professional life?”*** I segmented the data by family type and age phase and provide the results. The overall results indicate that a third of the women from both family types described their personal and professional life interaction as a ***“changing relationship moving towards integration of both over time”***. At the individual age phases, all three phases rated “changing relationship moving towards integration of both over time” as the most popular of the choices. However, Idealistic Achievers rated their ***“need to be different at work”*** at 32% which was marginally higher than ***“changing relationship moving towards integration of both over time”*** at 31%. Women in age group 2 (36-45 years old) rated it as 42% and those in age group 3 (46-60+ years old) rated it as 56%. A copy of the table with details of the rankings is in the Appendices Table 23 and Table 24.

I analyzed the respondents’ perception of their future by using a five point Likert Scale (1 for Strongly Agreed to 5 being Strongly Disagreed) in response to the question ***“If you were to describe your future what would you say?”*** I then recorded the responses that were generated for “Strongly Agreed” in the seven options provided. What the results indicated was that the most popular description of their future was ***“Explore new opportunities”*** overall. Whilst women in age group 1 (20-35 years old) and those in age group 2 (36-45 years old) concurred with the overall rating, those in age group 3 (46-60+ years old) rated ***“Striving for Success”*** higher than the other options.

Having provided the results for the Career Beliefs attributes in the study, I now provide the results for Career Motivation. This is concerned with understanding what drives the women, whether it is internal or external.

#### **4.5.4.2 Career Motivation**

I analyzed career locus using a Likert scale from 1-5, (1 for Strongly Agreed to 5 being Strongly Disagreed) in response to the question ***“I believe I am responsible for my career success”***. I segmented the data by family type and career phase and provide the results accordingly. The results indicate that 59% of national women responded that they strongly agreed that they were ***“responsible for their own career success”***, with marginal differences between the extended and nuclear families. The results were comparable at the

individual age phases with responses ranging from 56%-63% (Strongly Agreed) as indicated in

<b>Career Locus</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>
Strongly Agreed	88	56%	177	
Agreed	56	36%	97	
Neither Agreed Nor Disagreed	9	6%	12	
Disagreed	3	2%	8	
Strongly Disagreed	0	0%	2	
<b>Total</b>	<b>156</b>		<b>296</b>	

Table 28 and Table 29.

<b>Career Locus</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Strongly Agreed	88	56%	177	60%	265	59%
Agreed	56	36%	97	33%	153	34%
Neither Agreed Nor Disagreed	9	6%	12	4%	21	5%
Disagreed	3	2%	8	3%	11	2%
Strongly Disagreed	0	0%	2	0%	2	0%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

Table 28: Career Locus by Family Type



<b>Career Locus by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Strongly Agreed	57	56%	114	57%	171	57%
Agreed	36	36%	72	36%	108	36%
Neither Agreed Nor Disagreed	7	7%	8	4%	15	5%
Disagreed	1	1%	4	2%	5	2%
Strongly Disagreed	0	0%	1	1%	1	0%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Strongly Agreed	29	56%	55	65%	84	62%
Agreed	19	37%	23	27%	42	31%
Neither Agreed Nor Disagreed	2	4%	3	4%	5	4%
Disagreed	2	4%	3	4%	5	4%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Strongly Agreed	2	67%	8	62%	10	63%
Agreed	1	33%	2	15%	3	19%
Neither Agreed Nor Disagreed			1	8%	1	6%
Disagreed			1	8%	1	6%
Strongly Disagreed			1	8%	1	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 29: Career Locus by Age Phase**

I analyzed the career pattern using a Likert scale from 1-5, (1 for Strongly Agreed to 5 being Strongly Disagreed) in response to the question asking respondents to ***“Indicate the extent to which their careers resembled particular patterns”***. I segmented the data by career phase and provide the results for responses that were ***“Strongly Agreed”***. The results indicate that ***“Interesting Learning Opportunities”*** was rated the highest overall and by family type and across all three age phases. These results are provided in Table 30 and Table 31.

Career Pattern by Family Type	Extended Family		Nuclear Family		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Climbing a ladder	26%	55%	26%	48%	26%	50%
Series of Lateral moves	13%	54%	17%	49%	15%	51%
Twists and Turns	15%	52%	13%	39%	14%	50%
Chance Event	16%	51%	14%	48%	15%	49%
Interesting Learning opportunities	33%	52%	30%	51%	31%	51%
Interrupted for non career activities	9%	44%	8%	43%	9%	43%
Strategically planned and executed	13%	54%	12%	49%	12%	51%
A competition with winners and losers	9%	40%	9%	45%	9%	43%
Self Directed	22%	56%	22%	52%	22%	54%
Organization or Manager directed	17%	54%	15%	56%	15%	56%
Guided by mentor	6%	45%	7%	35%	6%	39%
Waiting for next position to come	17%	51%	17%	54%	17%	53%
Taking advantage of opportunities as they come along	24%	50%	17%	60%	19%	57%
Accommodate other aspects of life	17%	53%	13%	55%	14%	55%

**Table 30: Career Pattern by Family Type**

Career Pattern by Age Phase	Age Group 1		Age Group 2		Age Group 3		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Climbing a ladder	25%	50%	29%	49%	19%	69%	26%	50%
Series of Lateral moves	16%	55%	14%	41%	13%	56%	15%	51%
Twists and Turns	13%	51%	15%	47%	13%	56%	14%	50%
Chance Event	14%	48%	17%	52%	13%	38%	15%	49%
Interesting Learning opportunities	30%	52%	33%	52%	44%	25%	31%	51%
Interrupted for non career activities	9%	42%	7%	46%	13%	25%	9%	43%
Strategically planned and executed	11%	49%	14%	56%	19%	44%	12%	51%
A competition with winners and losers	9%	42%	7%	48%	19%	25%	9%	43%
Self Directed	21%	56%	22%	51%	38%	38%	22%	54%
Organization or Manager directed	16%	55%	14%	57%	6%	56%	15%	56%
Guided by mentor	7%	37%	5%	40%	0%	50%	6%	39%
Waiting for next position to come	17%	55%	15%	47%	19%	56%	17%	53%
Taking advantage of opportunities as they come along	19%	59%	21%	53%	19%	50%	19%	57%
Accommodate other aspects of life	14%	54%	15%	56%	6%	63%	14%	55%

**Table 31: Career Pattern by Age Phase**

## **4.5.5 Analysis of Results by Factor**

### **4.5.6 Societal Factors**

I analyzed societal factors by requesting respondents to answer questions on education and government support. Questions with respect to culture and restrictions were included in the family factors as they were concerned with how family enforced the restrictions on the women. Education was a supportive factor and the results indicate that approximately 70% of the women in this study were educated to graduate level or higher. Almost all the women were educated locally rather than overseas, suggesting that the women were either not encouraged to go overseas for their education or the option to study locally had improved since the government's investment in education. The figures relating to education can be located in the sample characteristics in Figure 4. Whilst government support in terms of Emiratization has been evident in terms of investment in the education sector, there have been marginal increases in workforce participation for national women. Government organizations are encouraged to employ national women and are mandated to employ them with specific targets set every year by the individual entities. However, despite these measures, the results from this current study indicate that only 30% of the women attributed their career satisfaction to the support they received from the government. This was comparable across the family types and age phases with marginal differences between them all. Furthermore, this could be an indication that there is an expectation on the part of national women, that government could be doing more to support them. The table with the results of government support is provided in Table 31 and Table 32.

### **4.5.7 Family Factors**

I analysed family factors by requesting respondents to answer questions on how their families supported them. Several questions were directed towards the themes of family support with work life balance and their careers, childcare provision and providing guidance with respect to their careers. Of the women surveyed in this study over 60% indicated that their families were very supportive of their careers. The figures reported were marginally less for women from extended families (58%) versus nuclear families (64%). However, at the age phases, they indications were that over 60% women from

both family types had very supportive families and there were no differences between the phases. A table with the results is provided in the Appendices Table 8 and Table 9. Similarly, when asked to provide further details of how their families supported them in terms of achieving work life balance, approximately 40% of the women from both family types and age phases indicated that their families provided childcare for their children on very frequent basis. A table with the results is provided in Appendix C.2.3. However, when respondents were asked to indicate their preference for childcare arrangements, the most popular response of 28% was that of 3<sup>rd</sup> party, with family being the 2<sup>nd</sup> most popular form with 23%. However there were differences between family type; 9% of women from nuclear families preferred to use 3<sup>rd</sup> party arrangements versus family. The results were the opposite for women from extended families; 25% preferred to use their families versus 23% who preferred to use a 3<sup>rd</sup> party provider. In terms of age phases, the results followed a similar trend for the women in both age group 1 (20-35) and age group 2 (36-45) for both family types. However, 50% the women from age group 3 (46-60+) preferred to use only their maids or family with maid. A table with the results is located in Appendix C.2.4.

#### **4.5.8 Organizational Factors**

I analyzed organizational factors by requesting respondents to provide details of specific policies within their organizations. The policies were ‘enhanced maternity policy, flexible working practices, equal opportunities policy and mentoring programs. Respondents were provided options to ascertain their level of satisfaction with respect to the above policies and practices. The results indicate that 40% of the women across both family types and the individual age phases were dissatisfied with the maternity policy within their organization. However, 42% of the women from nuclear families responded that *“the organization has the policy, but I am not happy with it”* as compared to 35% of women from extended families. The figures were comparable between the women in age group 1 (20-35) and age group 2 (36-45) with the women in age group 3 (46-60+) less dissatisfied. This is understandable given that women in this age group will most likely have had their children earlier in their lives than the other two phases.

In terms of flexible working practices, three options were provided; part time working, compressed hours and working from home. The responses indicated that organizations did not have these in place but the women wanted them to be introduced. The most popular option of the three was that of *“working from home”* with an overall 63% wanting it’s implementation within their organization. *“Compressed hours”* was the second most popular option with an overall 50% and *“part time working”* generated a similar response rate of 40%. These responses were replicated across both family types and age phases.

Equal opportunities policy was rated in a similar manner to flexible working practices with 43% of all responses indicating that their organizations did not have it in place and that they wanted it to be introduced. A marginally greater response of 45% by women from nuclear families versus 40% of women from extended families indicated that women from nuclear families were more concerned with the introduction of such a policy. In terms of the age phases, those in age group 1 (20-35) and age group 2 (36-45) responded with 44% and 43% respectively versus 31% of age group 3 (46-60+).

The results for mentoring program indicate that a third of the women overall, responded that their organizations did not have a mentoring program in place but would have liked one to be introduced. A further third of the sample were unaware of such a program existing in their organization but would like it to be introduced. The results were similar for women from the different family types, although there was a marginal difference between the two family types. In terms of age phases, those in age group 1 (20-35) and age group 2 (36-45) responded in a similar manner with approximately one third responding that they wanted a mentoring program introduced and another one third responding that they were unaware if it existed in their organization, but would have like it to be introduced. There was a larger difference in the manner in which women in age group 3 (46-60+) responded. 19% of them wanted such a program introduced and 13% were unaware if there was such a program in existence at present but would like it to be implemented. This difference between the responses from age group 3 (46-60+) versus the other two groups is indicative of the fact that women in the age group 3 (46-60+) would have already passed the phase in life when they required

mentoring. A table providing details of the responses with respect to Organization Policies is located in Appendices Table 12, Table 13, Table 14,

<b>Maternity Enhancements</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	27	17%	63	21%	90	20%
I am unaware if O has or not but would like it	19	12%	25	8%	44	10%
O has policy but I do not use	25	16%	46	16%	71	16%
O has policy but I am not happy with it	54	35%	124	42%	178	39%
O has the policy and I am happy with it	31	20%	38	13%	69	15%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	
<b>Part time working</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	59	38%	120	41%	179	40%
I am unaware if O has or not but would like it	33	21%	64	22%	97	21%
O has policy but I do not use	21	13%	25	8%	46	10%
O has policy but I am not happy with it	15	10%	42	14%	57	13%
O has the policy and I am happy with it	28	18%	45	15%	73	16%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

Table 15, Table 16, and Table 17.

Respondents were also asked to indicate if they sought guidance from within the organization. The results indicate that 15% strongly agreed and 40% agreed that they did seek guidance from within the organization. It is likely that this would have been in the form of informal guidance as the above analysis has demonstrated that there were limited formal mentoring schemes in place. The results were similar across the family types and age phases. A table with details of the responses to guidance sought from within the organization is located in Appendices Table 33 and Table 34



#### **4.5.9 Individual Factors**

Behaviour characteristics were named as an individual factor influencing national women's participation in the UAE workforce. I analyzed this with a question in the survey, requesting respondents to indicate *“the level of importance for their reason for working.”*

The responses to this question indicated that the most important reason for working was that of *“financial independence.”* An overall response of 69% rated this as very important with similar responses from women from nuclear families of 70% and 65% for women from extended families. Other important reasons indicated by the respondents were *“contributing to society”* and *“achieving their ambitions”*. Amongst the women from extended families, *“contributing to society,”* was the second most important reason (60%) for them working as opposed to women from nuclear families who responded with (52%) *“support of family”* as their second most important reason for working. The age phases indicated a similar scenario, in terms of *“contributing to society”* with 55% of age group 1 (20-35) and 52% of age group 2 (36-45) rating this option as very important. Women in age group 3 (46-60+) rated the same option as 63% but they were keen to *“use their education” more than “contributing to society”* and considered this to be as important as *“financial independence”*. A table with the results for why women work is located in Appendix Table 6 and Table 7.

In this section I provided an analysis of the four factors the support and influence UAE national women in the workforce. In the next section I provide an analysis of the three phases of the CDPM from a UAE perspective.

#### **4.5.10 Analysis of the CDPM from a UAE Context**

##### **4.5.10.1 Age Group 1**

The results of the study indicated that for women in the age group 1 (20-35), *“accomplishment/achievement/application of knowledge”* is how they assign meaning to their careers and define success as achieving *“personal fulfilment”* and *“recognition, responsibility and respect.”*

Career Satisfaction was also important to them. 31% strongly agreed and a further 46% agreed that they were satisfied with their career success and attributed it to their own

**“hardwork”** and **“skills and abilities”**. This is further confirmed by the responses to career locus, whereby, 57% of the women strongly agreed and a further 36% agreed that they were responsible for their career success, thereby implying that they experienced an internal career locus. “Hardwork” and “skills and abilities” are attributes that are associated with internal career locus as they are internally motivated and driven. This is also to be expected of women in the early stages of their careers, as they are eager to do what it takes to be successful in their careers.

In response to questions about career guidance, 15% strongly agreed and 40% agreed that they sought guidance from within the organization and 12% strongly agreed and 37% agreed that they sought guidance from people outside the organization. 16% strongly agreed and 44% agreed that the impact of that guidance on their career was positive. Whilst there is a marginal difference between guidance seeking within and outside the organization, it demonstrates that women in the early stages of their careers are more likely to seek guidance from within the organization. During this stage, the model suggests that women are keen to undertake activities that will enhance their career success. Therefore it is likely that these women will have actively sought out the appropriate people within the organization to provide them with guidance on how to further their careers. The importance of obtaining guidance in their careers is demonstrated by the fact that 60% of the respondents indicated that the impact of the guidance on their careers was positive.

In terms of career path, they indicated that they were a **“series of challenges/proving ground/hard work and effort”** and their career pattern comprised of **“interesting learning opportunities.”** However, they revealed that the relationship between their personal and professional lives was such that they **“need to be different at work”** Related to their work and life interaction, respondents were asked to indicate if their professional and personal lives were separate and distinct. 27% strongly agreed and 49% agreed that both aspects of their lives were distinct and separate. Finally they were asked to describe their future. The women in age group 1 (20-35) indicated that the future was about **“exploring new opportunities.”**

#### 4.5.10.2 Age Group 2

The results of the study indicated that for women in the age group 2 (36-45), **“accomplishment/achievement/application of knowledge”** is how they assign meaning to their careers and define success as achieving **“personal fulfilment”** and **“recognition, responsibility and respect”** as well as **“adding value.”**

Career Satisfaction was also important to them. 33% strongly agreed and a further 43% agreed that they were satisfied with their career success and attributed it to their own **“hardwork”** and **“skills and abilities”**. This is further confirmed by the responses to career locus, whereby, 62% of the women strongly agreed and a further 31% agreed that they were responsible for their career success, thereby implying that they experienced an internal career locus. “Hardwork” and “skills and abilities” are attributes that are associated with internal career locus as they are internally motivated and driven.

In response to questions about career guidance, 15% strongly agreed and 36% agreed that they sought guidance from within the organization and 13% strongly agreed and 32% agreed that they sought guidance from people outside the organization. 13% strongly agreed and 46% agreed that the impact of that guidance on their career was positive. Whilst the difference between guidance seeking within and outside the organization was marginal (6%), women in age group 2 (36-45 year old) are more likely to seek guidance from within the organization, similar to their counterparts in age group 1 (20-35). Women in this group will have actively sought out the appropriate people within the organization to provide them with guidance on how to further their careers. The importance of obtaining guidance in their careers is demonstrated by the fact that 59% of the respondents indicated that the impact of the guidance on their careers was positive.

In terms of career path, they indicated that they were a **“series of challenges/proving ground/hard work and effort”** and their career pattern comprised of **“interesting learning opportunities.”** However, they revealed that the relationship between their personal and professional lives was **“changing relationship moving toward integration of both over time”** Related to their work and life interaction, respondents were asked to indicate if they professional and personal lives were separate and distinct. 19% strongly agreed and 58% agreed that both aspects of their lives were distinct and separate.

Finally they were asked to describe their future. The women in age group 2 (36-45) indicated that the future was about *“exploring new opportunities”* and *“Vision Questing.”*

#### 4.5.10.3 Age Group 3

The results of the study indicate that for women in age group 3 (46-60+), *“accomplishment/achievement/application of knowledge”* is how they assign meaning to their careers and define success as achieving *“personal fulfilment”* and *“recognition, responsibility and respect.”*

Career Satisfaction was also important to them. 38% strongly agreed and a further 31% agreed that they were satisfied with their career success and attributed it to their own *“hardwork”* and *“skills and abilities”* as well as *“reputation and past performance.”*

This is further confirmed by the responses to career locus, whereby, 63% of the women strongly agreed and a further 30% agreed that they were responsible for their career success, thereby implying that they experienced an internal career locus. *“Hardwork, skills and abilities and expertise and reputation and past performance”* are attributes associated with internal career locus as they are internally motivated and driven. Whilst reputation may be considered as an external influence it is related to past performance, which is internally driven.

In response to questions about career guidance, 13% strongly agreed and 38% agreed that they sought guidance from within the organization and 19% strongly agreed and 50% agreed that they sought guidance from people outside the organization. 25% strongly agreed and 38% agreed that the impact of that guidance on their career was positive. Responses from women in this group 3 (46-60+ year old) with respect to guidance seeking indicated a larger difference between those seeking guidance within versus outside the organization. The difference of 18% was in favour of those approaching family and friends (69%) versus within the organization (51%). 63% of them responded that the impact of that guidance had a positive impact on their careers. What this demonstrates is that women in this group 3 (46-60+ year old) preferred to consult with family or friends rather than within the organization. Given the relatively recent trend of women entering the workforce, it is understandable that they would feel

more comfortable speaking to family and friends. Moreover, it is likely that there would be limited number of senior women in their age group in organizations.

In terms of career path, they indicated that they were a “*series of learning opportunities*” and their career pattern comprised of “*interesting learning opportunities.*” However, they revealed that the relationship between their personal and professional lives was “*changing relationship moving toward integration of both over time.*” Related to their work and life interaction, respondents were asked to indicate if they professional and personal lives were separate and distinct. 19% strongly agreed and 50% agreed that both aspects of their lives were distinct and separate. Finally they were asked to describe their future. The women in age group 3 (46-60+) indicated that the future was about “*striving for success.*”

In this chapter, I provided the descriptive statistics for the sample as well as the results of the hypothesis tests conducted. Additionally I provided the results of the CDPM when applied in the UAE context. In the next chapter I discuss the hypothesis tests and the UAE CDPM with respect to the literature and Project Two findings.

## 4.6 DISCUSSION

### **Factors influencing and supporting the careers of UAE national women**

This study aimed to identify the factors that influence and support the careers of UAE national women at different stages of their career life cycle. In this chapter, I discuss the results of this current study with reference to how they support or refute the existing literature on the careers of UAE national women and findings from my previous qualitative study, both described in chapter two. This study demonstrates that the key influence on the lives of UAE national women is that of socio-cultural and religious attitudes and practices. These practices are then typically enforced on individuals either by organizations or families.

#### **4.6.1 Societal Factor: Education and Government Support**

In studying the factors that support and influence the development of UAE national women, the evidence supports the claim that religious attitudes and practices play a significant role in influencing how women behave both in the public and private domains (Metcalf, 2006; Omair, 2008; Abdalla, 1996). From a societal perspective, the attainment of education and the support of government enable women to participate and advance within the UAE workforce. Leaders in the UAE government encourage women to become educated and gain the necessary skills to contribute towards the development of the nation. The education sector has been a strategic focus of investment by the UAE government, who have not only invested heavily in the establishment of new universities over the past 20 years, but have also implemented policies in support of national women. According to Gallant and Pounder (2008, p. 28), educational policies *“fully support female education, and women are provided with many opportunities for learning that are fully subsidized by the government or available in the private sector”*. Further evidence in support of education is apparent with the levels of enrolment in tertiary education by national women. As at 2014, 95% of national women who completed their high school education as compared to 80% of their male compatriots enrolled in tertiary level education (<http://www.uaeinteract.com/society/women.asp> accessed on March 1, 2015). The Project Two findings support this claim with all the women bar one, being educated to

at least graduate level. The results from this Project Three study also support the findings and literature as they indicate that over 70% of national women, irrespective of family type, are educated to a bachelors level and above. Similar results were reported for the individual career phases.

One possible explanation for the high levels of female enrolment may be due to the possibility of attending single sex classes. Until recently, all UAE universities were segregated at least to the undergraduate level. However, this is now changing with many universities both governmental and private, offering classes in a mixed environment. There are some universities who have chosen to remain segregated, understanding that many women from traditional families will solely attend women only classes (Gulf News, 2014). Whilst single sex classes may be preferred, they may not offer all the subjects (especially ones that are male oriented) that could potentially be on offer at a co-educational institution due to the lack of demand. This places women at a disadvantage as compared to men as they opt for subjects that are available rather than ones that they want to pursue. What this demonstrates is the role that religion plays in shaping education.

Education is a key component in the UAE government's Emiratization policy that is targeted at reducing the dependence on foreign labour in the UAE workforce. Emiratization is focused on replacing expatriate workers with qualified and skilled nationals. Hence gaining an education is the first component, and the second component focuses on the recruitment and retention of nationals. In order to be able to implement this policy effectively, the UAE government recognizes that it needs to focus on the hiring of more female nationals, especially in the public sector.

The results from the qualitative study revealed that the participants were satisfied with the level of support provided by the government to enhance opportunities for women. However, the results from this current study reveal that only 40% of the respondents attributed their career satisfaction to government support, thereby alluding to the fact that more could be done for them.

#### **4.6.2 Family Factor: Escorted Travel**

The family unit is at the foundation of UAE society and its needs and wants are considered more important than that of the individual (Metcalf, 2007). Religion is the focal point of all UAE national families but the level of adherence to religious practices depends on how conservative their values are. Examples of this include the need to travel with a chaperone. Whilst Hadith 5857 (prophet's sayings) specifies the requirement for women to travel with a male member (whom they cannot marry for example, their father, brother or uncle), whatever their age or marital status, not all families comply with this edict ([http://womeninislam.ws/en/misconceptions\\_travelling-women.aspx](http://womeninislam.ws/en/misconceptions_travelling-women.aspx) accessed on August 8th, 2014).

The findings from my qualitative study indicated that the women from extended families were required to travel with a chaperone. However, the findings in this current study concluded otherwise, suggesting that there was no difference in family type or age phase with respect to seeking permission for a chaperone for traveling overseas. A possible explanation for this is that UAE national women are influenced by family irrespective of family type and age phase because the socio-cultural and religious norms and practices are so engrained within the family unit that it makes no difference.

#### **4.6.3 Family Factor: Career Choice**

In the previous section, I discuss how national women are required to seek permission from their families when they desire to travel without a chaperone. Similarly, Abdulla (2005) and Hewitt and Rashid (2011) claim that many national women are required to gain the approval of their spouse/father with respect to their career choice. Abdulla (2005) claims that a third of the participants in her study were required to change their specialization in order to comply with their family's wishes. The literature was supported by the findings from my qualitative study where some of the participants from nuclear families were required to change their career path in order to gain the approval of their parents. The results from this current study indicate that there was no difference between family type with respect to career choice. Therefore, the current study supports the literature and finding from the qualitative study. What this demonstrates as in previous sections, is the influence that culture and society has on the family and ultimately on the individual.



#### **4.6.4 Family Factor: The Use of Family Networks**

Another form of family influence is the use of family networks ('Wasta') for the procurement of jobs. This is integral to the manner in which business is conducted in the Arab world (Hutchings and Weir, 2006). The tribal origins of 'Wasta' and the structure of the family unit emphasize the importance of this network enabling members to exert their power and influence in the business world (Omair, 2010; Metcalfe, 2007). The findings from my qualitative study indicated that women from extended families were more likely to use 'Wasta' when looking for new job opportunities. However, the findings from this current project, conclude that there was no significant difference between the family type and age phase in terms of using family networks for procurement of jobs. Whilst 'Wasta' derived from the traditional Bedouin families, these families are slowly becoming diluted with non-Bedouin members. Socio-economic development has meant that there is a trend towards the establishment of nuclear families as younger members of the family seek jobs in cities and move away from the villages. Therefore, it is likely that many of the existing nuclear families may have been part of an extended family in previous generations. What this demonstrates is how Arab society welcomes the use of 'Wasta' via the family unit. I therefore conclude that the use of 'Wasta' is indirectly influenced by society, but directly influenced by family.

#### **4.6.5 Family Factor: Childcare support**

A World Bank report published in 2004, discusses the importance of the extended family in maintaining childcare support for working women. However, it also mentions that the extended family is decreasing with more and more families moving to new cities and other areas to fulfil job requirements, thereby becoming more like nuclear families. In the event that families cannot provide help with childcare support, working women are engaging the services of maids and nannies. The findings from my qualitative study indicated that all the participants who had children, irrespective of family type, depended on their families for childcare support. This current study supports the literature and findings from the second study. The response from all women, both by family and by age phase indicated that families providing childcare was the most popular form of support provided in terms of work life balance.

However, when asked specifically about childcare arrangements, there were some differences. In the extended family unit, women from age group 1 (20-35) preferred to use family only, women from age group 2 (36-45) used either family only or their maid at home only, and those from age group 3 (46-60+) used both family and maids the most. The women from nuclear families in age group 1 (20-35) used external providers the most, those from age group 2 (36-45) used either external providers or their families the most and those from age group 3 (46-60+) used their maids only the most. This may sound contradictory but the two questions were asking for two types of responses; one specifically about how their families supported them with work life balance and the other specifically about who provided them with childcare. My observation is, therefore, that childcare is provided by the family and that this current study supports the previous studies. What is interesting is that childcare is primarily the responsibility of the family (nuclear or extended) and not shared by the employer. This is as a result of the gender roles determined by society and culture.

#### **4.6.6 Family Factor: Providing Guidance**

Another family factor is that of parents/siblings providing guidance to their women. Madsen in her (2010) study emphasizes the importance of fathers in providing guidance to their daughters with respect to education and career goals. The findings from my qualitative study indicate that families, especially fathers/spouses provided guidance on an informal basis to their women with respect to their careers. When asked if the respondents in this current study sought guidance from outside the organization, 36% of all the respondents agreed that they did, and 13% strongly agreed. This could possibly include not only family but also friends. Therefore, in terms of supporting the literature and second study, the findings from this study do not necessarily support that women seek advice from their fathers.

#### **4.6.7 Organizational Factors: Policies and Practices**

In a previous section I discuss how societal factors indirectly influence individuals either through family or the organization where they work. In a study by DWE (2012) they identify the limited maternity benefits available to women and the lack of childcare provision. Metcalfe (2006) in an earlier study also shares the view that organizations

are lacking in their support for working women. Whilst there are flexible working practices in place in the public sector, they are limited and employees are only allowed to stagger their hours. A more comprehensive system needs to be put in place. In terms of the findings from my second project, participants alluded to the fact that maternity leave was an issue, and that it should be increased and that flexible working arrangements would be convenient for them and facilitate work life balance. This current study indicated that formal mentoring programs should be introduced if they had not been. When asked if they sought career guidance within the organization, 39% of all the respondents agreed that they did, and 15% strongly agreed. This current study supports the literature indicating that women at all age phases and by family type were not happy with maternity leave. Similarly, it supports the view that flexible working arrangements need to be implemented.

In the first part of this chapter I discussed the findings from this current project with respect to those in Project Two and the literature. In the next section discuss the career development phases model and compare and contrast the results of this study with the model.

#### **4.6.8 The Career Development Phases Model**

In this section I discuss and the compare the results of the UAE study with the model to ascertain whether they support or refute the theory. I map the UAE results with the CDPM and provide the table and associated commentary. In some cases there was no direct comparisons and cells have therefore been left blank.

At the age group 1 (20-35) phase, key differences were that of how the women assigned meaning to their careers. UAE women were more focused on self-improvement whilst the CDPM describes age group 1 (20-35) as women who want self-improvement whilst making a contribution to others. Similarly, UAE women described their career path as *“a series of challenges.”* The model indicates that women at this stage will describe their career paths as *“moving on up.”* There were differences in career patterns, with UAE women describing their careers as *“interesting learning opportunities”* and the model depicting *“ordered”* career patterns at this age phase. There were also differences between how the UAE women depicted the relationship between their

personal and professional lives. Due to the cultural and social influences, it is understandable that they *“needed to be different at work.”* In contrast the model indicates that women in this phase will have an *“integrated”* personal and professional life. UAE women perceived their future as *“exploring new opportunities”* as compared to the model, which indicates a *“focus on work and relationships”*

In terms of similarities, the key components were Career Locus, Career Satisfaction and the meaning assigned to success. At the age group 1 (20-35) phase, career locus is internal, career satisfaction is relatively high and success is defined as personal fulfilment and happiness. The table below provides a comparison between the CDPM and UAE results.

<b>AGE GROUP 1</b>	<b>CDPM</b>	<b>UAE</b>	<b>SIMILAR /DIFFERENT</b>
<b>Meaning of Career</b>	Making a difference/being of service to others	Accomplishment/achievement/application of knowledge	D
<b>Career Path</b>	Moving on up	Series of challenges/proving ground/hard work and effort	D
<b>Relationship between personal and professional lives</b>	Integrated	Need to be different at work	D
<b>Description of Future</b>	Focus on work and relationships	Exploring new opportunities	D
<b>Career Pattern</b>	Ordered	Interesting learning opportunities (Ordered)	S
<b>Meaning of Success</b>	Personal fulfilment and happiness	Personal fulfilmentand happiness and recognition, responsibility and respect	S
<b>Career Locus</b>	Internal	Internal	S
<b>Career Satisfaction</b>	High Level	High Level	S
<b>Sought guidance within organization</b>		15% Strongly Agreed and 40% Agreed	
<b>Sought guidance outside organization</b>		12% Strongly Agreed and 37% Agreed	
<b>Personal and professional lives separate and distinct</b>		27% Strongly Agreed 49% Agreed	

**Table 32: Mapping of CDPM with UAE results at age group 1 phase**

At the age group 2 (36-45) phase there were differences that were similar to those in the age group 1 (20-35) phase. Career Locus was the only difference not prevalent in the previous age phase. In this mid life career phase, the UAE women perceived their career locus to be internal as compared to the model that indicated a combination of both internal and external. Similarly, the career pattern of the UAE women was described as *“interesting learning opportunities”* The model indicates that at this phase, career patterns would be a combination of emergent and ordered. Similar to those in age group 1 (20-35), the relationship between personal and professional lives was identified as *“integrated”* in the model and *“a changing relationship moving towards integration”* for the UAE women.

In terms of similarities, the key components were Career Locus, Career Satisfaction and the meaning assigned to success. At the age group 1 (20-35) phase, career locus is internal, career satisfaction is relatively high and success is defined as personal fulfilment and happiness. The table below provides a comparison between the CDPM and UAE results.

<b>AGE GROUP 2</b>	<b>CDPM</b>	<b>UAE</b>	<b>SIMILAR /DIFFERENT</b>
<b>Career Locus</b>	Internal and External	Internal	D
<b>Career Pattern</b>	Both Ordered and Emergent	Interesting learning opportunities (Ordered)	D
<b>Relationship between personal and professional lives</b>	Integrated	Changing relationship moving toward integration	D
<b>Description of Future</b>	Staying put (in field, function or orga)	Exploring new opportunities and Vision Questing	D
<b>Meaning of Career</b>	Accomplishment/achievement/a pplication of knowledge	Accomplishment/achievement/application of knowledge	S
<b>Meaning of Success</b>	Personal fulfilment and happiness	Personal fulfilmentand happiness and recognition, responsibility and respect	S
<b>Career Satisfaction</b>	Medium Level	33% SA and 43% A	S
<b>Career Path</b>	Series of challenges/proving ground/hard work and effort	Series of challenges/proving ground/hard work and effort	S
<b>Sought guidance within organization</b>		15% Strongly Agreed and 36% Agreed	
<b>Sought guidance outside organization</b>		13% Strongly Agreed and 32% Agreed	
<b>Personal and professional lives separate and distinct</b>		19% Strongly Agreed 58% Agreed	

**Table 33: Mapping of CDPM with UAE results at age group 2 phase**

At the age group 3 (46-60+) phase there were differences that were similar to those in the age group 1 (20-35) and age group 2 (36-45) phases. Career Locus was a key difference as the model suggests that at this phase in life, career locus will be more external than internal. However, the UAE women still perceived their career locus to be internal. Similarly, the career pattern of the UAE women was described as ***“interesting learning opportunities”*** The model indicates that at this phase, career patterns would be a combination of emergent and ordered. Similar to the two previous age groups, the relationship between personal and professional lives was identified as ***“integrated”*** in the model and ***“a changing relationship moving towards integration”*** for the UAE women. One of the major differences was that of the perception of future. The model indicates women at this phase in life will ***“stay put.”*** In contrast the UAE women revealed that they were keen to ***“strive for success.”***

In terms of similarities, the key components were career satisfaction, career path and the meaning assigned to career and success. Career satisfaction for both the UAE women and the model was rated as medium. The career path was considered to be ***“a series of learning opportunities”*** and the meaning assigned to career was that of ***“making a difference.”*** Additionally, UAE women assigned meaning to their careers in terms of ***“accomplishment/achievement/application to knowledge.”*** The model described success as ***“recognition, responsibility and respect.”*** The UAE women concurred with this but also indicated that ***“personal fulfilment and happiness”*** was important in terms of defining success.



<b>AGE GROUP 3</b>	<b>CDPM</b>	<b>UAE</b>	<b>SIMILAR /DIFFERENT</b>
<b>Career Locus</b>	External	Internal	D
<b>Relationship between personal and professional lives</b>	Integrated	Changing relationship moving toward integration	D
<b>Description of Future</b>	Staying put (in field, function or organization) and exploring new opportunities.\	Striving for success	D
<b>Career Pattern</b>	Both Ordered and Emergent	Interesting learning opportunities (Ordered)	D
<b>Meaning of Career</b>	Making a difference/being of service to others	Accomplishment/achievement/application of knowledge and Making a difference	S
<b>Meaning of Success</b>	Recognition, responsibility and respect	Personal fulfilmentand happiness and recognition, responsibility and respect	S
<b>Career Satisfaction</b>	Medium	38% SA and 31% A	S
<b>Career Path</b>	Series of learning opportunities	Series of learning opportunities	S
<b>Sought guidance within organization</b>		13% Strongly Agreed and 38% Agreed	
<b>Sought guidance outside organization</b>		19% Strongly Agreed and 50% Agreed	
<b>Personal and professional lives separate and distinct</b>		19% Strongly Agreed 58% Agreed	

**Table 34: Mapping of CDPM with UAE results at age group 3 phase**

The discussion above clearly demonstrates that there are both similarities and differences between the CDPM and results from the UAE study

## **4.7 CONCLUSION**

The purpose of this study was to understand the “*factors that support and influence the work experiences of UAE national women during their career life stages*”

Key factors were identified according to the previously conducted SLR and qualitative study findings. At the societal level, religious and cultural norms and practices impacted national women at all stages. Furthermore, these influences were not exclusive to either nuclear or extended family members. Education was equally important amongst both family types and across the three age phases. At the family level, the women from both extended and nuclear families were influenced in terms of career choice, use of family network and having to seek permission for specific work related activities. Family was however, supportive in terms of providing assistance with childcare and providing advice and guidance with respect to their careers and aspirations. The evidence suggests that organizations are required to do more for the support of women in the national workforce. By implementing flexible working programs, more women will be inclined to enter and remain in the workforce.

### **4.7.1 Limitations of the Study**

- The primary limitation was the sample size of age group 3 (46-60+ year old). Further research is required on this group of women to be able to validate the model.
- Whilst the pilot study did not identify the questionnaire as being too cumbersome to complete, in reality, a proportion of respondents did not complete entire sections of the questionnaire and for that reason, the responses to all their questions were removed.

### **4.7.2 Contributions of the Study**

#### **4.7.2.1 Academic Contribution**

This study contributes to the existing literature in the domains of work and family and careers of female nationals in the UAE. It identifies the importance of culture and

religion determining both work and family aspects of their lives and how they impact the individual. In particular, the research demonstrates the need to view UAE national women's careers from a different perspective to that of women in the West. Therefore, any models or theories used to analyse behaviours in this region need to be adapted to take into account these cultural nuances.

To date no studies have been conducted that have applied the women's career development phases model by O'Neil and Bilimoria (2005) to the careers of UAE national women. The study demonstrates that this model does not fit in the UAE context as the age profile of the sample and the corresponding population is skewed to a younger profile of women and therefore cannot be compared with the three age stages in the model

#### **4.7.2.2 Contribution to Practice**

This study contributes to practice from a number of perspectives and identifies the following requirements. At the societal level, where education is identified as an enabling factor, further research needs to be conducted to understand the requirements of the job market, with the cultural considerations so that women can be steered into those sectors. Where the sectors are male dominated, recommendations need to be tailored to incorporate the socio-cultural and religious requirements of the UAE thereby enabling more women to enter those professions.

At the organizational level, the existing limited flexible working arrangements need to be expanded to incorporate the various options that exist in the West. Whilst it would facilitate the work life balance of working women and necessary to implement a more comprehensive flexible working scheme, the UAE remains a market that requires maturity. The work environment remains traditional especially in the public sector where employees are expected to work a minimum of 8 hours in the office irrespective of workload. In order to incorporate more flexible practices in organizations, a notable change in organizational culture will be required. This is a long term goal and can only be achieved if leaders demonstrate that they can empower their employees and gain their trust. In order to be able to do this, a framework with appropriate policies and procedures needs to be in place. Once these are established, they need to be sustained.

At the family level, more awareness campaigns need to be focused on families, providing them with the opportunity to understand the need for women to work outside the home, and at the individual, this study identifies the need for specific behavioural characteristics to be inculcated in women in order to make them more effective leaders. These characteristics may differ during the career life stages, and therefore, focused training and development workshops can be held to improve skill sets of women in the workforce.

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## Appendix A

This section contains the appendices for Project One of the DBA, the SLR

### A.1 SLR Consultation Group

Person	Organization	Involvement
Professor Susan Vinnicombe	Cranfield University School of Management	Mentor – guidance and assistance when required
Dr Deirdre Anderson		Lead Supervisor – guidance and assistance on a regular basis ensuring that all deliverables are met
Dr Emma Parry		Systematic Review – expert
Dr Hilary Harris		Subject matter expert on leadership development
Heather Woodfield		Social Sciences Information Specialist – assistance on searches for articles
Dr Carlos Mena		Overall guidance and advice on the SR process
H.E. Razan Khalifa Al Mubarak	Environment Agency, Abu Dhabi, UAE	The team at the Environment Agency will provide a practical viewpoint on my research ensuring that I have not omitted any contextual elements from the study
Ms. Hanan Al Abed		



## A.2 Sources of Information

Information type	Details
Conference papers from 2000 to date	World bank/IMF/UNIFEM working papers
Books	Books related to Glass Ceiling, female leadership development, GCC women in the workforce
Working papers or unpublished papers from 2000 to date	World bank/IMF/UNIFEM working papers
Documents on the Internet	-
Personal requests to knowledgeable researchers and/or practitioners and members of the Panel	Authors from some of the papers that I have reviewed in my scoping study
Reports from relevant institutions: companies, public bodies etc.	World Bank Reports, IMF, UNIFEM
Literature reviews	All meta analyses/reviews on the topic of glass ceiling, female managers and the Arab World

### A.3 List of Academic Journals

Name of Journal	ABS Rating
Academy of Management Journal	4
Academy of Management Review	4
American Sociological Review	4
British Journal of Management	4
Human Resource Management	4
Journal of Applied Psychology	4
Journal of Organizational Behavior	4
Personnel Psychology	4
Public Administration Review	4
Academy of Management Perspectives	3
Human Resource Management Journal	3
International Journal of Human Resource Management	3
Journal of Business Ethics	3
Journal of Management Inquiry	3
Applied Psychology: An International Review	2
Asia Pacific Business Review	2
Employee Relations	2
European Business Review	2
Human Resource Development Quarterly	2
International Journal of Contemporary Hospitality Management	2
International Journal of Public Sector Management	2
Journal of Organizational Change Management	2
Managerial and Decision Economics	2
Personnel Review	2
Gender in Management	0

#### **A.4 Databases**

Database	Rationale for choice
ABI ProQuest	Largest and widest selection of business articles dating back to the 1970s
EBSCO Business Source Complete	Competitor of ABI ProQuest but has the same functionality

### A.5 Quality Assessment Criteria

	Level				
Elements to consider	0 - Absence	1 - Low	2 – Medium	3 - High	Not applicable
<b>Contribution to understanding</b>	The article does not provide enough information to assess this criteria	The paper contributes little to an understanding of the knowledge in this area	Builds on others' ideas and makes some contribution to the body of knowledge in this area	Significantly develops existing knowledge filling an important theory gap	This element is not applicable to this paper
<b>Implication for practice</b>	The article does not provide enough information to assess this criteria	Not relevant for practitioners or only relevant to the population studied.	Transferable only to organizations with similar characteristics. Some useful ideas for practice but little comment made	High level of transferability to a different context, providing useful and applicable ideas for practice with author comment on how this may be so.	This element is not applicable to this paper

<b>Methodology</b>	The article does not provide enough information to assess this criteria	Flawed research design with inadequate explanation of data analysis.	Justified research design but could be improved. Study not fully executed.	Methods chosen appropriate to the research question. Clear rationale for sample including size. Clearly outlined analytic framework with auditable analysis trail.	This element is not applicable to this paper
<b>Theory</b>	The article does not provide enough information to assess this criteria	Of little theoretical interest with inadequate literature review	Acceptable theoretical basis with clearly defined concepts but data not entirely consistent	Excellent review of existing literature with strong theoretical basis. Theory development consistent with data presented.	This element is not applicable to this paper

## A.6 Reference Data Field

Data Fields
Author
Year
Title
Journal
Location of study
Key findings summary
Industry
Sample size
Findings

## A.7 Inclusion/Exclusion Criteria

### A.7.1 Inclusion Criteria

Criterion	Rationale for inclusion
Sources: all scholarly publications, in addition to reports by the World Bank/IMF and such institutions from 2000 onwards	All good scholarly publications require evidence to be published in world class journals
Studies using various methodologies from 2000 onwards	Use of all methodologies will ensure that a wide range of views are incorporated in the study
Achieve a Quality Assessment rating of at least 8 out of a possible 12 as stated in the Quality Appraisal section	See Quality Appraisal section

### A.7.2 Exclusion Criteria

Criterion	Rationale for exclusion
Academic publications on the topic of gender and barriers from outside the GCC will not be included in the literature search <b>for answering the review question on GCC women managers.</b>	The Middle East comprises numerous countries outside the GCC that may not truly reflect the culture of the GCC.
Publications with reference to expatriate women	Expatriate women do not experience the same cultural issues with which national women in any of the GCC countries are confronted



## A.8 Findings by Domain/Theme

### A.8.1 Barriers and Enablers – Religion, Cultural and Societal Attitudes

ARTICLE DETAILS	DOMAIN	THEME	FINDINGS
Chou, W.G., Fosh, P. and Foster, D. (2005) “Female Managers in Taiwan: Opportunities and Barriers in Changing Times” <i>Asia Pacific Business Review</i> , June 11(2), pp. 251-266	B/E	RCS	However, in a previous study conducted by Chou (1994) mentioned in Chou et al., 2005, p.254), she reveals that men, especially married men, are still traditional in their views of gender roles. In fact, the Taiwanese culture is similar to the GCC culture, where the traditional attitude of men is reflected in society. Taiwanese husbands are also reluctant to allow their spouses to work outside the house. However, a major limitation of these two studies is that there is limited evidence in terms of numerical data.
Kattara, H. (2005), “Career challenges for female managers in Egyptian hotels”, <i>International Journal of Contemporary Hospitality Management</i> , Bradford: 17(2/3), pp. 238-251	B/E	RCS	Kattara (2005) suggests in her study that culture in Egypt is a barrier to female advancement to management positions

### A.8.2 Barriers/Enablers – Work Life Interface

ARTICLE DETAILS	DOMAIN	THEME	FINDINGS
Aycan, Z. (2004). Key Success Factors for Women in Management in Turkey. <i>Applied Psychology: An International Review</i> ; July, 53(3), pp. 453-477	B/E	WLI	This study of Turkish professional women provides a view that suggests that women are not able to balance their work life with that of taking care of their family. In fact, the women more than the men, believed that a women’s role was that of a wife and mother.
Chou, W.G., Fosh, P. and Foster, D. (2005) “Female Managers in Taiwan: Opportunities and Barriers in Changing Times” <i>Asia Pacific Business Review</i> , June 11(2), pp. 251-266	B/E	WLI	Taiwanese society remains male dominated. However, the dynamics within the family across different generations is changing with the older generation being more traditional and the younger generation open to the idea of a more equal partnership in marriage. The authors state in their research, that “younger women no longer regard housework and childcare a women’s natural responsibility and hold a more egalitarian attitude towards marriage; employment is regarded as a career, not just as a means of supplementing family income” (p.254).
Ismail, M. and Ibrahim, M. (2008). “Barriers to career progression faced by women”, <i>Gender in Management International Journal</i> , 23(1), pp. 51-66	B/E	WLI	The primary barrier facing working women identified in their study of Malaysian women, was that of having to shoulder both responsibilities at home with their families and working in demanding jobs.

<p>Ismail, M. and Ibrahim, M. (2008). "Barriers to career progression faced by women", <i>Gender in Management International Journal</i>, 23(1), pp. 51-66</p>	<p>B/E</p>	<p>WLI</p>	<p>In this study in a Malaysian Oil Company, two key findings are revealed that are family related barriers. Similar to the studies by Mathur-Helm, Broadbridge and Lyonette and Crompton, women in their study reveal that family and social commitments prevent them from committing to their careers. Almost two thirds of the women are in agreement over this. The second finding suggests that these women require the structure of the family to be radically changed to enable them to pursue their careers. Over 85% of the women believe that their husband's support is necessary to be able to pursue a career</p>
<p>Li. L. and Leung, R.W. (2001), "Female managers in Asian hotels: Profile and career challenges". <i>International Journal of Contemporary Hospitality Management</i>. Bradford: 13(4/5), pp. 189-196</p>	<p>B/E</p>	<p>WLI</p>	<p>In this study, work-family conflict is identified as a key barrier to female advancement. This is attributed to the fact that in Singaporean culture women are expected to play the role of a wife and mother as well as daughter in addition to working. These women are considered to be part of the 'sandwich' generation which relates to women who have to look after their parents as well as children and adds to the domestic responsibilities. They are confronted by this situation because in most cases they marry late and have children late, and their parents in the meantime are aging.</p>
<p>Lyonette, C. and Crompton, R. (2008) "The only way is up?:An examination of women's "under-achievement" in the accountancy profession in the UK", <i>Gender in Management</i>. Bradford: 2008. 23(7), pp. 506-521</p>	<p>B/E</p>	<p>WLI</p>	<p>According to Lyonette and Crompton (2008) many woman are obliged to make a choice between pursuing a career up to a certain level, so as not to compromise on their family responsibilities, and not having a career at all.</p>

Mathur-Helm, B. (2006), "Women and the glass ceiling in South African banks: an illusion or reality?" <i>Women in Management Review</i> . Bradford:2006. 21(4), pp. 311-326	B/E	WLI	Similarly, in a study evaluating the barriers faced by South African professional women, by Mathur-Helm, 2006, the key barrier identified by these women was that of their obligations to their families. In a society where women are expected to take on more responsibilities at home than the men, it is further exacerbated by the fact that many of women in this study were also sole breadwinners as their husbands were unemployed. Many of them rejected higher paying jobs and more senior roles for fear that they would take on additional responsibilities at work whilst trying to balance family responsibilities at home. Hence they had to compromise to ensure that both areas of their lives, i.e. personal and professional, were balanced.
Oakley, J.G. (2000). "Gender-based Barriers to Senior Management Positions: Understanding the Scarcity of Female CEOs". <i>Journal of Business Ethics</i> , 27(4), pp. 321-334.	B/E	WLI	There are several studies that provide evidence of the work-family conflict and support the claim that commitment to the family and how it is structured, create barriers for working women, especially when advancement to senior management levels are desired
Ogden, S.M., McTavish, D. and McKean, L. (2006), "Clearing the way for gender balance in the management of the UK financial services industry: Enablers and barriers," <i>Women in Management Review</i> . 21(1), pp. 40-53	B/E	WLI	Furthermore, another barrier according to Ogden et al. (2006) is the work-family conflict that arises especially where both husband and wife are working. This is based on the tradition that women are responsible for childcare.
Straub, C. (2007), "A comparative analysis of the use of work-life balance practices in Europe Do practices enhance females' career advancement?", <i>Women in</i>	B/E	WLI	Straub's (2007) findings reveal that amongst the European countries within the scope of her study, flexitime is the most common work-life balance initiative offered to employees followed by home working. Countries that provide these

<i>Management Review</i> 22(4), pp. 289-304			facilities the most are the Netherlands, Ireland, Denmark, Portugal and Belgium.
Kargwell, S. (2008). "Is the glass ceiling kept in place in Sudan? Gendered dilemma of the work-life balance". <i>Gender in Management: International Journal</i> , 23(3), pp. 209-224	B/E	WLI	There are several studies that provide evidence of the work-family conflict and support the claim that commitment to the family and how it is structured, create barriers for working women, especially when advancement to senior management levels are desired
Kargwell, S. (2008). "Is the glass ceiling kept in place in Sudan? Gendered dilemma of the work-life balance". <i>Gender in Management: International Journal</i> , 23(3), pp. 209-224	B/E	WLI	Kargwell (2008) supports her claim by introducing the concept of work-family conflict and strain-based conflict proposed by Greenhaus and Parasuraman in 1994 as the basis for understanding the work-family conflict faced by women. These concepts suggest that a conflict arises between work and family when it is difficult to fulfil both roles due to time constraints. Strain-based conflict occurs when the work role creates a strain that impacts on the family role.

### A.8.3 Barriers and Enablers – Gendered Practices in Organizations

ARTICLE DETAILS	DOMAIN	THEME	FINDINGS
Aycan, Z. (2004). “Key Success Factors for Women in Management in Turkey”. <i>Applied Psychology: An International Review</i> , July, 53(3), pp. 453-477	B/E	GP	Access to the ‘old boy’s’ network is also a problem for women. This is especially challenging in organizations where the culture is biased towards men. This barrier exists in most countries but is more prevalent in traditional cultures.
Benson, J. and Yukongdi, V. (2005), “Asian Women Managers: Participation, Barriers and Future Prospects”. <i>Asia Pacific Business Review</i> , June 2005 11(2), pp. 283-291	B/E	GP	In Japan, women traditionally work in lower level jobs. This becomes difficult when women want to gain the relevant experience to advance into managerial positions.
Broadbridge, A. (2008), “Senior careers in retailing: An exploration of male and female executives' career facilitators and barriers”, <i>Gender in Management</i> . Bradford: 2008. 23(1), pp.11-35	B/E	GP	Broadbridge’s (2008) study also suggests that women in senior positions are of the opinion that senior men are confronted with fewer barriers than themselves and that they had a different nature. This being the case, the question arises as to whether women and men can be looked at in the same light, especially as most of the values and norms within organizations represent male attitudes.
Broadbridge, A. (2008), “Senior careers in retailing: An exploration of male and female executives' career facilitators and barriers”, <i>Gender in Management</i> . Bradford: 2008. 23(1), pp.11-35	B/E	GP	Broadbridge, 2008 also suggests that one of two things may have occurred to those women who have succeeded in attaining senior management levels; either they were more likely to have taken on male characteristics and therefore, developed a style more palatable to top management, or these women may have naturally had a tendency to behave more like men than most women.

Chowwen, C. (2006), "Barriers to acceptance, satisfaction and career growth: Implications for career development and retention of women in selected male occupations in Nigeria", <i>Women in Management Review</i> . Bradford. 22(1), pp. 68-78	B/E	GP	When women are required to take time off from work due to family or personal issues, they are often seen to lack commitment towards their work by men.
Chowwen, C. (2006) "Barriers to acceptance, satisfaction and career growth: Implications for career development and retention of women in selected male occupations in Nigeria", <i>Women in Management Review</i> . Bradford. 22(1), pp. 68-78	B/E	GP	One of the major organizational barriers expressed by participants in a study by Chowwen (2006) is that of the negative stereotyping of women.
Chowwen, C. (2006), "Barriers to acceptance, satisfaction and career growth: Implications for career development and retention of women in selected male occupations in Nigeria", <i>Women in Management Review</i> . Bradford. 22(1), pp. 68-78	B/E	GP	Evidence from Chowwen (2006) suggests that another key barrier is that of organizational politics. Women who work in organizations where politics are rife, may feel reluctant to express themselves openly in terms of their career aspirations. This scenario not only affects the women concerned but also the organization as a whole as it disables opportunities for growth.
Chowwen, C. (2006), "Barriers to acceptance, satisfaction and career growth: Implications for career development and retention of women in selected male occupations in Nigeria", <i>Women in Management Review</i> . Bradford. 22(1), pp. 68-78	B/E	GP	Chowwen's (2006) study also identified the lack of mentoring and networking opportunities for women as being key organizational barriers.

D'Agostino, M. and Levine, H. (2010), "The career progression of women in state government agencies", <i>Gender in Management</i> . Bradford: 2010. 25(1), pp. 22-36	B/E	GP	A key enabler for women's advancement is the implementation of gender orientated policy and associated practices. Whilst policies may be initiated, instilling them into an organization's culture is where the challenge lies. However, support from top management will facilitate this.
Jackson, J.C. (2001), "Women middle managers' perception of the glass ceiling," <i>Women in Management Review</i> , Bradford:2001. 16(1), pp. 30-41	B/E	GP	Jackson (2001) suggests that career development opportunities for women improve when they avail themselves of a variety of jobs or assignments where they gain exposure, especially if they are in departments or business units that generate revenue. She also reveals that a only a limited number of organizations provide the opportunities to inform women of training and development programmes that would be of use to them.
Jamali, D., Safieddine, D. and Daouk, M. (2006), "The glass ceiling: some positive trends from the Lebanese banking sector", <i>Women in Management Review</i> . Bradford: 2006. 21(8), pp. 625-642	B/E	GP	Jamali et al. (2006) suggest that organizational culture plays a role in determining how receptive an organization is to diversity. The literature suggests that there are a limited number of organizations that implement diversity initiatives effectively.
Kattara, H. (2005), "Career challenges for female managers in Egyptian hotels," <i>International Journal of Contemporary Hospitality Management</i> , Bradford: 17(2/3), pp. 238-251	B/E	GP	According to Kattara's (2005) study, relationships at work amongst males are more effective than when there are females involved in the relationship and that this is a key barrier to their advancement. Furthermore, men are more at ease with senior management and this prevents women from gaining access to career opportunities. Another barrier identified by the women in this study is the fact that the support received by their mentors is less than the men receive and that this was a hindrance to their development.



Kumra, S. (2010), "Exploring career "choices" of work-centred women in a professional service firm", <i>Gender in Management</i> , 25(3), pp. 227-243	B/E	GP	Kumra's findings suggest that there is evidence of barriers in terms of career advancement. She interviews a sample of 19 women whose perceptions overall provide the evidence that the career development/advancement processes are constraints on their careers.
Kumra, S. (2010), "Exploring career "choices" of work-centred women in a professional service firm", <i>Gender in Management</i> , 25(3), pp. 227-243	B/E	GP	Kumra (2010) reveals that the women in her study confront obstacles in terms of networking and sponsorship.
Li, L. and Leung, R. W. (2001), "Female managers in Asian hotels: Profile and career challenges. International", <i>Journal of Contemporary Hospitality Management</i> , Bradford:2001. 13(4/5), pp. 189-196	B/E	GP	Another key barrier according to Li and Leung (2001) is that of the lack of networks available to Singaporean women. The 'old boy's network' is inaccessible to women and therefore, they are unable to interact with executives who are usually male. The consequence of this is that many women decide to become self employed and leave their organizations.
Lyonette, C. and Crompton, R. (2008) "The only way is up?: An examination of women's "under-achievement" in the accountancy profession in the UK", <i>Gender in Management</i> . Bradford: 2008. 23(7), pp. 506-521	B/E	GP	Evidence suggests that men achieve more than women in all age groups (Lyonette and Crompton, 2008). In a study of men and women who possessed similar qualifications, and were the same age and position within organizations, the men outperformed the women. In the under 30 age group, 49% of the women were in managerial positions as compared to 53% of the men. With an increase in age the gap between the two sexes increased further. This suggests that both sexes start off equally but as they grow older, the women are less likely to progress to senior management positions.

Lyonette, C. and Crompton, R. (2008) "The only way is up?: An examination of women's "under-achievement" in the accountancy profession in the UK", <i>Gender in Management</i> . Bradford: 2008. 23(7), pp. 506-521	B/E	GP	In Lyonette and Crompton's (2008) study, their findings reveal that women who return to work after a break do so but often end up in less challenging roles and in roles which they are over qualified for, thereby suggesting that part-time working and flexible working initiatives are career damaging although they facilitate overcoming the work-family conflict.
Lyonette, C. and Crompton, R. (2008) "The only way is up?: An examination of women's "under-achievement" in the accountancy profession in the UK", <i>Gender in Management</i> . Bradford: 2008. 23(7), pp. 506-521	B/E	GP	Examples of women becoming role models for other women, once they achieve senior management levels, in addition to undertaking client work, are revealed in their study.
O'Neil, D.A., Hopkins, M.M. and Bilimoria, D. (2008), "Women's career at the start of the 21st century: patterns and paradoxes", <i>Journal of Business Ethics</i> , 80, Spring, pp. 727-43.	B/E	GP	According to Wajcman's (1998) study as discussed earlier in this paper, women are judged according to male standards. This also applies to work practices in organizations where men define the typical, traditional organizational model. (O'Neil et al., 2008) suggest in their study that this model discriminates against women whose careers are multi-faceted and not as straightforward as male careers.
O'Neil, D.A., Hopkins, M.M. and Bilimoria, D. (2008), "Women's career at the start of the 21st century: patterns and paradoxes", <i>Journal of Business Ethics</i> , 80, Spring, pp. 727-43.	B/E	GP	At the start of their careers, women require work that is challenging with mentoring support from their management. Once they reach the mid career level, they may require a more flexible approach to work especially if they have children. However, at a later stage in life, they may wish to take on a mentoring role thereby giving back to the organization and subordinates.

O'Neil, D.A., Hopkins, M.M. and Bilimoria, D. (2008), "Women's career at the start of the 21st century: patterns and paradoxes", <i>Journal of Business Ethics</i> , 80, Spring, pp. 727-43.	B/E	GP	The O'Neil et al. (2008) study provides evidence that women who do not feel supported or are not challenged, leave and more than often become entrepreneurs.
Oakley, J.G. (2000), "Gender-based Barriers to Senior Management Positions: Understanding the Scarcity of Female CEOs". <i>Journal of Business Ethics</i> , 27(4), pp. 321-334.	B/E	GP	In her findings Oakley (2000) indicates that the barriers women face in the workplace include stereotyping and exclusion from the old boy's network.
Ogden, S.M., McTavish, D. and McKean, L. (2006), "Clearing the way for gender balance in the management of the UK financial services industry: Enablers and barriers", <i>Women in Management Review</i> . 21(1), pp. 40-53	B/E	GP	A key enabler for advancement of female managers, according to Ogden et al. (2006) is the role that existing senior managers can play in mentoring junior level women and acting as their role models.
Vinnicombe, S. and Singh, V. (2003), "Locks and Keys to the boardroom", <i>Women in Management Review</i> ; 18(5/6), pp. 325-333	B/E	GP	Key barriers to women in organizations include practices and processes that create obstacles in terms of career development. This includes unfair promotion processes, giving preference to men for more challenging assignments and guiding women into accepting more supporting roles.
Vinnicombe, S. and Singh, V. (2003), "Locks and Keys to the boardroom", <i>Women in Management Review</i> ; 18(5/6), pp. 325-333	B/E	GP	Almost all participants identify mentoring as a key factor in their career success. Mentoring is also a key enabler for women's advancement. Women benefit from establishing one-to-one relationships with key managers. Women who enter the realms of senior management can become mentors for other women. The role of a mentor is multifaceted and encompasses roles such

			friend, career counsellor, and advisor.
Vinnicombe, S. and Singh, V. (2003), “Locks and Keys to the boardroom”, <i>Women in Management Review</i> ; 18(5/6), pp. 325-333	B/E	GP	According to Vinnicombe and Singh (2003), women are more focused on the social aspects of networking within their own gender whereas men take a more practical approach to networking when amongst men. It is far more beneficial for networks to be cross-gendered so that the sharing can be all-inclusive.

#### A.8.4 Barriers and Enablers – Behavioural Characteristics

ARTICLE DETAILS	DOMAIN	THEME	FINDINGS
Broadbridge, A. (2008) “Senior careers in retailing: An exploration of male and female executives' career facilitators and barriers”, <i>Gender in Management</i> . Bradford: 2008. 23(1), pp. 11-35	B/E	BC	Broadbridge (2007) suggests that there is a need for women to change their own behaviour to emulate characteristics normally possessed by men in order to become successful in their careers, especially careers in retail which is traditionally a male dominated industry. However, it is not clear whether the women in her study already possessed these male characteristics or had to change and take on those characteristics as part of their job.
Broadbridge, A. (2008) “Senior careers in retailing: An exploration of male and female executives' career facilitators and barriers”, <i>Gender in Management</i> . Bradford: 2008. 23(1), pp. 11-35	B/E	BC	According to Broadbridge (2008) the CEOs in her study expressed the opinion that women themselves were responsible for the barriers to their own advancement and not the organizations in which they worked.
Broadbridge, A. (2008) “Senior careers in retailing: An exploration of male and female executives' career facilitators and barriers”, <i>Gender in Management</i> . Bradford: 2008. 23(1), pp. 11-35	B/E	BC	Singh et al. (2006) and Broadbridge (2008) both found in their studies that women are perceived to be less self-confident in their abilities and more self-critical than men. As a result of this, they do not volunteer themselves for promotions or openly draw attention to their achievements. Hence the problem according to the evidence in Broadbridge’s (2008) study is the women themselves.

Burke, R.J, Koyuncu, M. and Fiksenbaum, L. (2006), “Organisational practices supporting women's career advancement and their satisfaction and well-being in Turkey”, <i>Women in Management Review</i> . Bradford:2006. 21(8), pp. 610-624	B/E	BC	Burke et al. (2006) in their quantitative study reveal that there are particular factors that woman need to possess to succeed in management. Attributes such as being tough, determination to succeed, tough yet be approachable, less risk averse yet successful, and having a strong presence, are required for women to be able to overcome the stereotypical view of women. This they believe is difficult to achieve as in some ways it is contradictory to their usual behaviour. Additionally, skills such as good decision-making and line management skills, as well as support from their senior management are required for women to succeed.
Chowwen, C. (2006) “Barriers to acceptance, satisfaction and career growth: Implications for career development and retention of women in selected male occupations in Nigeria”, <i>Women in Management Review</i> . Bradford. 22(1), pp. 68-78	B/E	BC	In Chowwen’s (2006) study, she reveals that women who demonstrate behaviours that challenge the status quo or ‘appear’ to be strong and assertive are labelled in a derogatory manner, and called ‘iron lady’, or similar names.
Singh, V., Vinnicombe, S. and James, K. (2006), “Constructing a professional identity: how young female managers use role models”, <i>Women in Management Review</i> , 21(1), pp. 67-81	B/E	BC	Both Singh et al. (2006) and Broadbridge (2008) identify in their studies, that women are perceived to be less self-confident in their abilities and more self-critical, than men. As a result of this, they do not volunteer themselves for promotions or openly draw attention to their achievements.

### A.8.5 Women in GCC Workforce – Religion, Culture & Societal Attitudes

ARTICLE DETAILS	DOMAIN	THEME	FINDINGS
Abdalla, I. (1996), “Attitudes towards women in the Arabian Gulf region”, <i>Women in Management Review</i> , 11(1), pp. 29-39	GCC	RCS	Abdalla (1996) attributes the lack of female participation in the GCC workforce to traditions and values of the Arabian Gulf from the days before oil was discovered. Despite tremendous social and economic development since the discovery of oil, these governments have only accepted changes that reflect Islamic traditions and values.
Abdalla, I. (1996), “Attitudes towards women in the Arabian Gulf region”, <i>Women in Management Review</i> , 11(1), pp. 29-39	GCC	RCS	According to Abdalla (1996), positions at the top are reserved for men and are not for women.
Abdalla, I. (1996), “Attitudes towards women in the Arabian Gulf region”, <i>Women in Management Review</i> , 11(1), pp. 29-39	GCC	RCS	The study reveals that age is not a factor that influences attitudes towards women. This is unusual as the expectation is that the older generation in the Arab world would hold more conservative views about women, given the traditional views of the role of women in terms of being the family care giver.
Achoui, M.M. (2009), “Human resource development in Gulf countries: an analysis of the trends and challenges facing Saudi Arabia”, <i>Human Resource Development International</i> , 12(1), pp. 35-46	GCC	RCS	Like other parts of the world, education is a key enabler for women entering the job market in the GCC as well as advancing through the ranks. Women’s participation at all education levels is increasing substantially. In fact, they are increasing so much that for the first time in the history of Saudi Arabia, the ratio of women at both the secondary and tertiary levels is greater than men, and the primary levels are almost overtaking the men.

Al-Ahmadi, H. (2011) "Challenges facing women leaders in Saudi Arabia", <i>Human Resource Development International</i> , 14(2), pp. 149-166	GCC	RCS	Al-Ahmadi (2011) argues that one of the key barriers to women's participation and advancement in the workforce is that of the traditional male attitude. This attitude is based on the notion that a person's gender defines their social and family responsibilities. Male responsibilities include providing for and protecting the family, the latter being used to exert control over spouses, and being the decision maker in the public domain.
Gallant, M. and Pounder, J.S. (2008), "The employment of female nationals in the United Arab Emirates (UAE): An analysis of opportunities and barriers", <i>Education, Business and Society: Contemporary Middle Eastern Issues</i> , 1(1), pp. 26-33	GCC	RCS	Gallant and Pounder (2008) suggest that the reasons for the lack of women in the workforce are primarily due to cultural factors, i.e. the religious and cultural traditions that are embedded in society, whereby women are expected to prioritize their families over their careers.
Metcalf, B.D. (2008), "Women, Management and Globalization in the Middle East", <i>Journal of Business Ethics</i> , 83, pp. 85-100	GCC	RCS	Another unique practice in the Arab world is that Muslim women are required to obtain signatures from a male relative (husband, father, son, grandfather or uncle) when conducting business or for example, when initiating banking services.
Metcalf, B.D. (2006), "Exploring cultural dimensions of gender and management in the Middle East", <i>Thunderbird International Business Review</i> , 48(1), pp. 93-107	GCC	RCS	Metcalf (2006) suggests that societal attitudes in the Middle East are influenced by the following values: <ul style="list-style-type: none"> <li>• Decision making is male centric in the family household</li> <li>• The male member of the household is the sole economic provider</li> <li>• The importance of family, which takes precedence over individual needs and wants</li> <li>• The importance of family honour and a woman's reputation.</li> </ul>



Metcalfe, B.D. (2006), “Exploring cultural dimensions of gender and management in the Middle East”, <i>Thunderbird International Business Review</i> , 48(1), pp. 93-107	GCC	RCS	One of the outcomes of being part of a segregated organization is that it makes it difficult, and most of the time impossible, for members of the opposite sex to network. Hence it is important for women to develop their own networks. This is confirmed by the women interviewed in Metcalfe’s (2006) study, who state “It is expected that men and women do business separately — it is what is culturally expected, but it is also proper” (Manager, Arab Bank cited in Metcalfe, 2006, p. 101).
Metcalfe, B.D. (2007), “Gender and human resource management in the Middle East”, <i>International Journal of Human Resource Management</i> , 18(1), pp. 54-74.	GCC	RCS	The practice of wearing the hijab (covering of the hair) and working in segregated environments are examples of how women can ‘remain within the laws of Islam’. Hence, Islam plays a significant role in determining how women conduct themselves and therefore, the impact it has on them both personally and professionally. Unlike veiling (covering of the face), which has recently been a controversial topic in the world, women in Islam are required to wear the hijab. It is looked upon favourably, especially in the Islamic world, both socially and in the work environment.
Metle, M.K. (2002), “The influence of traditional culture on attitudes towards work among Kuwaiti women employees in the public sector”, <i>Women in Management Review</i> , 17(6), pp. 245-61	GCC	RCS	According to Metle (2002) “Islam cannot be separated from the culture of the people of the Middle East”, (p. 250).
Metle, M.K. (2002), “The influence of traditional culture on attitudes towards work among Kuwaiti women employees in the public sector”, <i>Women in Management Review</i> , 17(6), pp. 245-61	GCC	RCS	Women pursuing an education or working are considered to be acceptable and desirable from a cultural perspective (Metle, 2002; Sidani, 2002).

Mostafa, M. (2005), "Attitudes towards women managers in the United Arab Emirates: the effects of patriarchy, age, and sex differences", <i>Journal of Managerial Psychology</i> , 29(6), pp. 540-52	GCC	RCS	Mostafa (2005) suggests that the attitude towards women in management in the UAE is changing and that students are more perceptive to the idea of women working, compared to those in the 45+ age group. This is to be expected, as the older generation is likely to hold onto traditional values versus the younger generation who will be open to new ideas.
Omair, K. (2008), "Women in management in the Arab context", <i>Education, Business and Society: Contemporary Middle Eastern Issues</i> , 1(2), pp.107-123.	GCC	RCS	Omair states that, "Islam does not forbid women from seeking an education or from working" (2008, p.118). In fact, it is the opposite; women are encouraged to become educated, self-employed or employed provided they manage to remain within the laws of Islam. Hence it is the interpretation of the Islamic laws by men that create the barriers to women's advancement.
Sidani, Y. (2005), "Women, work and Islam in Arab societies", <i>Women in Management Review</i> , 20(7), pp. 498-512	GCC	RCS	Sidani (2005) states that, "in the minds of many – men and women alike – a departure from that orientation is almost a religious deviation from divine will."
Whiteoak, J.W., Crawford, N.G. and Mapstone, R.H. (2006), "Impact of Gender and Generational Differences in Work Values and Attitudes in an Arab Culture", <i>Thunderbird International Business Review</i> , February, 48, pp. 77-91	GCC	RCS	Whiteoak et al.'s (2006) study is supportive of Abdalla's (1996) findings and suggests that on the one hand there is a drive to increase the number of national women in the labour force but that this is not consistent with the conservative and traditional values held by people in the UAE, and similarly in other Gulf countries. Furthermore, this dichotomy suggests a change in attitudes towards more individualistic thoughts and behaviour on the one hand, and on the other hand, maintaining and reinforcing Islamic values and traditions (Whiteoak et al., 2006).

### A.8.6 Women in GCC Workforce – Work Life Interface

ARTICLE DETAILS	DOMAIN	THEME	FINDINGS
<p>Al-Lamky, A. (2007). “Feminizing leadership in Arab societies: the perspectives of Omani female leaders”, <i>Women in Management Review</i>, 22(1), pp. 49-67</p>	GCC	WLI	<p>In Al-Lamky’s (2007) study, her findings suggest that women are confronted with work-family conflict, but that this is attributed to the cultural and social values attached to the role of women and care giving to the family rather than for economic reasons. In her sample of Omani women, her interviewees reveal that they are torn between the challenges of working, and adhering to the traditional home and social commitments required of them.</p>
<p>Metcalf, B.D. (2007), “Gender and human resource management in the Middle East”, <i>International Journal of Human Resource Management</i>, 18(1), pp. 54-74</p>	GCC	WLI	<p>The women also reveal that support from an organization in terms of childcare provision does not exist as it is considered the role of the spouse/family/extended family to take care of children.</p>

### A.8.7 Women in GCC Workforce – Gendered Practices in Organizations

ARTICLE DETAILS	DOMAIN	THEME	FINDINGS
Al-Lamky, A. (2007), “Feminizing leadership in Arab societies: the perspectives of Omani female leaders”, <i>Women in Management Review</i> , 22(1), pp. 49-67	GCC	GP	Key findings generated from the Al-Lamky study indicate that women believe that the business culture is a key organizational barrier to their advancement, and that there are very limited female role models. They also suggest that gender-stereotyping exists in their organizations and they identify training opportunities for women as being very limited. A key barrier is the lack of policies in place with respect to maternity leave. The expectation is that a woman will leave work to stay at home after the birth of her children.
Metcalf, B.D. (2008). “Women, Management and Globalization in the Middle East”, <i>Journal of Business Ethics</i> , 83, pp. 85-100	GCC	GP	In the GCC, like women in other parts of the world, women face similar organizational challenges, namely: lack of childcare support, limited training and development opportunities and the lack of female role models in the workplace.
Metcalf, B.D. (2007), “Gender and human resource management in the Middle East”, <i>International Journal of Human Resource Management</i> , 18(1), pp. 54-74.	GCC	GP	Like other women in the world, many women in the GCC believe that mentoring is an organizational enabler. In particular, many women in Metcalf’s (2007) study indicate that they would benefit from formal mentoring schemes. However, for this to happen, it would require organizational support and a pool of women who could perform the role of mentors/advisors. Hence in Bahrain, most of the mentoring that takes place is on an informal basis. The women also indicate the value of women only organizations/institutes that provide support by providing training.

## **Appendix B : Project Two: Qualitative Study**

### **B.1 Interview Protocol**

Interviews typically last between 60 to 90 minutes. They will be recorded anonymously and transcripts written up for confidential analysis by Nazia Hussain. No names will be disclosed in the report.

#### **1. INTRODUCTION AND CAREER OVERVIEW**

- a. Please give me a very brief introduction to yourself and your family circumstances.
- b. So that I can get a sense of you and where you are today, please tell me about your career to date.
- c. What or who has been the main driving force for your career success to date?
- d. Tell me about your early family life. How did family members influence you regarding future career options when you were growing up?
- e. How supportive have your family been throughout your career? Please provide examples of the type of support they provide

#### **2. CAREER ENABLERS – INFORMAL MENTORING AND ROLE MODELS**

- a. How have others in your career guided you? Who would you go to for career advice now?

- b. Would you see them as informal mentors? What about cross gender informal mentoring?
- c. Would you consider anyone in particular as a role model? What did you admire about them and did you change your own behaviour as a result? Any other role models?
- d. Would you recommend mentoring to other women?
- e. How important do you feel it is for women's career success that they have access to support such as informal mentoring and female role models? What is your reason for that?
- f. Any advice you would give to women coming up after you?

### **3. CAREER ENABLERS – NETWORKS**

- a. What kind of personal and professional networks do you have?
- b. Are you keeping up good relationships with former bosses, directors, peer group? Do you use this network for career advice or support?
- c. How do you maintain them?
- d. How do you benefit from them?
- e. How do you contribute to them?

- f. What kind of expectations do these networks have of you and you of them?
- g. Are these expectations met?

**4. CAREER BLOCKERS**

- a. Have you experienced any particular blocks (personal or professional) to your career progress?
- b. If yes, how would you describe the block, who (without naming them) was involved? How did you get past it? Is it a common experience?
- c. How adequate has your training and development been through the various stages in your career and how has it helped in carrying out those particular roles?

**5. HOW CAN THINGS BE DONE DIFFERENTLY TO IMPROVE THE ACCESS OF WOMEN TO SENIOR MANAGEMENT POSITIONS IN THE UAE?**

- a. BY GOVERNMENT.
- b. BY EMPLOYERS
- c. BY WOMEN.
- d. BY MEN

## B.2 Coding Matrix

Coding Matrix		
Parent	Child	Grandchild
Family Influence	Role Entry	Marriage
		Education
		Gender Roles
		Role Models and Mentoring
		Choice of Organization
		Choice of Job Location
		Choice of Career Field
		Networks
	Role Participation	Marriage
		Education
		Gender Roles
		Role Models and Mentoring
		Family Support with Childcare
		Unescorted Travel
Organizational Influence	Role Entry	Organizational Support
	Role Participation	Role Models and Mentoring
		Organizational Support
Societal Influence	Role Entry	Culture Change
		Government Support
	Role Participation	Culture Change



## **Appendix C : Project Three Quantitative Study**

### **C.1 Questionnaire Design and Development**

#### **C.1.1 Email to Survey Participants**

##### **EMAIL TO DWE/DLC MEMBERS REQUESTING PARTICIPATION IN THE SURVEY**

Dear DWE and DLC members,

Happy New Year to you all. May 2014 bring peace and happiness to all of you.

In an effort to gain more insight into women and their experience with work and family, DWE is supporting a study being conducted by Ms. Nazia Hussain from Cranfield University School of Management, UK as part of her doctoral thesis. We would be grateful if you would kindly complete this survey as soon as possible.

The results will hopefully be used to evaluate future work-family strategic policies for Dubai.

If you have any questions kindly email Nazia on her email address which is [naziahussain@yahoo.com](mailto:naziahussain@yahoo.com) or [nazia.hussain@cranfield.ac.uk](mailto:nazia.hussain@cranfield.ac.uk)

The survey will be run from January 13th - January 30th and will be completely confidential. Please click on this link to start the survey:

**XXXX**

Many thanks

Nazia Hussain

### C.1.2 Questionnaire Amendments

Question	Source	Amendments to O'Neil & Bilimoria (2005) Interview/Survey questions
1. What is your Nationality?	Nazia	Different set of nationalities requested based on nationality distribution in the UAE
3. What is your current Marital Status?	Nazia	Removed 'Living with partner' as an option due to cultural reasons
4. How many children do you have in the following age categories?	Nazia	Added in age of children as well as number
13. How many times have you changed jobs WITHIN THE SAME ORGANIZATION since starting your career?	O'Neil & Bilimoria, (2004)	Provided clarification (within the same organization)
14. How many times have you CHANGED EMPLOYERS since starting your career?	O'Neil & Bilimoria, (2004)	Provided clarification (changed employers, and substituted organization with employers)
15. How many times have you had a CHANGE IN CAREER PATH since you started working? An example would be changing careers from teaching into nursing.	O'Neil & Bilimoria, (2004)	Provided clarification with an example
24. Which of the following sentences best describes your career/career path?	O'Neil & Bilimoria, (2005)	a) No change b) 'serendipitous' removed c)-f) No change g) Replaced 'misfits' with 'Not fitting in the organization culture/job profile'

26. What does success mean to you?	O'Neil & Bilimoria, (2005)	f) Removed from survey as test revealed it was confusing and as all the questions needed to be answered there was justification for removing it
31. I believe the career success I have achieved to date is due to my...	O'Neil & Bilimoria, (2005)	f) Added in Government Support
38. Please indicate the extent to which your career resembles each of the following patterns.	O'Neil & Bilimoria, (2004)	a) No change b) 'a series of moves at the same level/grade' replaced 'a series of lateral moves' c) No change d)'serendipitous event' was replaced by 'chance event' e)'choiceful learning opportunities' was replaced by 'interesting learning opportunities' f)-n) No change

**Table 1: Amendments to Draft Questionnaire**

### C.1.3 Final Questionnaire

#### **DUBAI WOMENS ESTABLISHMENT AND DUBAI LADIES CLUB SURVEY: What are the factors that influence the experiences of working women in the UAE through out their career life stages?**

##### **1. What is your Nationality?**

###### **Answer Options**

Emirati

GCC

Other Arab Countries

North/South America and Canada

European (EU, Switzerland, Norway,  
CIS)

Asian (India, Pakistan, Bangladesh and  
Sri Lanka)

Far Eastern (South East Asia, Australia,  
New Zealand

Other (please specify in box below)

##### **2. How old are you?**

###### **Answer Options**

20-23

24-30

31-35

36-40

41-45

46-50

51-55

56-60

60+

##### **3. What is your current Marital Status?**

###### **Answer Options**

Single

Married

Divorced

Widowed

##### **4. How many children do you have in the following age categories?**

###### **Answer Options**

**0**

**1**

**2**

**3**

**4**

Under 12 Years of age

12-18 years of age

Above 18 years of age

##### **5. When you were growing up, who took care of you?**

###### **Answer Options**

Parents in a nuclear Family

Parents in an extended Family

Grandparents only

Grandparents in an extended Family

Other Relatives

Adoptive family  
Other (please specify in box below)

**6. What is the highest level of education you have achieved?**

**Answer Options**

Below Primary  
Primary  
High School  
Diploma  
Higher National Diploma  
Bachelors  
Masters  
Phd

**7. Where was your higher education from? Please indicate all that apply**

**Answer Options**

UAE  
Other GCC country  
USA/Canada  
UK  
Other European countries  
Other (please specify in box below)

**8. Are you working at present?**

**Answer Options**

Y (Please continue with the next question)  
N (Many thanks for your time and for agreeing to participate in this survey)

**9. How many years of work experience do you have (in total)?**

**Answer Options**

0 - 5 Years  
6 -10 Years  
11-15 Years  
16-20 Years  
> 20 Years  
N/A

**10. Where are you currently working?**

**Answer Options**

Own Business  
Employed in the Public Sector  
Employed in the Private Sector  
Family Business  
Military  
Other (please specify in box below)

**11. What is your current level within your organization?**

**Answer Options**

Senior Management  
Middle Management  
Junior Management  
Admin/Support Staff  
Consultant  
Specialist  
Other (please specify in box below)

**12. Please indicate which industry sector you are currently working in?**

**Answer Options**

Advertising & media  
Aviation  
Conglomerate  
Education  
Engineering  
Government  
Hospitality  
Legal Services  
Leisure & tourism  
Logistics  
Medicine  
Military  
Oil & Gas  
Real Estate  
Retail  
Service  
Telecommunications  
Other (please specify in box below)

**13. How many times have you changed jobs WITHIN THE SAME ORGANIZATION since starting your career?**

**Answer Options**

Never  
1-2 times  
3-4 times  
5-6 times  
7-8 times  
9-10 times  
10-12 times  
13-15 times  
15+ times

**14. How many times have you CHANGED EMPLOYERS since starting your career?**

**Answer Options**

Never  
1-2 times  
3-4 times  
5-6 times  
7-10 times  
10+ times

**15. How many times have you had a CHANGE IN CAREER PATH since you started working? An example would be changing careers from teaching into nursing.**

**Answer Options**

Never  
1-2 times  
3-4 times  
5 and above times

**16. At what stage of your career have family members been of assistance in finding a job? Please tick all that apply.**

**Answer Options**

Family has never been involved or helped me with my career at any stage  
At the graduate entry stage  
When entering Junior Management  
When entering Middle Management  
When entering Senior Management

Other (please specify in box below)

**17. At what stage of your career have family members been of assistance in helping with promotions? Please tick all that apply.**

**Answer Options**

- Family has never been involved or helped me with my career at any stage
- Promotion to Junior Management
- Promotion to Middle Management
- Promotion to Senior Management
- Other (please specify in box below)

**18. How important are your reasons for working? AN**

**ANSWER IS REQUIRED FOR EACH REASON**

<b>Answer Options</b>	<b>Unimportant</b>	<b>Slightly Important</b>	<b>Important</b>	<b>Very Important</b>
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- Financial Independence
- To generate income for a future business venture
- To keep myself occupied
- To gain respect and recognition
- To get out of the house
- To follow my dream
- To support my family financially
- To use my education
- To meet family expectations
- To achieve my ambition
- For interest
- To pursue a vocation
- To contribute to society and make a difference
- Other

**19. How supportive have your family been with respect to your career?**

**Answer Options**

- Very Supportive
- Supportive
- Unsupportive
- Very Unsupportive

**20. For which of the following work related decisions do you need to seek permission from your family? AN ANSWER IS REQUIRED FOR EACH DECISION**

<b>Answer Options</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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- Working late after hours
- Gaining exposure with the media
- Traveling unescorted overseas on business
- Attending conferences and exhibitions
- Pursuing further education
- Networking at non-segregated events

**21. How often have you received support from family members to help with your work life balance? AN ANSWER IS REQUIRED FOR EACH TYPE OF SUPPORT**

<b>Answer Options</b>	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
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- Provide transportation to and from work
- Provide childcare for children
- Assists with household chores
- Provides assistance with children's transportation



Accompanies on business trips/conferences/events  
 Accompanies on study/education trips  
 Family Network

**22. If you use childcare, who provides it? Tick all that apply**

**Answer Options**

External Childcare provider  
 Employer's Childcare Facility  
 Parents  
 In-laws  
 Husband  
 Nanny/maid in the house  
 Do not have children  
 Other (please specify in box below)

**23. Please provide details of the following policies in your workplace.**

<b>Answer Options</b>	<b>The Organization does not have this policy, but I would like them to introduce it.</b>	<b>I am unaware as to whether the Organization has this policy, but if not, I would like them to introduce it</b>	<b>The Organization has the policy, but I do not use it</b>	<b>The Organization has the policy, but I am not happy with the policy, it requires amendments</b>	<b>The Organization has the policy, and I am happy with the policy as is</b>
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Enhanced Maternity Policy (Increase in the number of days for Maternity Leave)  
 Flexible Working - Part time working (Less than 40 hours a week)  
 Flexible Working - Compressed hours (Extending the hours worked, but reducing the number of days)  
 Working remotely from home  
 Equal Opportunities Policy  
 Mentoring Program

**24. Which of the following sentences best describes your career/career path?**

**Answer Options**

Series of learning opportunities, evolution over time  
 Random/open to opportunities  
 Series of challenges/proving ground/hard work and effort  
 Lifetime Journey  
 I did it my way, non traditional  
 Moving on up  
 Not fitting in the organization culture/job profile

**25. What does having a career mean to you? AN ANSWER IS REQUIRED FOR EACH MEANING**

<b>Answer Options</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor</b>	<b>Disagree</b>	<b>Strongly disagree</b>
-----------------------	-----------------------	--------------	--------------------------	-----------------	--------------------------

disagree

Making a difference/being of service/impacting others  
Accomplishment/achievement/application of knowledge and learning  
Extension of self, identity, self-validation, source of confidence  
Self-sufficiency/a means to support a life  
Path to personal happiness, satisfaction or fulfilment  
Integration and balance  
Community and relationships

**26. What does success mean to you? AN ANSWER IS REQUIRED FOR EACH MEANING**

Answer Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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Personal fulfilment/happiness  
Recognition, responsibility, respect, accomplishment  
Relationship orientation  
Impact on others  
Financial considerations  
Changed from more objective to subjective over time  
Adding value/contributing  
Integrity/doing the right thing  
Winning or competing

**27. How would you describe the relationship between your personal and your professional life?**

**Answer Options**

A changing relationship moving toward integration of both personal and professional lives over time  
Need to be different at work  
Separate  
Personal life subsumed by professional life (Work takes over my family life)  
Integrated

**28. If you were to describe your future what would you say? AN ANSWER IS REQUIRED FOR EACH DESCRIPTION**

Answer Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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Staying put (in field, function, organisation etc. out of comfort, loyalty, financial considerations, fear etc)  
Focus on both work and relationships  
Exploring new opportunities, looking for new challenges  
Vision questing, searching for happiness/purpose  
Unlimited, wide open possibilities  
Striving for success  
Whatever will be will be

**29. I believe that I am responsible for**

**my own career success**

**Answer Options**

Strongly Agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

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

**Answer Options**

Strongly Agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

**31. I believe the career success I have achieved to date is due to my... AN  
ANSWER IS REQUIRED FOR EACH BELIEF**

<b>Answer Options</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	-----------------------	--------------	------------------	-----------------	--------------------------

Hardwork					
Network of contacts					
Skills and abilities					
Reputation and past performance					
Being at the right place at the right time					
Government Support					

**32. I believe I am in charge of creating and managing my future career**

**Answer Options**

Strongly Agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

**33. I have sought career guidance inside my current organization**

**Answer Options**

Strongly Agree  
Agree  
Undecided  
Disagree  
Strongly Disagree

**34. I have sought career guidance outside the organization**

**Answer Options**

Strongly agree  
Agree  
Undecided  
Disagree  
Strongly disagree

**35. The career guidance I have received has positively impacted my career progress**

**Answer Options**

Strongly agree  
Agree  
Undecided  
Disagree

Strongly disagree

**36. Key relationships in my life (e.g., family, spouse, partner, co-workers, friends) have had an impact on my career choices.**

<b>Answer Options</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
-----------------------	-----------------------	--------------	------------------	-----------------	--------------------------

Parents  
Spouse  
Adult Children  
Co-Workers  
Boss  
Friends

**37. I would describe my personal and professional lives as separate and distinct**

**Answer Options**

Strongly agree  
Agree  
Undecided  
Disagree  
Strongly disagree

**38. Please indicate the extent to which your career resembles each of the following patterns. AN ANSWER IS REQUIRED FOR EACH PATTERN**

<b>Answer Options</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
-----------------------	-----------------------	--------------	------------------	-----------------	--------------------------

Climbing a ladder  
A series of moves at the same level/grade  
Unexpected twists and turns  
Chance event  
Interesting learning opportunities  
Interrupted for non-career activities  
Strategically planned and executed  
A competition with winners & losers  
Self-directed  
Organization or manager-directed  
Guided by a mentor  
Waiting for the next position to come along  
Taking advantage of opportunities as they presented themselves  
Designed to accommodate other aspects of your life

**39. Additional comments not covered in the survey may be completed in the box below.**

**Table 2: Final Questionnaire**

### C.1.4 Questionnaire Components (Tables 1-3)

NO.	QUESTION	FACTOR	QUESTION DESCRIPTION	QUESTIONNAIRE SECTION	TYPE OF ANALYSIS
1	Nationality	Demographic	Questions 1-5 provide demographic details including, age, marital status, no of children, type of upbringing (family type) and education. The purpose of these questions are to describe the sample	Demographic	Descriptive Statistics
2	Age				
3	Marital Status				
4	No of Children				
5	Type of Upbringing				
6	Highest Level of Education		Questions 6 and 7 are concerned with understanding the level of education within the sample and if the education was obtained within the UAE or overseas.	Education	
7	Location of Higher Education				
9	Years of work experience		Individual Factor	Questions 9, 10, 11 and 14 are concerned with understanding the career history of the women in the sample. In particular, where they worked, the number of years they had worked, their job level and how often they changed employment	
10	Current work sector				
11	Current job level				
14	Frequency of employer change				

Table 3: Questionnaire Components Table 1 of 3

<b>NO.</b>	<b>QUESTION</b>	<b>FACTOR</b>	<b>QUESTION DESCRIPTION</b>	<b>QUESTIONNAIRE SECTION</b>	<b>TYPE OF ANALYSIS</b>
16	Use of family networks for job procurement	Family Factor	Question 16 and 17 were concerned with understanding the use of family networks in professional matters	Career Context - Family and Work Life Balance	Hypothesis Test 2
17	Use of family networks for promotions	Family Factor			Question 18 is concerned with understanding why women in the UAE work
18	Reasons for working	Individual Factor	Question 19 ascertains how supportive families are with respect to respondent's careers		
19	Family support with career	Family Factor			Question 20 examines the cultural restrictions confronted by the respondents
20	Permission seeking for work activities	Societal Factor/Family Factor	Questions 21 and 22 evaluate the level of support provided by families with respect to childcare		
21	Frequency of support from family with WLB	Family Factor			Question 23 evaluates women friendly policies in the organizational context
22	Childcare provision	Family Factor			
23	Organizational policies	Organizational Factor			

**Table 4: Questionnaire Components Table 2 of 3**

NO.	QUESTION	FACTOR	QUESTION DESCRIPTION	QUESTIONNAIRE SECTION	TYPE OF ANALYSIS	
24	Career path metaphor	Individual Factor	Questions 24 through to 28 are concerned with the respondents beliefs with respect to how they assign meaning to their careers, success and the intersection of their personal and professional lives	Career Beliefs	Descriptive Statistics	
25	Meaning of Career	Individual Factor				
26	Meaning of Success	Individual Factor				
27	Description of Personal v Professional life	Individual Factor				
28	Description of Future	Individual Factor				
29	Career Locus	Individual Factor	Questions 29 through to 38 are concerned with the respondents career motivation, what drives their careers, their career satisfaction, if guidance has played a role in their careers and career choices as well as their career patterns	Career Motivation		Descriptive Statistics
30	Career Satisfaction	Individual Factor				
31	Attributes of Career Satisfaction	Individual Factor				
32	Future Career Locus	Individual Factor				
33	Career guidance within organization	Organizational Factor				
34	Career guidance outside organization	Family Factor				
35	Positive impact of career guidance	Family Factor				
36	Key relationships impacting career choice	Family Factor				
37	Separate personal and professional lives	Individual Factor				
38	Career pattern	Individual Factor				
					Hypothesis Test 1	
					Descriptive Statistics	

Table 5: Questionnaire Components Table 3 of 3

## C.2 Individual and Family Context

### C.2.1 Question # 18 – Reason for Working

Reason for Working by Family Type	Extended Family		Nuclear Family		Overall	
	Very Important %	Important %	Very Important %	Important %	Very Important %	Important %
Financial Independence	65%	26%	70%	24%	69%	25%
Generate income for future	31%	36%	33%	34%	33%	35%
Keep Self Occupied	42%	38%	47%	35%	45%	36%
Gain respect and recognition	44%	38%	44%	36%	44%	37%
Get out of House	12%	17%	11%	18%	11%	18%
Follow my dream	41%	37%	38%	39%	39%	38%
Support Family	48%	28%	52%	28%	50%	28%
Use Education	49%	42%	40%	39%	43%	40%
Meet Family Expectations	29%	38%	30%	36%	37%	30%
Achieve My Ambition	54%	33%	49%	33%	51%	33%
For Interest	24%	43%	27%	34%	26%	37%
Pursue Vocation	17%	38%	18%	40%	18%	39%
Contribute to society	60%	28%	51%	34%	54%	32%
Give back to country	1%	0%	1%	0%	1%	0%

**Table 6: Reason for Working by Family Type**



Reason for Working by Age Phase	Age Group 1		Age Group 2		Age Group 3		Overall	
	Very Important %	Important %	Very Important %	Important %	Very Important %	Important %	Very Important %	Important %
Financial Independence	68%	23%	70%	28%	69%	25%	69%	25%
Generate income for future	34%	35%	32%	34%	19%	38%	33%	35%
Keep Self Occupied	46%	36%	42%	38%	50%	38%	45%	36%
Gain respect and recognition	49%	34%	32%	47%	63%	13%	44%	37%
Get out of House	12%	19%	9%	14%	6%	31%	11%	18%
Follow my dream	40%	36%	36%	44%	56%	19%	39%	38%
Support Family	52%	27%	48%	31%	50%	25%	50%	28%
Use Education	42%	41%	43%	42%	69%	19%	43%	40%
Meet Family Expectations	33%	35%	23%	43%	31%	31%	30%	37%
Achieve My Ambition	51%	34%	48%	32%	63%	25%	51%	33%
For Interest	26%	38%	25%	38%	44%	19%	26%	37%
Pursue Vocation	19%	38%	14%	40%	19%	56%	18%	39%
Contribute to society	55%	31%	52%	34%	63%	31%	54%	32%
Give back to country	1%	0%	0%	1%	6%	0%	1%	0%

**Table 7: Reason for Working by Age Phase**

**C.2.2 Question # 19 – Family Support with Career**

<b>Family Support with Career by</b>						
<b>Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Overall</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Very Supportive	60	59%	124	62%	184	61%
Supportive	38	38%	70	35%	108	36%
Very Unsupportive	3	3%	5	3%	8	3%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Very Supportive	29	56%	56	67%	85	63%
Supportive	20	38%	24	29%	44	32%
Unsupportive		0%	1	1%	1	1%
Very Unsupportive	3	6%	3	4%	6	4%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Very Supportive	2	67%	8	62%	10	63%
Supportive	1	33%	5	38%	6	38%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	
<b>Family Support with Career by Family Type</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Overall</b>	<b>%</b>
Very Supportive	91	58%	188	64%	279	62%
Supportive	59	38%	99	33%	158	35%
Very Unsupportive	6	4%	8	3%	14	3%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 8: Family Support with Career by Family Type and Age Phase**

**C.2.3 Question # 21 – Family support with work life balance**

Family Support with WLB by Age Phase	Age Group 1		Age Group 2		Age Group 3		Overall	
	Very Often %	Often %	Very Often %	Often %	Very Often %	Often %	Very Often %	Often %
Provide Transportation to work	36%	13%	27%	15%	19%	19%	33%	14%
Provide Childcare for children	36%	14%	36%	15%	44%	13%	36%	14%
Household Chores	28%	26%	26%	26%	25%	19%	27%	26%
Childrens transportation	25%	16%	25%	19%	31%	31%	25%	17%
Accompanies on business	23%	15%	19%	17%	13%	0%	21%	15%
Accompanies on studies	21%	19%	19%	15%	6%	19%	20%	17%
Family Networks	31%	22%	29%	26%	13%	19%	29%	23%
Family Support with WLB by Family Type	Extended Family		Nuclear Family		Grand Total			
	Very Often %	Often %	Very Often %	Often %	Very Often %	Often %		
Provide Transportation to work	37%	14%	30%	14%	33%	14%		
Provide Childcare for children	40%	17%	34%	13%	36%	14%		
Household Chores	29%	28%	26%	25%	27%	26%		
Childrens transportation	32%	13%	21%	20%	25%	17%		
Accompanies on business	24%	14%	20%	15%	21%	15%		
Accompanies on studies	21%	17%	20%	18%	20%	17%		
Family Networks	30%	27%	29%	21%	29%	23%		

**Table 9: Family Support with Work-Life Balance by Family Type and Age Phase**

### C.2.4 Question # 22 – Childcare arrangements

Childcare arrangements by Age Phase	Extended Family	%	Nuclear Family	%	Overall	%
<b>Age Group 1</b>	<b>73</b>		<b>145</b>		<b>218</b>	
3rd party	18	25%	47	32%	65	30%
Family Only	20	27%	27	19%	47	22%
3rd Party & Family	5	7%	5	3%	10	5%
Maid only	10	14%	26	18%	36	17%
3rd Party & Maid	3	4%	5	3%	8	4%
Family & Maid	14	19%	25	17%	39	18%
All options	3	4%	10	7%	13	6%
<b>Age Group 2</b>	<b>42</b>		<b>71</b>		<b>113</b>	
3rd party	9	21%	20	28%	29	26%
Family Only	10	24%	20	28%	30	27%
Maid only	10	24%	12	17%	22	19%
3rd Party & Maid	3	7%	1	1%	4	4%
Family & Maid	8	19%	14	20%	22	19%
All options	2	5%	4	6%	6	5%
<b>Age Group 3</b>	<b>3</b>		<b>11</b>		<b>14</b>	
3rd party			2	18%	2	14%
Family Only			1	9%	1	7%
Maid only	1	33%	6	55%	7	50%
Family & Maid	2	67%	1	9%	3	21%
All options			1	9%	1	7%
<b>Grand Total</b>	<b>118</b>		<b>227</b>		<b>345</b>	

Table 10: Childcare arrangements by age phase

<b>Childcare arrangements by Family Type</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
3rd party	27	23%	69	30%	96	28%
Family Only	30	25%	48	21%	78	23%
3rd Party & Family	5	4%	5	2%	10	3%
Maid only	21	18%	44	19%	65	19%
3rd Party & Maid	6	5%	6	3%	12	3%
Family & Maid	24	20%	40	18%	64	19%
All options	5	4%	15	7%	20	6%
<b>Total</b>	<b>118</b>		<b>227</b>		<b>345</b>	

**Table 11: Childcare arrangements by family type**

### C.3 Organizational Context

#### C.3.1 Question # 23 – Organizational Policies and Practices

<b>Maternity Enhancements</b>	<b>Age Group 1</b>		<b>Age Group 2</b>		<b>Age Group 3</b>		<b>Overall</b>	
O does not have, I would like it	58	19%	31	23%	1	6%	90	20%
I am unaware if O has or not but would like it	30	10%	13	10%	1	6%	44	10%
O has policy but I do not use	48	16%	20	15%	3	19%	71	16%
O has policy but I am not happy with it	118	39%	55	40%	5	31%	178	39%
O has the policy and I am happy with it	46	15%	17	13%	6	38%	69	15%
<b>Grand Total</b>	<b>300</b>		<b>136</b>		<b>16</b>		<b>452</b>	
<b>Part time working</b>	<b>Age Group 1</b>		<b>Age Group 2</b>		<b>Age Group 3</b>		<b>Overall</b>	
O does not have, I would like it	122	41%	54	40%	3	19%	179	40%
I am unaware if O has or not but would like it	68	23%	27	20%	2	13%	97	21%
O has policy but I do not use	27	9%	16	12%	3	19%	46	10%
O has policy but I am not happy with it	32	11%	21	15%	4	25%	57	13%
O has the policy and I am happy with it	51	17%	18	13%	4	25%	73	16%
<b>Grand Total</b>	<b>300</b>		<b>136</b>		<b>16</b>		<b>452</b>	

**Table 12: Organization policies by age phase**

<b>Compressed hours</b>	<b>Age Group 1</b>		<b>Age Group 2</b>		<b>Age Group 3</b>		<b>Overall</b>	
O does not have, I would like it	151	50%	68	50%	5	31%	224	50%
I am unaware if O has or not but would like it	76	25%	36	26%	4	25%	116	26%
O has policy but I do not use	19	6%	9	7%	1	6%	29	6%
O has policy but I am not happy with it	27	9%	17	13%	2	13%	46	10%
O has the policy and I am happy with it	27	9%	6	4%	4	25%	37	8%
<b>Grand Total</b>	<b>300</b>		<b>136</b>		<b>16</b>		<b>452</b>	
<b>Working from home</b>	<b>Age Group 1</b>		<b>Age Group 2</b>		<b>Age Group 3</b>		<b>Overall</b>	
O does not have, I would like it	191	64%	87	64%	7	44%	285	63%
I am unaware if O has or not but would like it	40	13%	18	13%	2	13%	60	13%
O has policy but I do not use	40	13%	16	12%	1	6%	57	13%
O has policy but I am not happy with it	13	4%	9	7%	1	6%	23	5%
O has the policy and I am happy with it	16	5%	6	4%	5	31%	27	6%
<b>Grand Total</b>	<b>300</b>		<b>136</b>		<b>16</b>		<b>452</b>	

**Table 13: Organization policies by age phase**

<b>EOP</b>	<b>Age Group 1</b>		<b>Age Group 2</b>		<b>Age Group 3</b>		<b>Overall</b>	
O does not have, I would like it	132	44%	59	43%	5	31%	196	43%
I am unaware if O has or not but would like it	74	25%	40	29%	2	13%	116	26%
O has policy but I do not use	25	8%	6	4%	2	13%	33	7%
O has policy but I am not happy with it	36	12%	14	10%	2	13%	52	12%
O has the policy and I am happy with it	33	11%	17	13%	5	31%	55	12%
<b>Grand Total</b>	<b>300</b>		<b>136</b>		<b>16</b>		<b>452</b>	
<b>Mentoring Program</b>	<b>Age Group 1</b>		<b>Age Group 2</b>		<b>Age Group 3</b>		<b>Overall</b>	
O does not have, I would like it	98	33%	42	31%	3	19%	143	32%
I am unaware if O has or not but would like it	101	34%	44	32%	2	13%	147	33%
O has policy but I do not use	33	11%	23	17%	2	13%	58	13%
O has policy but I am not happy with it	36	12%	12	9%	5	31%	53	12%
O has the policy and I am happy with it	32	11%	15	11%	4	25%	51	11%
<b>Grand Total</b>	<b>300</b>		<b>136</b>		<b>16</b>		<b>452</b>	

**Table 14: Organization policies by age phase**



<b>Maternity Enhancements</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	27	17%	63	21%	90	20%
I am unaware if O has or not but would like it	19	12%	25	8%	44	10%
O has policy but I do not use	25	16%	46	16%	71	16%
O has policy but I am not happy with it	54	35%	124	42%	178	39%
O has the policy and I am happy with it	31	20%	38	13%	69	15%
Grand Total	156		296		452	
<b>Part time working</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	59	38%	120	41%	179	40%
I am unaware if O has or not but would like it	33	21%	64	22%	97	21%
O has policy but I do not use	21	13%	25	8%	46	10%
O has policy but I am not happy with it	15	10%	42	14%	57	13%
O has the policy and I am happy with it	28	18%	45	15%	73	16%
Grand Total	156		296		452	

**Table 15: Organization policies by family type**

<b>Compressed hours</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	81	52%	143	48%	224	50%
I am unaware if O has or not but would like it	39	25%	77	26%	116	26%
O has policy but I do not use	12	8%	17	6%	29	6%
O has policy but I am not happy with it	10	6%	36	12%	46	10%
O has the policy and I am happy with it	14	9%	23	8%	37	8%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	
<b>Working from home</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	94	60%	191	65%	285	63%
I am unaware if O has or not but would like it	24	15%	36	12%	60	13%
O has policy but I do not use	20	13%	37	13%	57	13%
O has policy but I am not happy with it	7	4%	16	5%	23	5%
O has the policy and I am happy with it	11	7%	16	5%	27	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 16: Organization policies by family type**

<b>EOP</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	62	40%	134	45%	196	43%
I am unaware if O has or not but would like it	51	33%	65	22%	116	26%
O has policy but I do not use	10	6%	23	8%	33	7%
O has policy but I am not happy with it	15	10%	37	13%	52	12%
O has the policy and I am happy with it	18	12%	37	13%	55	12%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	
<b>Mentoring Program</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
O does not have, I would like it	39	25%	104	35%	143	32%
I am unaware if O has or not but would like it	58	37%	89	30%	147	33%
O has policy but I do not use	21	13%	37	13%	58	13%
O has policy but I am not happy with it	18	12%	35	12%	53	12%
O has the policy and I am happy with it	20	13%	31	10%	51	11%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 17: Organization policies by family type**

## C.4 Career Beliefs

### C.4.1 Question # 24 – Career Path

<b>Career Path</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Series of learning opportunities, evolution over time	44	44%	65	33%	109	36%
Random/open to opportunities	27	27%	63	32%	90	30%
Series of challenges/proving ground/hard work and effort	53	52%	96	48%	149	50%
Lifetime journey	13	13%	20	10%	33	11%
I did it my way, non traditional	3	3%	17	9%	20	7%
Moving on up	9	9%	23	12%	32	11%
Not fitting in the organization culture/job profile	7	7%	12	6%	19	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 18: Career Path overall and by family type**

<b>Career Path by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Series of learning opportunities, evolution over time	33	33%	42	21%	75	25%
Random/open to opportunities	18	18%	42	21%	60	20%
Series of challenges/proving ground/hard work and effort	30	30%	66	33%	96	32%
Lifetime journey	6	6%	15	8%	21	7%
I did it my way, non traditional	1	1%	13	7%	14	5%
Moving on up	8	8%	15	8%	23	8%
Not fitting in the organization culture/job profile	5	5%	6	3%	11	4%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Series of learning opportunities, evolution over time	11	21%	18	21%	29	21%
Random/open to opportunities	9	17%	18	21%	27	20%
Series of challenges/proving ground/hard work and effort	21	40%	28	33%	49	36%
Lifetime journey	6	12%	5	6%	11	8%
I did it my way, non traditional	2	4%	3	4%	5	4%
Moving on up	1	2%	8	10%	9	7%
Not fitting in the organization culture/job profile	2	4%	4	5%	6	4%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Series of learning opportunities, evolution over time		0%	5	38%	5	31%
Random/open to opportunities		0%	3	23%	3	19%
Series of challenges/proving ground/hard work and effort	2	67%	2	15%	4	25%
Lifetime journey	1	33%		0%	1	6%
I did it my way, non traditional		0%	1	8%	1	6%
Not fitting in the organization culture/job profile		0%	2	15%	2	13%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 19: Career Path overall and by family type**

**C.4.2 Question # 25 – Meaning of Career**

Meaning of Career by Age Phase	Age Group 1		Age Group 2		Age Group 3		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Making a difference	57%	35%	61%	35%	69%	25%	59%	35%
Accomplishment/Achievement/A pplication of Knowledge	60%	34%	65%	29%	69%	31%	62%	33%
Extension of Self	59%	34%	63%	34%	63%	38%	60%	34%
Self Sufficiency	58%	36%	59%	32%	56%	38%	58%	35%
Path to personal happiness	48%	41%	57%	35%	44%	50%	50%	39%
Integration and Balance	44%	44%	43%	43%	50%	38%	44%	43%
Community and Relationships	46%	43%	54%	35%	50%	50%	48%	41%
Meaning of Career by Family Type	Extended Family	%	Nuclear Family	%	Grand Total	%		
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %		
Making a difference	63%	32%	56%	36%	59%	35%		
Accomplishment/Achievement/A pplication of Knowledge	66%	31%	60%	33%	62%	33%		
Extension of Self	63%	33%	58%	35%	60%	34%		
Self Sufficiency	60%	33%	57%	36%	58%	35%		
Path to personal happiness	52%	37%	50%	40%	50%	39%		
Integration and Balance	44%	43%	43%	44%	44%	43%		
Community and Relationships	51%	39%	47%	42%	48%	41%		

**Table 20: Meaning of career by age phase and family type**

### C.4.3 Question # 26 – Meaning of Success

Meaning of Success by Age Phase	Age Group 1		Age Group 2		Age Group 3		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Personal Fulfillment	73%	24%	78%	21%	81%	19%	75%	23%
Recognition-Responsibility Respect	65%	31%	68%	29%	81%	19%	66%	30%
Relationship Orientation	45%	46%	42%	50%	63%	38%	45%	47%
Impact on others	51%	41%	46%	43%	63%	31%	50%	41%
Financial Considerations	56%	36%	55%	36%	56%	38%	56%	36%
Objective to subjective over time	35%	46%	34%	47%	44%	44%	35%	46%
Adding Value	59%	37%	68%	29%	69%	31%	62%	35%
Integrity doing the right thing	53%	40%	66%	29%	63%	31%	58%	37%
Winning or competing	40%	43%	44%	40%	31%	31%	41%	42%

**Table 21: Meaning of success by age phase**

Meaning of Success by Family Type	Extended Family	%	Nuclear Family	%	Overall	%
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Personal Fulfillment	75%	24%	74%	23%	75%	23%
Recognition- Responsibility Respect	63%	35%	68%	28%	66%	30%
Relationship Orientation	46%	47%	44%	46%	45%	47%
Impact on others	51%	42%	50%	40%	50%	41%
Financial Considerations	55%	39%	56%	35%	56%	36%
Objective to subjective over tme	31%	51%	37%	44%	35%	46%
Adding Value	65%	34%	61%	35%	62%	35%
Integrity doing the right thing	62%	32%	55%	39%	58%	37%
Winning or competing	38%	46%	42%	39%	41%	42%

**Table 22: Meaning of success by family type**



**C.4.4 Question # 27 – Relationship between Personal and Professional Lives**

<b>Relationship between personal and professional life by age phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Changing relationship moving toward integration of both over time	29	29%	64	32%	93	31%
Need to be different at work	30	30%	66	33%	96	32%
Separate	27	27%	50	25%	77	26%
Personal life subsumed by professional	15	15%	19	10%	34	11%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Changing relationship moving toward integration of both over time	19	37%	38	45%	57	42%
Need to be different at work	16	31%	13	15%	29	21%
Separate	10	19%	16	19%	26	19%
Personal life subsumed by professional	7	13%	17	20%	24	18%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Changing relationship moving toward integration of both over time	1	33%	8	62%	9	56%
Need to be different at work	1	33%	2	15%	3	19%
Separate		0%	2	15%	2	13%
Personal life subsumed by professional	1	33%	1	8%	2	13%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 23: Relationship between personal and professional lives by age phase**

<b>Relationship between personal and professional life by Family Type</b>	<b>Extended Family</b>		<b>Nuclear Family</b>		<b>Grand Total</b>	
Changing relationship moving toward integration of both over time	49	31%	110	37%	159	35%
Need to be different at work	47	30%	81	27%	128	28%
Separate	37	24%	68	23%	105	23%
Personal life subsumed by professional	23	15%	37	13%	60	13%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 24: Relationship between personal and professional lives by family type**

**C.4.5 Question # 28 – Perception of the future**

Description of Future	Age Group 1		Age Group 2		Age Group 3		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Staying put	29%	42%	26%	46%	13%	63%	28%	44%
Focus on both work and relationships	38%	49%	37%	48%	31%	56%	37%	49%
Explore new opportunities	49%	39%	40%	40%	56%	25%	47%	38%
Vision Questing	45%	46%	40%	43%	56%	31%	44%	45%
Unlimited Open possibilities	38%	49%	30%	49%	56%	19%	36%	48%
Striving for Success	46%	45%	39%	43%	63%	19%	44%	43%
Whatever will be will be	19%	35%	15%	26%	6%	31%	17%	32%

**Table 25: Perception of future by age phases**

Description of Future	Extended Family		Nuclear Family		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Staying put	28%	44%	28%	44%	28%	44%
Focus on both work and relationships	39%	49%	36%	49%	37%	49%
Explore new opportunities	53%	33%	44%	41%	47%	38%
Vision Questing	42%	49%	45%	43%	44%	45%
Unlimited Open possibilities	37%	48%	36%	48%	36%	48%
Striving for Success	43%	46%	45%	42%	44%	43%
Whatever will be will be	17%	30%	18%	33%	17%	32%

**Table 26: Perception of future by family type**

## C.5 Career Motivation

### C.5.1 Question # 29 – Career Locus

<b>Career Locus by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Strongly Agreed	57	56%	114	57%	171	57%
Agreed	36	36%	72	36%	108	36%
Neither Agreed Nor Disagreed	7	7%	8	4%	15	5%
Disagreed	1	1%	4	2%	5	2%
Strongly Disagreed	0	0%	1	1%	1	0%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Strongly Agreed	29	56%	55	65%	84	62%
Agreed	19	37%	23	27%	42	31%
Neither Agreed Nor Disagreed	2	4%	3	4%	5	4%
Disagreed	2	4%	3	4%	5	4%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Strongly Agreed	2	67%	8	62%	10	63%
Agreed	1	33%	2	15%	3	19%
Neither Agreed Nor Disagreed			1	8%	1	6%
Disagreed			1	8%	1	6%
Strongly Disagreed			1	8%	1	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

Table 27: Career Locus by age phase and family type

<b>Career Locus</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Strongly Agreed	88	56%	177	60%	265	59%
Agreed	56	36%	97	33%	153	34%
Neither Agreed Nor Disagreed	9	6%	12	4%	21	5%
Disagreed	3	2%	8	3%	11	2%
Strongly Disagreed	0	0%	2	1%	2	0%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 28: Career Locus by family type**

**C.5.2 Question # 30 – Career Satisfaction**

<b>Career Satisfaction by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Strongly Agree	40	40%	54	27%	94	31%
Agree	40	40%	97	49%	137	46%
Neither Agree nor Disagree	13	13%	28	14%	41	14%
Disagree	5	5%	18	9%	23	8%
Strongly Disagree	3	3%	2	1%	5	2%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Strongly Agree	20	38%	25	30%	45	33%
Agree	24	46%	35	42%	59	43%
Neither Agree nor Disagree	3	6%	7	8%	10	7%
Disagree	4	8%	17	20%	21	15%
Strongly Disagree	1	2%		0%	1	1%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Strongly Agree	1	33%	5	38%	6	38%
Agree	2	67%	3	23%	5	31%
Neither Agree nor Disagree			3	23%	3	19%
Disagree			1	8%	1	6%
Strongly Disagree			1	8%	1	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 29: Career Satisfaction by age phase and family type**

<b>Career Satisfaction</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Strongly Agree	61	39%	84	28%	145	32%
Agree	66	42%	135	46%	201	44%
Neither Agree nor Disagree	16	10%	38	13%	54	12%
Disagree	9	6%	36	12%	45	10%
Strongly Disagree	4	3%	3	1%	7	2%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 30: Career Satisfaction by family type**



**C.5.3 Question # 31 – Career satisfaction attributes by family type and age phase**

Career Satisfaction Attributes by Age Phase	Age Group 1		Age Group 2		Age Group 3		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Hardwork	71%	26%	75%	21%	75%	19%	73%	24%
Network of Contacts	29%	35%	29%	34%	25%	38%	29%	35%
Skills and Abilities	68%	30%	74%	21%	75%	19%	70%	27%
Reputation and Past Performance	51%	41%	54%	38%	63%	25%	52%	39%
Being at the right place at the right time	40%	39%	42%	42%	56%	25%	41%	39%
Government Support	31%	35%	28%	40%	13%	56%	29%	37%

**Table 31: Career Satisfaction attributes by age phase**

Career Satisfaction Attributes by Family Type	Extended		Nuclear		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Hardwork	70%	28%	74%	22%	73%	24%
Network of Contacts	29%	37%	28%	33%	29%	35%
Skills and Abilities	76%	23%	68%	29%	70%	27%
Reputation and Past Performance	54%	37%	51%	40%	52%	39%
Being at the right place at the right time	43%	40%	40%	39%	41%	39%
Government Support	35%	36%	27%	38%	29%	37%

**Table 32: Career Satisfaction attributes by family type**

**C.5.4 Question # 33 – Career Guidance within organization**

<b>Career Guidance provided within Organization - by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Strongly Agreed	18	18%	28	14%	46	15%
Agreed	46	46%	75	38%	121	40%
Neither Agreed Nor Disagreed	21	21%	46	23%	67	22%
Disagreed	14	14%	40	20%	54	18%
Strongly Disagreed	2	2%	10	5%	12	4%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Strongly Agreed	5	10%	15	18%	20	15%
Agreed	21	40%	28	33%	49	36%
Neither Agreed Nor Disagreed	14	27%	20	24%	34	25%
Disagreed	11	21%	15	18%	26	19%
Strongly Disagreed	1	2%	6	7%	7	5%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Strongly Agreed	1	33%	1		2	13%
Agreed	2	67%	4		6	38%
Neither Agreed Nor Disagreed			4		4	25%
Disagreed			3		3	19%
Strongly Disagreed			1		1	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 33: Guidance within organization by family type and age phase**

<b>Career Guidance provided inside Organization</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Strongly Agreed	24	15%	44	15%	68	15%
Agreed	69	44%	107	36%	176	39%
Neither Agreed Nor Disagreed	35	22%	70	24%	105	23%
Disagreed	25	16%	58	20%	83	18%
Strongly Disagreed	3	2%	17	6%	20	4%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 34: Guidance within organization by family type**

**C.5.5 Question # 34 – Career guidance outside organizations**

<b>Career Guidance provided outside Organization - by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Strongly Agreed	9	9%	27	14%	36	12%
Agreed	39	39%	72	36%	111	37%
Neither Agreed Nor Disagreed	30	30%	60	30%	90	30%
Disagreed	21	21%	30	15%	51	17%
Strongly Disagreed	2	2%	10	5%	12	4%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Strongly Agreed	3	6%	15	18%	18	13%
Agreed	16	31%	27	32%	43	32%
Neither Agreed Nor Disagreed	25	48%	26	31%	51	38%
Disagreed	7	13%	12	14%	19	14%
Strongly Disagreed	1	2%	4	5%	5	4%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Strongly Agreed	1	33%	2	15%	3	19%
Agreed	2	67%	6	46%	8	50%
Neither Agreed Nor Disagreed			4	31%	4	25%
Disagreed			0	0%	0	0%
Strongly Disagreed			1	8%	1	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 35: Career guidance outside organizations by family type and age phase**

<b>Career Guidance provided outside Organization</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Strongly Agreed	13	8%	44	15%	57	13%
Agreed	57	37%	105	35%	162	36%
Neither Agreed Nor Disagreed	55	35%	90	30%	145	32%
Disagreed	28	18%	42	14%	70	15%
Strongly Disagreed	3	2%	15	5%	18	4%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 36: Career guidance outside organizations by family type**

**C.5.6 Question # 35 – Positive impact of career guidance on career progress**

<b>Positive Impact of Guidance on Career by Age Phase</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Strongly Agreed	22	22%	25	13%	47	16%
Agreed	50	50%	81	41%	131	44%
Neither Agreed Nor Disagreed	20	20%	59	30%	79	26%
Disagreed	7	7%	26	13%	33	11%
Strongly Disagreed	2	2%	8	4%	10	3%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Strongly Agreed	4	8%	14	17%	18	13%
Agreed	25	48%	38	45%	63	46%
Neither Agreed Nor Disagreed	18	35%	20	24%	38	28%
Disagreed	4	8%	10	12%	14	10%
Strongly Disagreed	1	2%	2	2%	3	2%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Strongly Agreed	2	67%	2	15%	4	25%
Agreed	1	33%	5	38%	6	38%
Neither Agreed Nor Disagreed			3	23%	3	19%
Disagreed			2	15%	2	13%
Strongly Disagreed			1	8%	1	6%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 37: Positive impact of career guidance by family type and age phase**

<b>Positive Impact of Guidance on Career</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Strongly Agreed	28	18%	41	14%	69	15%
Agreed	76	49%	124	42%	200	44%
Neither Agreed Nor Disagreed	38	24%	82	28%	120	27%
Disagreed	11	7%	38	13%	49	11%
Strongly Disagreed	3	2%	11	4%	14	3%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 38: Positive impact of career guidance by family type**



**C.5.7 Question # 37 – Description of personal and professional lives as distinct and separate**

<b>Personal and Professional Lives were distinct and separate - by Age Phase and Family Type</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Age Group 1</b>	<b>101</b>		<b>199</b>		<b>300</b>	
Strongly Agreed	24	24%	57	29%	81	27%
Agreed	53	52%	93	47%	146	49%
Neither Agreed Nor Disagreed	11	11%	35	18%	46	15%
Disagreed	13	13%	11	6%	24	8%
Strongly Disagreed	0	0%	3	2%	3	1%
<b>Age Group 2</b>	<b>52</b>		<b>84</b>		<b>136</b>	
Strongly Agreed	6	12%	20	24%	26	19%
Agreed	31	60%	48	57%	79	58%
Neither Agreed Nor Disagreed	8	15%	6	7%	14	10%
Disagreed	5	10%	10	12%	15	11%
Strongly Disagreed	2	4%		0%	2	1%
<b>Age Group 3</b>	<b>3</b>		<b>13</b>		<b>16</b>	
Strongly Agreed		0%	3	23%	3	19%
Agreed	3	100%	5	38%	8	50%
Neither Agreed Nor Disagreed			2	15%	2	13%
Disagreed			3	23%	3	19%
<b>Grand Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 39: Description of personal and professional lives as distinct and separate by family type and age phase**

<b>Personal and Professional Lives were distinct and separate</b>	<b>Extended Family</b>	<b>%</b>	<b>Nuclear Family</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
Strongly Agreed	30	19%	80	27%	110	24%
Agreed	87	56%	146	49%	233	52%
Neither Agreed Nor Disagreed	19	12%	43	15%	62	14%
Disagreed	18	12%	24	8%	42	9%
Strongly Disagreed	2	1%	3	1%	5	1%
<b>Total</b>	<b>156</b>		<b>296</b>		<b>452</b>	

**Table 40: Description of personal and professional lives as distinct and separate by family type**

**C.5.8 Question # 38 – Career Pattern**

Career Pattern by Family Type	Extended Family		Nuclear Family		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Climbing a ladder	26%	55%	26%	48%	26%	50%
Series of Lateral moves	13%	54%	17%	49%	15%	51%
Twists and Turns	15%	52%	13%	39%	14%	50%
Chance Event	16%	51%	14%	48%	15%	49%
Interesting Learning opportunities	33%	52%	30%	51%	31%	51%
Interrupted for non career activities	9%	44%	8%	43%	9%	43%
Strategically planned and executed	13%	54%	12%	49%	12%	51%
A competition with winners and losers	9%	40%	9%	45%	9%	43%
Self Directed	22%	56%	22%	52%	22%	54%
Organization or Manager directed	17%	54%	15%	56%	15%	56%
Guided by mentor	6%	45%	7%	35%	6%	39%
Waiting for next position to come	17%	51%	17%	54%	17%	53%
Taking advantage of opportunities as they come along	24%	50%	17%	60%	19%	57%
Accommodate other aspects of life	17%	53%	13%	55%	14%	55%

**Table 41: Career Pattern by family type**

Career Pattern by Age Phase	Age Group 1		Age Group 2		Age Group 3		Overall	
	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %	Strongly Agreed %	Agreed %
Climbing a ladder	25%	50%	29%	49%	19%	69%	26%	50%
Series of Lateral moves	16%	55%	14%	41%	13%	56%	15%	51%
Twists and Turns	13%	51%	15%	47%	13%	56%	14%	50%
Chance Event	14%	48%	17%	52%	13%	38%	15%	49%
Interesting Learning opportunities	30%	52%	33%	52%	44%	25%	31%	51%
Interrupted for non career activities	9%	42%	7%	46%	13%	25%	9%	43%
Strategically planned and executed	11%	49%	14%	56%	19%	44%	12%	51%
A competition with winners and losers	9%	42%	7%	48%	19%	25%	9%	43%
Self Directed	21%	56%	22%	51%	38%	38%	22%	54%
Organization or Manager directed	16%	55%	14%	57%	6%	56%	15%	56%
Guided by mentor	7%	37%	5%	40%	0%	50%	6%	39%
Waiting for next position to come	17%	55%	15%	47%	19%	56%	17%	53%
Taking advantage of opportunities as they come along	19%	59%	21%	53%	19%	50%	19%	57%
Accommodate other aspects of life	14%	54%	15%	56%	6%	63%	14%	55%

**Table 42: Career Pattern by age phase**