FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

SUCCESS JOURNEYS OF PROFESSIONAL JAMAICAN WOMEN:

A QUALITATIVE STUDY

A dissertation submitted in partial fulfillment of

the requirements for the degree of

DOCTOR OF BUSINESS ADMINISTRATION

by

Camille E. Edwards

2024

To: Dean William G. Hardin
       College of Business

This dissertation, written by Camille E. Edwards and entitled Success Journeys of Professional Jamaican Women: A Qualitative Study, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

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Date of Defense: May 16, 2024

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Florida International University, 2024

DEDICATION

Never give up,

Be the best that you can be

Follow your dreams

Lessons from my Tats, "The Father Who Mothered Me"

I honor his memory in following his wise counsel.

To my daughter, Ayanna, a hard worker, persistent in her quest for excellence and who

approaches professionalism with integrity.

In choosing me fulfilled my greatest accomplishment, Motherhood.

Love yu Nana

For the sisterhood shared with special family members and precious friendships,

Your names are forever engraved in my heart.

Thanks for your support and belief in me every step of this incredible journey.

With sincere appreciation, I dedicate this work to each of you.

ACKNOWLEDGMENTS

ABSTRACT OF THE DISSERTATION

SUCCESS JOURNEYS OF PROFESSIONAL JAMAICAN WOMEN: A
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Undeniable are the numerous accomplishments and contributions of Jamaican American (Ja-American) women. However, there are those women who are at the lower levels of professional success with limited ability to positively impact their family's financial security, make socio–cultural contribution to their local community and contribute to the U.S. economy. In response to limited theory that adequately explains the phenomenon, this study explores strategies utilized by first- and second-generation professionally successful Jamaican women to overcome the obstacles of being a female immigrant and serve as a guide for those who are less successful. Expanding on existing literature with increased empirical data, this study proposes a success profile to empower future Ja-American women.

Utilizing interpretative grounded theory, (IGT) this qualitative research establishes a preliminary conceptualization based on narratives of perceived successful professional journeys from an eligible cohort of 12 Jamaican Women of Florida, Inc. members who participated in the study between May 2023 and March 2024.

Based on Glaser and Strauss (1967) and Strauss and Corbin (1994) the research design emphasizes an individual perspective of data acquisition aimed at theoretical understanding from selected interviewees who participated in a structured interview conducted by an external interviewer. Data collection and analysis employed prior coding, utilized a deductive approach, conceptualized themes, and offered a theoretical framework of propositions for a contextual understanding of the phenomenon.

In this study, professional success refers to the attainment of distinct and recognized qualifications within an established industry based on personal goals. TurboScribe, a virtual, AI transcription service was used to transcribe the interviews and NVivo qualitative computer software was used for data management and analysis. The results generated an academic understanding of success factors and strategies utilized by professional Ja-American women as well as a comparison of acculturation impact on the second-generation in the intersection of work and culture.

Key Words/Phrases: Professional Jamaican women, professional success, female professionals, Jamaican immigrants, Jamaican women

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CHAPTER I - INTRODUCTION

The minimally documented phenomena of professional commonalities among female Jamaican immigrants' experiences and interpretation of their perceptions of success are explored in this qualitative study. Contributions to the U.S. labor supply influenced their migration, initially to satisfy the job requirements of home domestic help and in the health care industry as a nurse or nurse's aide during the 1960s. The former has relied especially on working-class women, the latter has drawn Jamaicans because nursing is a high-status female job in Jamaica (Vickerman, M., 2005). The difference between the Jamaican economy compared to the Unites States' post-industrial advancements was a major incentive for migration. The study aims to understand these women's professional journeys and how they make sense of their lived experiences.

Florida has the second largest settlement of Jamaicans with twenty-five percent of the U.S. Jamaican population (Korney, S., 2017). Conjecturally the total is much larger as it inaccurately accounts for Jamaicans who might report as Afro-Americans, and does not non-black Jamaicans who report in other ethnic categories. The MPI data Hub reports 796,290 Jamaicans residing in America in 2021 compared to 553,827 in 2000.

Table #1 Comparison of Immigrants from other Caribbean regions based on the 2022 U.S. Census

Region	Number of Immigrants
Cuba	1, 900,000
Dominica Republic	1,600,000
Jamaica	**1,000000**
Haiti	908,000
Trinidad & Tobago	196,000
Barbados	62,000
Bahamian	53,000

Currently, there are slightly more Jamaican women than men immigrants, this number is distributed as 492,672 males and 583, 104 females *(*Korney, Stephanie, 2017).

The accomplishments and contributions of many Jamaican women in all aspects of American organizational and community endeavors confirm they are professionals in healthcare, finance, education, [politics] and nonprofit organizations, having attained college and professional or advanced degrees and entered previously all-white private and public sector employment (Clergé, O., 2023). Of concern are the many Jamaican women who fail to exceed beyond marginal or no career progress which translates to a lower socio-economic level. Lack of economic stability results in associated challenges including the inability to make personal and professional contributions to their family's economic security, and local/national economies. Their barrier to professional advancement is the focus of this study.

Background History of Jamaican Women as Migrants

Women are the backbone of most families. In many cultures, women are the pioneering immigrants who leave their homelands searching for better (Robinson, I. & Cameron, S. 2023). The woman who emerged from enslavement, in colonial and postcolonial Jamaica, initially migrated to America in the 1960s. She was employed primarily as a domestic in the home or in the health care industry as a nurse or nurse's aide. Migration to the U.S. was facilitated by close geographical proximity, employment opportunities, inequitable distribution of income and high unemployment on the island, as well as reconciliation with their male counterparts whose migration started as "swallow migrants" (temporary workers in the American sugar cane industry). Although migration

from the Caribbean to the Americas began in the post abolition period to provide additional labor for the cane industry, it was in the 1950s that males became interested in permanent relocation as agricultural and factory laborers.

Between 1956 and 2000, Jamaicans averaged 49% of Caribbean immigrants. In comparison, 14% were Trinidadians, 13% Guyanese, and only 5% Barbadians. In 2000, Jamaica ranked 19th in the list of countries sending immigrants to the United States, and they were the only British West Indian country falling into the top 20 (Vickerman, M., 2005).   Influenced by gender, culture, human capital, social capital, and racial discrimination, Jamaican women were initially employed in service industries, particularly as domestic help and in the health care industry. Today they are now found in sales, construction, engineering, the sciences, and other professions ranging from entry levels to the C-suite in a wide variety of organizations and industries. An important aspect of Jamaican women pioneering migration is that they often gain even greater autonomy than they possessed on the island because of the income they bring in from their jobs. (Vickerman, M., 2005).

Migration encapsulates a residential and a cultural shift when one decides to leave their birthplace and relocate to another country. Professionally, the experience often leads to performance modifications to adapt to the new country's work expectations. This assimilation is an extensive process the ramifications of which frequently impact subsequent immigrant generations due to the requirements of an expansion of resources, social networks, and knowledge base needed to succeed. The frameworks and guidance to

realize these adjustments are frequently unclear, unstructured, and are seldom documented to facilitate replication.

This grounded theory study provides a theoretical framework of reference for Jamaican women, particularly those at the lower levels of professional success, based on the explained perceived experiences of the research participants. Data collection involved individual, virtual interviews of a purposeful sampling of 12 volunteer respondents. Analysis identified propositions for the theoretical framework that emerged from the information. By adding to the documented road to professional success, these results suggest a strategic roadmap to reduce the gap between those who have established themselves as powerful, influential, contributors to community and/or organizations and those women who have not achieved their desired goals.

Examples of influential women of Jamaican descent include Kamila Harris who is second- generation by paternal lineage, first black, female, United States, Vice President; Dr. Susan M. Collins who is a first-generation Jamaican, born in the UK to Jamaican parents, raised in America, and is a naturalized U.S. citizen, the first black woman to head a federal reserve bank in the U.S.; Judge Renatha Francis who is a first-generation Jamaican, born and raised in Jamaica is the first black woman appointed to the Florida Supreme Court; Allison Smith, Esq. who is second-generation, born in the U.S. and raised in Jamaica is the first black woman to be president of the Broward Bar Association. Collins summarized the significance of Jamaican women's contributions when in an interview following her appointment, she expressed, "Jamaica has a tradition of really, strong women and so high-powered careers [are] supported".

Context of the Study

Contextually qualitative research centers on occurrences in their natural environment to make sense of or interpret phenomena in terms of its significance to respondents. [The research attempts] to understand the meaning people have constructed to make sense of their experiences (Merriam, S. & Tisdell, E., 2016). Volunteer respondents are current or past members of the Jamaican Women of Florida (JWOF), a Not-For-Profit organization that promotes the empowerment of Jamaican women, through networking, mentoring and personal development. *From a community rich in resources, JWOF is a group of professional women imparting knowledge, mentoring, and paving the way for the next generation.* (https://www.jamaicanwomenofflorida.com/). Established in October 2012, membership is comprised of first- and second-generation Jamaican women, who value sisterhood and service to provide for others and particularly the development of the next generation of Jamaican women.

The value of membership is best stated by a member who encapsulates the organization's focus of developing female talents, skillsets, and realizing the organization's accomplishments through community service:

> *JWOF is a vital umbrella service organization that rallies, through leadership and membership, the philanthropic efforts of Jamaican women. The organization is one of its kind to galvanize the talent of Jamaican women in service to our country and development of personal and interpersonal talents and skills, it holds space in the Diaspora as one that celebrates leadership and outstanding accomplishments of Jamaican Women.* (https://www.jamaicanwomenofflorida.com/)

An active member for the past ten years, I served as the second president and currently serve in two roles: 1) as a member of the President's Advisory Board, tasked to ensure the

organization performs within the bylaws. 2) Chair of the mentoring committee leading the charge to ensure the next generation of Ja-American females receive guidance and support to develop their potential during their college years and at the start of their careers. The mentoring committee pairs young women of Jamaican descent (mentees) with members (volunteer mentors) of similar professional expertise and/or interests.

It is the narratives of these professional women of Jamaican ancestry that guide this study. The goal is to provide a documented, replicable model to success for future Jamaican women, grounded in academic research. The U.S. Census Bureau defines ancestry as the ethnic origin, descent, roots, heritage, or place of birth of the person or of the person's ancestors. Ancestry is not intended to measure the degree of attachment to a particular group, but simply to establish the ethnic group(s) with which the respondent self-identifies (Ogunwole, S, U., et. al., 2017).

A country of migrants from its inception, America's history is grounded in the arrival of global immigrants for any combination of fulfilling workforce requirements, economic improvements, educational accomplishments, reuniting with relatives, and/or political protection. Current and historical research shows that while immigration has significant and long-lasting benefits to host countries, originating countries, and to the migrants, it does have individual, community, and institutional challenges.

In this study, first-generation Jamaican immigrants are those who were born in Jamaica and migrated to America as adults. Second-generation Jamaicans are born in America or born in another country with one or both parents being Jamaican and then migrated to America or born in Jamaica and migrated as a child. The calculation of first-

and second-generation Jamaicans is a complicated process that is not well documented. For the purposes of this study, we acknowledge a significant Jamaican immigrant representation in the American population justifying a single study focus.

Purposeful sampling was used to intentionally select twelve volunteer respondents based on their experiences as first or second-generation females, to capture their perceived lived professional journey as Jamaican women in the American workforce. Grounded theory as evidence-based research approach offered a substantive-level framework to address the limited academically generated guidelines that are specific to the Jamaican woman's professional experience with a focus on satisfying inquiry from practitioner and scholarly perspectives. The results propose professional success strategies for future Jamaican American women and in no way suggests generalizability due to the small and homogenous sample.

Professional success in this study is defined as having attained some distinct qualification within an established industry, based on personal goals. It encapsulates the ability to make positive contributions to organization and community while enjoying a desired level of financial stability and self-satisfaction. Researchers Hogan, et al define professional success ''in terms of occupational prestige and financial attainment.'' They offer an interesting perspective that the relationship between educational achievement and career [professional] success is only modest, (Hogan, Chamorro-Premuzic; Kaiser, 2013). A particularly relevant denotation in this study stipulates that while highest educational attainment is included in data collected, academic achievement is not a criterion for

inclusion. Collected data on traditional (academic) and non-traditional (non-academic) professional paths is to be inclusive of successful women who elected non-academic paths.

Researchers Olson and Shultz recommend an expanded definition of professional success that includes both subjective and objective measures. They identify the importance of using talents and continuing to develop, expand, and refine one's skills, abilities, and talents are essential components of career [professional] and personal success, (Olson, D. A., & Shultz, K. S., 2013). They suggest workers in early, mid, and late career are likely to define both subjective and objective career [professional] success differently (Wang, Olson, & Shultz, 2013) because the impact of factors such as globalization and technology advancement require a growth mindset of continuous development to remain current and be considered professionally successful. Baltes, et al concur that workers' attitudes toward work and working evolve over time [and] as a result, late career workers tend to be less interested in promotions to more prestigious positions, and striving for increased financial attainment is often a lower priority as they progress into their late career. Workers become more interested in doing work that is congruent with their values and talents, as well as positions that allow them to continue learning and provide increased flexibility and autonomy, (Baltes et al., 2013).

This introductory chapter presents the dissertation's major research components. Specifically, it conceptualizes the research, centers it contextually within an active organization of professional Jamaican women, defines the problem, presents the study's purpose, research questions, and significance. As an outline, the introduction serves as a

frame that leads the reader to appreciate the study as it relates to the creation of a success guide for Jamaican American (Ja-American) women.

Statement of Problem

Challenged by the limited scholarly documentation on success strategies for professional Jamaican women, there is inadequate empirical data to serve as developmental guidelines. This lack of an academic framework fails to provide a comprehensive, integrated model, particularly for those women who are at the lower levels of professional success, resulting in marginal or no career progress which translates to a lower socio-economic level, with its associated challenges. Relevant to this study is the lack of capacity to realize successful mechanisms to positively impact growth and development as successful professional Jamaican women.

Significance of the Problem

Women represent some of the most marginal segments of the working-class and the petty bourgeoisie; and who, with their young and aged dependents, constitute the largest population of their nation's poor (Harrison, F. V., 1988). The importance of documenting the perceived journeys of successful Jamaican American women satisfies the goal of extrapolating their common characteristics of professional success, including their strategies which allowed them to overcome the combined obstacles of being female, Jamaican immigrants and as American professionals. The creation of a success profile intends to empower and guide future women as organizational and community leaders, with a specific focus on the next generation Ja-American woman.

Research Gap

There is a notable absence in scholarly literature of relevant theoretical or empirical data to substantiate the success criteria of professional immigrants and significantly less for Jamaican women. Success stories are lacking in the documentation of Caribbean American immigrants… on personal traits that contributed to certain Caribbean American leaders' successes, the challenges they had to overcome, and strategies they used to address these challenges, (Cameron, S. M., 2016).

Numerous Jamaican American women offer exceptional, noteworthy professional contributions. However, there is little documentation on how and why they succeeded. This absence of strategies to navigate the challenges results in a knowledge gap and leaves present, future Jamaican American women and other immigrant groups without a blueprint to achieve similar success.

Building on prior scholarly literature relevant to the success strategies of successful immigrants and exploring the narratives of Jamaican women will help to realize an academic contribution. For the practitioner, highlighting their success strategies as immigrants include an appreciation of the professional challenges and presents a roadmap. Further, the study potentially establishes a replicable framework for other immigrants.

Research Purpose

The study is concerned with understanding the meanings that people construct about their realities and their experiences and explaining why people behave as they do in particular situations (Arnold E. & Lane S., 2011). Academic and practical advantages

emerge when the commonalties of Jamaican woman's professional success, and the strategies to overcome obstacles of being female, an American immigrant are explored.

For the practitioner this study aims to:

- Inform the empowerment of future Jamaican women, with an emphasis on those who have marginal, low or no success encumbered by lack of positive examples.

- Harness the immigrant expertise to make positive impact on the community, organizations, and the nation with suggestions to infuse a culture of inclusion.

- Assist agencies tasked with aiding American immigrants' relocation and societal assimilation.

- Provide direction to educate and develop a proficient workforce from among Jamaican immigrants.

From a scholarly perspective this study adds to the limited academic literature related to the success of professional, Jamaican women in America and aims to be a stimulus for future research.

Research Questions

The great strength of qualitative research is its ability to generate answers to research questions that are rich in description, deep in understanding and grounded in reality (Arnold, E. & Lane, S., 2011). Guided by the problem statement, this study's goal is to academically fill the literature gap and to provide practical insights for the next generation of Jamaican Americans and other immigrant groups to achieve success. The study addresses the following research question: How do Jamaican women, in Florida, perceive their journey towards professional success? To extrapolate comparison of

generational significances and the impact of assimilation, the inquiry includes a second research question: How are first and second-generation professional, women alike or different in maintaining the intersection of work and culture?

Document Structure

Chapter one the Introduction outlines the study and provides background historical data, the problem statement, significance of the study, the research gap, proposed practitioner and academic contributions and the research questions.

Chapter two, the Literature Review, presents existing scholarly literature as an analytical reference and generated interview questions for the data collection process. Synthesis of the theoretical perspectives result in three subsections: A. First- and Second-generation immigrants, B. Intersection of work and culture, C. Perceptions of professional success, sourced from other immigrants' scholarly literature due to the limited literature on the Jamaican, immigrant. Literature gaps guide this study and potentially future research.

Chapter three documents the research methods including the Conceptual Framework as a roadmap for collection and interpretation of the findings; Interview Protocol (Appendix I) and Coding Protocol (Appendix III) are introduced in this chapter.

Chapter four reports the findings that result from the Priori, Axial, Selective coding that reduces 54 codes to seven themes that conceptualize the propositions from patterns and trends derived from the lived experiences of the respondents.

Chapter five, the Discussion chapter interprets and explains the findings, and establishes their relevancy to answering the research questions. It also houses the

limitations, factors beyond the researchers' controls that if handled differently might have achieved different research outcomes.

Chapter six concludes with a recap of the study and how the research aim was achieved. This chapter also details the study's contributions from a scholarly perspective and offers practitioner applications to address the needs of Ja-American women, particularly those who are struggling and have marginal or low professional success with its associated challenges.

The remaining pages of the document contain the references, and appendices.

CHAPTER II - LITERATURE REVIEW

This literary review provides a theoretical perspective of existing research regarding the immigrants' professional success strategies. It serves to inform the analytical framing phase of this qualitative research. Formulated from the study's research questions, the three subtopics are: a) First and Second-generation immigrants; b) Intersection of work and culture; c) Perceptions of professional success. Scholarly literature and other doctorial research offer prior understanding relevant to the immigrant professional success experience.

Snyder's literature review development guidelines infer critique of pertinent researchers' findings as foundational contributions to the development of an enhanced theoretical framework to guide this study. Snyder proposes …A literature review is an excellent way of synthesizing research findings to show evidence on a meta-level and to uncover areas in which more research is needed, which is a critical component of creating theoretical frameworks and building conceptual models, (Snyder, H., 2019).

Selection of the articles includes words and phrases as subtopic descriptors with a strong preference for those articles more frequently cited. Analysis will summarize the findings of each cited researcher and the implications of the findings for the study's goal to move beyond simply summarizing the literature and truly developing something that is new and valuable and create a substantial contribution, (Snyder, H., 2019). Pertinent to this study is Snyder's recommendation of the Literature Review as a basis for building a new conceptual model or theory, and it can be valuable when aiming to map the development of a particular research, (Snyder, H., 2019).

This review intends to add value to the discussion by improving on the limited empirical data to define professional success and by offering a more unified process for practical business application. Utilizing a systematic approach to collect and integrate previous research it aims to avoid flawed assumptions, create a foundation for advancing knowledge, and facilitate theory development. This Literature Review encapsulates scholarly knowledge of what is currently known about the phenomenon of the successful first and second-generational professional successful immigrant as a foundational grounding for this study.

A. First- and Second-generation immigrants

Research on migration's generational impact is rooted in the European experience. Results of a Swedish study suggests second-generation immigrants have better labor market outcomes compared to the immigrant generation, but they lag their peers with native-born parents in terms of employment and unemployment rates, and occupational attainment (Aradhya, et al., 2023). Another researcher Koopman's, work on Muslims in the European labor market and their assimilation into the workforce, concurs that foreign-born immigrants and their second-generation descendants fare worse on the labor market than natives…they are more often unemployed and those employed tend to be concentrated in lower-status and less well-paid jobs, … even after controlling for education, age, gender and other relevant socio-economic background variables, substantial gaps between natives and immigrant minorities usually remain, (Koopmans, R., 2016).

This proposition is supported by Aradhhya et. al who report the intergenerational convergence in outcomes to the native average is not uniform, [and] the situation in Sweden mirrors that of other high-income countries, (Aradhya, S., et al., 2023). They explain that

less access to employment rather than skill ability is a major factor that drives this discrepancy. And lesser human capital (defined as a social construct that encompasses personal attributes such as knowledge, health, educational know-how, etc. that allow individuals to be productive, social contributors) is the driver of this phenomenon.

Researchers Crul and Vermeulen denounce the explanation of second-generation immigrants being better suited to assimilate and succeed. They suggest that structural integration has now become more difficult than in the past. This increases the risk that the children of immigrants, especially those entering the social hierarchy near the bottom, will fail to climb up the social ladder in the way that the second-generation did in the past, (Crul & Vermeulen, 2003). This is significant when considering the goal of this study is to provide a guideline for future generations based on the perceived journeys of current first and second-generation Jamaican women immigrants. For further consideration the researchers suggest that globalization reduces the need for children of immigrants to assimilate. Rather than adopting the majority identity, they may develop bicultural or hybrid identities, (Crul & Vermeulen, 2003). Researchers Aradhya et al, capture the inferences of other researchers in the immigrant disparity conversation as remaining gaps in employment access may reflect differences in unmeasured skills or characteristics such as language proficiency, acculturation, and weaker social networks (Crul & Vermeulen, 2003, Koopmans, 2016).

A focus on the Assimilation Theory is based on Crul's challenge of authors Alba and Foner's theoretical assumption on improved labor conditions for second-generation immigrants in their book [*Strangers No More*]. Crul discredits their proposition that a better

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position of the first-generation in the labor market translates in a better starting position for the second-generation. [He counter argues] the higher levels of labor market participation and the lower levels of unemployment in the U.S. do not provide a better position for the second-generation (Crul, M., 2016). He makes an argument for less qualified immigrants to be judged on their ethnic identities rather than their competencies regardless of generation since successful assimilation is dependent on the range of the economic and cultural gap between the immigrant and the host country. Assimilation Theory explores the process of immigrant integration into the host country with generational social and economic considerations. The theory proposes each generation becomes more acculturated to the norms, values, and behaviors of the mainstream population of the host country.

This study addresses the feasibility of these arguments as possible explanations for the Jamaican American immigrant reality. In summary, the researcher believes the American immigrant experience mirrors the Swedish experience from the perspective that the second-generation is better integrated into the labor market than their immigrant parents (first-generation); however, they tend to remain disadvantaged compared to those with native ancestry, (Aradhya, S., et. al., 2023). Crul's proposition of the social and economic levels of the first-generation immigrant on the second-generation's performance is also a noted consideration. The researcher believes these conditions also exists in the Jamaican experience and will explore this proposition through the perceived journeys of the respondents with a focus on the comparisons between the generations.

B. Intersection of Work & Culture

Philosophically, the immigrant experience is the quest for the 'American Dream", a notion that regardless of originating economic circumstance anyone through deliberate goal setting, persistent determination, and dedication to physical and/or mental hard work can move from "rag to riches" a phrase coined to suggest from nothing to something of significance as defined by social norms. To some that is achieving financial stability, wealth, and prosperity. Others measure the American dream by a college education and homeownership, preferably in the suburbs. For some it is bundled in the quest for social, political, religious freedom, a self-determined family structure, choices in how, where, and when to create income. For many the American Dream is a compilation of the above-described features relative to where the immigrant originated and what goal(s) is hoped to attain in their new 'home". Samuels in his book, *The American Dream*, suggests it's more like a wish list of every dimension of the American culture, reaching no real consensus, the responses do not come close to capturing the undeniable power of the American Dream as a guiding mythology of the most powerful civilization in history (Samuel, L. R., 2012).

Reinforcing the American Dream positions it in the political discourse and frames it as a functionality or stimulant to promote work ethic. Rivlin suggests the need to revive the dream, stating Americans, long noted for their "can-do" spirit, for self-assurance often bordering on cockiness, have become mired in pessimism. It has become fashionable to predict decline in America's economic strength and stagnation in its standard of living. (Rivlin, A. M., 1992). Another researcher, Wyatt-Nichol suggests conceptually it is embedded in the constructs: mobility, marginalization, and hope. Interpreted through

material wealth and class ascendency… The ability to achieve success regardless of origin and obstacle is an essential component (Wyatt-Nichol, H., 2011).

The American Dream is not a linear formula to upward mobility, described as a journey rather than a destination, with many challenges and triumphs. It requires the immigrant's submission, one that often is significantly different from their origins, suggesting the American Dream is more than the suburban home, wealth, education. It includes intangibles, difficult to describe constructs of what defines 'a good life'. Some immigrants arrive with these qualities, while others adjust to accommodate the dream's perceived components. Both realities have a shared optimistic vision that the next generation will improve economically to enjoy a higher standard of living and a greater sense of professional satisfaction.

An interesting construct of the American Dream that distinguishes the Jamaican culture from the American way of thinking is the ability to achieve success regardless of origin and obstacles… Americans are more likely to believe that success is based on individual efforts and accomplishments rather than the class structure into which they are born (Wyatt-Nichol, H., 2011). Additionally, Anglo cultures, like that of the United States, are individualistic so that in these cultures, identity is based in the individual, and emphasis is placed on autonomy and independence, (Cheung, F. M., & Halpern, D. F., 2010). This implication in practicality means the Ja-American professional woman must shift her definition of professional success to see socio-economic attainment not as a birthright given as defined by Jamaican societal norms but as an attribute derived from her own persistence and effort in the American professional society.

C. Perceptions of Professional Success

Conceptually framed as achievement of established goals, professional success is most frequently measured by the accumulation of material assets and higher organizational hierarchical positions. For the first time in U.S. history, women are close to surpassing men in their employment rate, largely because most of the jobs lost in the recent recession have occurred in manufacturing, construction, and finance, where the jobs are largely held by men. (Cheung, F.M. & Halpen D.F., 2010). This upward trend in women's employment rates should align to increased professional hierarchical positions. Yet women remain underrepresented at every level of Corporate America from entry-level jobs to C-Suite roles representing only 5% to 6% of leadership roles within Fortune 500 companies, [evidence that] organizations are failing to achieve gender equality in their most high-powered positions (Spencer, S. M., et al., 2019). This under representation is particularly troubling when women make up 50% of the working-age population but only 25% of management, women in the United States have less access to the people and opportunities that would advance their careers (Turesky, M., & Warner, M. E., 2020).

Further, there is a mischaracterization of female contributions to organizational success that is not only misleading but perpetuates, inaccurately the lessened contributions of female professionals in the workplace due to the perception of women's work always [being placed] in the context of household activities… It suggests for example, that female employees are considered unable to work under pressure and according to targets (Adhikari, 2014). This perception causes women's careers to be hampered, (Infante, A., & Darmawan, D., 2022). The research suggests that workplace expectations are still grounded in the

gender-conforming behavior, which expects women to bear a disproportionate care burden, (Turesky, M., & Warner, M. E., 2020).

Undeniably their positive contributions were initiated in the home, domestic and caregiving roles, a reality that has seemly followed them into Corporate America and remains a negatively perceived factor as substantiated by a survey of 233 companies and 2,200 employees found women spend more than twice as much time on household activities on an average day than men (Turesky, M., & Warner, M. E., 2020). It is unfortunate that the work [women] do is still often seen as a fill of spare time or part-time work that shows a subordinate economic position, (Infante, A., & Darmawan, D., 2022). This persists even as women have made significant gains in breaking what is considered the "glass ceiling" that restricts and/or precludes their inclusion in the c-suite. In summary we can ascertain that relative to the roles of women in professional positions challenges first concerns the perception of women's work in relation to women's domestic roles; second, related to this perception is a tool for measuring, determining, or defining women's work (Infante, A., & Darmawan, D., 2022).

These challenges persist today even as women have expanded their professional contributions to all fields and varying industries including male dominated careers. Their unquestionable impact in the areas of science, medicine, education, politics, engineering, technology, etc. is expansive and impressive. It begs the question why is it that women tend to be viewed as communal and characterized as caregivers (Heilman, 2001). In comparison, men tend to be viewed as agentic, aggressive, independent, and decisive (Turesky, M., & Warner, M. E., 2020).

Infante and Darmawan attribute the challenges of professional women as a perceived continuation of their work being framed within the domestic role. They suggest the emergence of the characteristics of homeworkers, namely low wages, no guarantee of job continuity, no social security, no bargaining power and not affordable by labor regulations (Darmawan et al., 2018) …are yet another manifestation of assumptions and perceptions about women and work, (Infante, A., & Darmawan, D., 2022).   Female respondents also critiqued the lack of advancement opportunities: "… no career progression track. ... no real mentoring opportunities… daily interactions do not necessarily translate to equal leadership opportunities, (Turesky, M., & Warner, M. E., 2020).

Reviewing current reality, while the value of gender diversity in the workplace is widely acknowledged, companies have yet to successfully create environments and opportunities to help systematically increase the representation of women in top leadership roles, (Spencer, S. M., et al., 2019). Another researcher offers the explanation that supports this proposition based on a sample of 1,000 senior executive service employees that found female executives were more likely to advocate for female-friendly workplace policies compared with their male colleagues. Research finds female executives' advocacy increases proportionally to the number of senior women in the firm, creating opportunities and empowering other women leaders, (Turesky, M., & Warner, M. E., 2020). Specific challenges that remain struggles for women at all professional levels include but are not limited to pay differentials, harassment, unemployment penalties, race & ethnicity issues, childbirth & childrearing responsibilities, lack of role models, insufficient work life balance. These barriers translate into the workplace reality that women tend to be promoted

more slowly than men, with fewer opportunities to advance, (Turesky, M., & Warner, M. E., 2020).

Even when female societal significance was forbidden, mocked, challenged, questioned, and disrespected, women's persistent quest for professional equality remains a major global initiative. The double standard is alive and well in the workplace. The presence of children signals stability and responsibility for men, who are assumed to be better workers because of their roles as breadwinners. The identical situation for women has the opposite effect, (Cheung, F. M., & Halpern, D. F., 2010). The data would suggest that this double standard is alive and well in the workplace, yet despite the endless blogging and newspaper headlines to the contrary, women are not "opting out" of the workforce to stay home with their babies, (Cheung, F. M., & Halpern, D. F., 2010).

When considering the success strategies of women who have defied the odds and successfully managed the duality of productive work engagement as organizational leaders and happy family life which includes children, there are few studies that report this achievement. While there have been many studies on work– family conflicts for women workers or managers in general, there are few such studies on women leaders in the literature and none that specifically compared women with and without family care responsibilities…Studies of these exceptional women are not representative of the norm, but they highlight gaps in our understanding of leadership from a gender-sensitive perspective, (Cheung, F. M., & Halpern, D. F., 2010). The studies that address success for what is considered an outlier among the female professional population attribute the dually successful Western women leaders tended to integrate their work and family roles in the

collective unit of the family. Many also regarded family as their priority, and the motivation to succeed at work was to contribute to the well-being of their families and children, (Cheung, F. M., & Halpern, D. F., 2010). In summary, the scholarly evidence clearly articulates a persistence of workplace challenges for the woman.

Success strategies endorsed by researcher Cheung and Halpern, include a reassessment of what was traditionally labeled "the super woman" approach which encompassed all things to all people coupled with an exaggerated, equally high expectation of performance in all aspects of personal and professional life. The researchers suggest that instead of being superwomen who hold themselves to the highest standards for all of the role-related tasks of being wives and mothers, they adopt different internal and external strategies to redefine their roles. [Women] learn to let go and outsource household tasks just as they would outsource work in a busy office. They recognize that they do not have to do it all by themselves. They alter their internal conceptions of the demands of their work and family roles and define these roles in ways that are meaningful and helpful to them…redefined their own norms for being a good mother and being a leader, making these roles more compatible than they were under the norms prescribed by the larger society…a good mother is highly involved in her children's lives and activities, but she does not need to spend all of her time with them. (Cheung, F. M., & Halpern, D. F., 2010).

A study of key female success factors of professional women in Turkey reveals support of the opinions expressed in other research cited in this literature review. The researcher, Aycan, acknowledges that women are under-represented in decision-making positions in almost all countries. An increasing awareness of this fact has led various

interest groups to engage in research and policy-making activities. Particularly in North American, Western European, and developing Asian countries, governments have arranged legal accommodations, prepared incentive programs, and designed many organizational changes for women to become integrated into the economy at higher levels, (Aycan, Z., 2004). The researcher approaches female success from a socio-cultural perspective and the key success factors that contribute to women's success. He suggests the factors that influence women's career advancement are grounded in individual and situational factors. Individual factors include three issues: women's attitudes towards career advancement, (high self-efficacy, strong desire to succeed, positive approach to mobility and relocation); work-related demographics (including higher education and socio-economic status being more significant than gender as well as extensive work experience, seeking high visibility and challenging jobs, exceeding performance criteria); and early socialization, (parental support and maternal employment), (Aycan, Z., 2004). Situational factors Aycan describes as work (organizational culture and practices) and home situations (spousal support and family responsibilities).

Challenges for women are cited as the difficulty of inclusion in the "old boys" club, theory of sex discrimination, structural characteristics (e.g., length of career ladder, number of male-dominated hierarchical levels) assist men's rather than women's career advancement. Further, gender bias (i.e., favoring men) in training and development activities constitutes a barrier to women's career success, (Aycan, Z., 2004). This alienates women from the major decision-making opportunities that are influential in driving an organization's direction. Much like the findings of Cheung et al, Aycan also references the impact of family responsibilities on women's success. With respect to family situation,

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research indicates that women's careers suffer when they are married and have children …

Research also confirms that spousal support plays a very important role in women's career advancement, (Aycan, Z., 2004).

Leadership style preference also contributes to the importance of the female role in organizational effectiveness as reported in a meta-analysis of 45 studies that compares gender differences to leadership styles and effectiveness, [where] managers who practice a transformational style of leadership create greater equity within their organizations because they communicate the values and purpose of the organization's vision while encouraging individual employee achievement, (Turesky, M., & Warner, M. E., 2020). Yet women continue to face barriers to top leadership positions a gender bias that is sustained by male dominant organizational cultures. There is a perpetuated perception of preference for masculine stereotypical characteristics and low tolerance for feminine characteristics such as empathy, sensitivity, support, collaboration, nurturing, and other traits that focus on positive relationship building as foundational to improved employee performance. Yet, those managed predominantly by women report a more supportive environment (Turesky, M., & Warner, M. E., 2020). Taking a 360 approach to female leadership the scholarly evidence suggests an alignment among, leadership style preference, employee acknowledgement and the resulting organizational effectiveness that would appear to be a win-win approach for all stakeholders. Women in top management roles tend to serve as "agents of change" within their organizations … [research] results suggest that female managers may be disproportionately practicing a transformational leadership style given that respondents with female management are more likely to experience gender sensitivity, flexible benefits and access, and equal opportunity (Eagly et

al., 2003). Transformational leaders encourage personal development of their staff and help people understand the need for change (DuBrin, 2013) making space for a greater diversity of voices, improving the organizational trajectory, (Turesky, M., & Warner, M. E., 2020).

Regarding women's qualifications relative to their participation in top leadership roles, the findings that report their challenges confirm a pipeline of well-educated female leaders with appropriate middle-management experience is adequately filled, systematic barriers hinder them from reaching senior leadership roles (Spencer, S. M., et al., 2019). It is perceived that women are respected, but inclusive communication is still a challenge. Female respondents felt they must overprepare to achieve acknowledgment, (Turesky, M., & Warner, M. E., 2020). Their barriers include low experiential visibility, more career interruptions, lower job satisfaction leading to more frequent quit rates, and gender-related industry preferences where women tend to be overrepresented in the service industries like education, healthcare, and hospitality, [compared to] men dominate leadership teams in manufacturing, construction, and financial services (Spencer, S. M., et al., 2019).

Interviews of female CEOs generally described a background in which hard work, education, and high expectations were valued (Spencer, S. M., et al., 2019). There was also a significant presence of well-respected, strong women role models among their immediate family members who are credited with extensive contributions to their family and community wellbeing. My mom always said that ambition is a part of femininity, … My father repeatedly told us: 'I think the world is opening up for women and I want you to be prepared for it.' (Spencer, S. M., et al., 2019). Researchers Turesky and Warner contribute to this discussion with their proposition of equal access to professional social

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networks, mentorship, and work–life balance as key factors that may improve women's promotional opportunities, (Turesky, M., & Warner, M. E., 2020). This sentiment of being adequately prepared is reinforced with women's post-secondary educational choices being realized in what was once considered male preferences. Increasingly noted are women's preferences for careers that focus on science, technology, engineering, and mathematical skillsets. More than 40% of the CEOs received college degrees in science, engineering, or math——twice as many as those with a background in the arts and humanities (21%). About 19% studied business/economics/finance (Spencer, S. M., et al., 2019).

Additionally of significance is the notion that most female CEOs acknowledged hard work and innovative preferences rather than intentional career goal setting resulted in their professional achievements. Just 12% of the women we interviewed said they always knew they wanted to be a business leader or CEO… More than 50%, however, gave no thought to being CEO until explicitly told they had it in them. Rather than consciously pursue the CEO role, these women sought out challenges in their work and then performed extremely well (Spencer, S. M., et al., 2019). Many of them reported taking on their organization's performance challenges that included turnarounds, mergers, new product development and/or international development demonstrating forward thinking and risk-taking capabilities, challenging female leadership traits.

In response to the question of what comprises professional success, many researchers report varied and incomplete empirical data. For example, researchers Judge et al claim that researchers have predicted career success primarily by using a few variables in a piecemeal fashion, without considering the relative effects of manifold sets of

theoretically based variables … Furthermore, although executive career success has generated considerable interest in the business press, little rigorous empirical research is available, (Judge, T.A., 1995).   They introduce the notion that success is positively aligned with job satisfaction. Judge et al share almost no research has simultaneously examined both the objective (e.g., compensation) and subjective (e.g., job satisfaction) aspects of career success … although both appear to be essential to a complete treatment of this issue …They offer a definition of career success that as the positive psychological or work-related outcomes or achievements one has accumulated as a result of one's work experiences, (Judge, T.A., 1995).   In their research model the dependent variable 'subjective career success' is defined as job and career satisfaction. The independent variables operationalize the constructs human capital (education, personal & professional experiences that offers a value-added employee); motivation (measured by number of work hours and work centrality or degree of importance work has to an individual's identity and ambition); and organizational characteristics (e.g. size, industry, region). They are mediated by objective career success (compensation & promotions). The proposed hypothesis: as demographics, human capital motivation and organizational characteristics increase then career satisfaction increases. This infers success as a derivative of job and career satisfaction.

Researchers Olson and Shultz conceptualize both an objective and subjective approach to the definition of success within the stages of career development. They suggest the early stages of a career, measuring success objectively by components such as prestigious job status and high financial achievement. Middle and later stages of a career, as work attitudes and expectations evolve, success measures become subjective with more

interest in tasks that are more congruent with their values and talents, allow them to continue learning and provide increased flexibility and autonomy… with the transition to knowledge work, the importance of using talents and continuing to develop, expand, and refine one's skills, abilities, and talents are essential components of career and personal success, (Olson, D. A., & Shultz, K. S., 2013).   These researchers, concur on a continual redefinition of career success recognizing that work satisfies a range of needs: economic stability, financial security, skill development, social status, a sense of belonging to a group, recognition for superior work, and the ability to develop one's talents, (Olson, D. A., & Shultz, K. S., 2013).

To recap, workplace gender considerations, comparison of male to female perspectives may not be adequate or appropriate when defining success for women. The female success strategy incorporated finding meaningful work that they loved and climbed one rung at a time as they rose to meet new challenges. Few of the women took career breaks or used any family-friendly policies such as part-time employment or flexible scheduling as they moved through the ranks, in part because these options were not generally available at the time. Their stories reflect that they used a blend of "whatever works," (Cheung, F. M., & Halpern, D. F., 2010).

Studies of ethnic women leaders have also highlighted how sociocultural context and cultural identity shape the interpretive lens with which women view the career–life paths, (Cheung, F. M., & Halpern, D. F., 2010). This suggests that another prism of this complex success definition has a cultural and gender-based component.   It defines expectations for men and women regarding their cultural societal roles. Other cross-

cultural studies have contextually framed success within the woman's dominant societal norm and contribute to this personalized definition of success previously cited.

Chen et al confers with other researchers with the proposition professional success is an individual positive achievement in the process of career development. It includes not only objective conditions such as performance and high salary, but also subjective positive emotional reactions such as job satisfaction, sense of achievement, and reputation. It considers the combined subjective and objective measurement perspectives.

Considering the proposition that employees defined job satisfaction differently post 2021, and that job satisfaction is a significant construct to define success, a notable gap in this review are topic-specific relevant articles authored between 2021 and 2023. The goal is to determine if there needs to be a significant adjustment in the description of professional success to be examined for the development of a comprehensive definition for this study. The researchers believe there is justification to redefine job satisfaction because of the impact of working remotely created by the Covid-19 pandemic.

Conclusion: The literature review revealed insufficient empirical data that is specific to immigrant success strategies and none on the Jamaican woman. This omission substantiates the study of this phenomena at the individual level to explore the lived experiences of the respondents with the intent to improve scholarly data on professional success of Jamaican women.

CHAPTER III – RESEARCH METHODS

Qualitative research is considered exploratory using the narratives of a small population about a subject of which little is relatively known, (Sciarra, D., 1999). This study which explores the professional success strategies of Jamaican women utilized the methodologies of Charmaz grounded theory (CGT), qualitative research including the use of a conceptual model as a guiding instrument. The study aimed to answer the research questions: 1. How do Jamaican women, in Florida, perceive their journey towards professional success? 2. How are first and second-generation professional, women alike or different in maintaining the intersection of work and culture? (intended to extrapolate comparisons of generational significances and the impact of assimilation). The methods involved finding patterns, themes or categories within the data and developing a descriptive, explanatory, conceptual interpretation. Using a deductive data collection approach, guided by systematic/formalized systems, the analyst jointly collects, codes, and analyzes data and decides what data to collect next and where to find them in order to develop theory as it emerges (Glaser & Strauss, 1967).   To describe methods utilized by the researchers this chapter has seven sections: 1) Methodology, 2) Design Considerations, (Conceptual Framework, logic for deductive coding, priori coding selection, Interview Protocol, 3) Sample selection (purposeful sampling, site and participants), 4) Data Collection (interview structure, iterate process, data retrieval and management, theoretical saturation,), 5) Data analysis, (constant comparison, axial coding, selective coding, memo writing, 6) Data Integrity, 7) Researcher role.

3.1 Methodology

The methodology provided the structure and rigor to adequately perform academic research. Review of existing data relevant to the research questions conceptualized three components: A. 1st & 2nd Generation Immigrants, B. Intersection of Work & Culture and C. Professional Success. These components framed the Literature Review and generated 54 possible interview questions which have been refined and reduced to the questions in Appendix I. Demographical data was collected in the Pre-Interview qualification questionnaire, Appendix II.

Table 2 below summarizes the study's research process by identifying the main components of the process, defines the intent and identifies the unique outcomes.

Table #2 The Qualitative Research Process (Fink, A.S., 2000)

Process steps	Intent	Outcome	Location
Thematizing	Determination of what is to be studied	Conceptual Framework	Page 36
Designing	Plan for methodological process. Includes: process steps, timeline, interview/Coding Protocols, respondent selection criteria.	Data Collection/Analysis Approach	Page 35
Interviewing	Use of conversational technique for phenomena descriptors from respondents' narratives	Interview Protocol	Appendix III
Transcribing	Conversion of the audio interviews to a word document for coding. Includes 'cleaning the data' for sighs, repetition, slang, transitions.	Coding Protocol	Appendix VIII
Analyzing	Coding of data from individual perspective to general themes as conceptualized meaning	Code Distribution by Themes	Page 66
Verifying	Determination of opportunities for generability. Checking for validity and reliability	The Discussion Matrix	Page 155
Reporting	Presentation of findings, limitations, and recommendations	Conceptualized Conceptual Framework	Page 67

3.2 Design Considerations

Based on the work of Glaser and Strauss (1967) and Strauss and Corbin (1994) this study's design utilized the interpretative grounded theory (IGT) approach that emphasizes

an individual perspective to acquiring data to develop a theoretical understanding of the phenomenon of success strategies for Ja-American women. The researchers employed core grounded theory principles as systematic processes, including coding, theoretical sampling, iterative data collection and analysis supported by constant comparison. Theoretical sensitivity is also used to interpret statements from respondents' narratives.

The illustration below summarizes the core principles used in this research design. These components distinguish Grounded Theory from other qualitative study approaches and are essential criteria to ensure research quality.

Table # 3 Core Principles of Grounded Theory abbreviated from (Yu, M., & Smith, S. M., 2021*).*

GT Principles	Description	Study Application
Coding	A fundamental step that facilitates break down of data into meaningful parts	• Literature – based concept development • Line–by-line coding of similar phrases, sentences, paragraphs • Axial coding regroups the disconnected codes • Delineates relationships between core concepts
Constant Comparison	An analytical process of relevant data to identify similarities and differences for concept development	• Sorting technique to group conceptual properties • Employs the collaborative iterative data collection and analysis • Supports realization of theoretical saturation • Identifies emergent codes
Theoretical Sampling	Choosing a relevant sample population to explain and expand the study beyond previous research	• Use of purposeful sampling to identify 1st and 2nd generation professional Jamaican women with the cognitive recall to relate their professional journey relative to the study's purpose
Theoretical Sensitivity	Researcher's ability to understand and conceptualize the study's phenomenon	• Recognize emergent concepts • Convey theoretical insights • Achieve study's goals • Offers the threshold to determine research effectiveness

Due to the limited empirical data, qualitative research approach is best suited for this study because [it] lends itself well to the exploration of topics or issues about which little or nothing is known (Arnold E. & Lane S., 2011). This design approach supports the development of a theoretical framework with propositions as a study outcome to advance the empirical knowledge of the subject for future studies. From a practitioner perspective the Grounded Theory approach aligns with the goal to derive the components for a guide to help future Jamaican professionals and other immigrant groups.

Qualitative data coding for this study follows a three-stage process of priori, axial, and selective, coding to develop a substantive-level theory as illustrated in *Figure 1*.
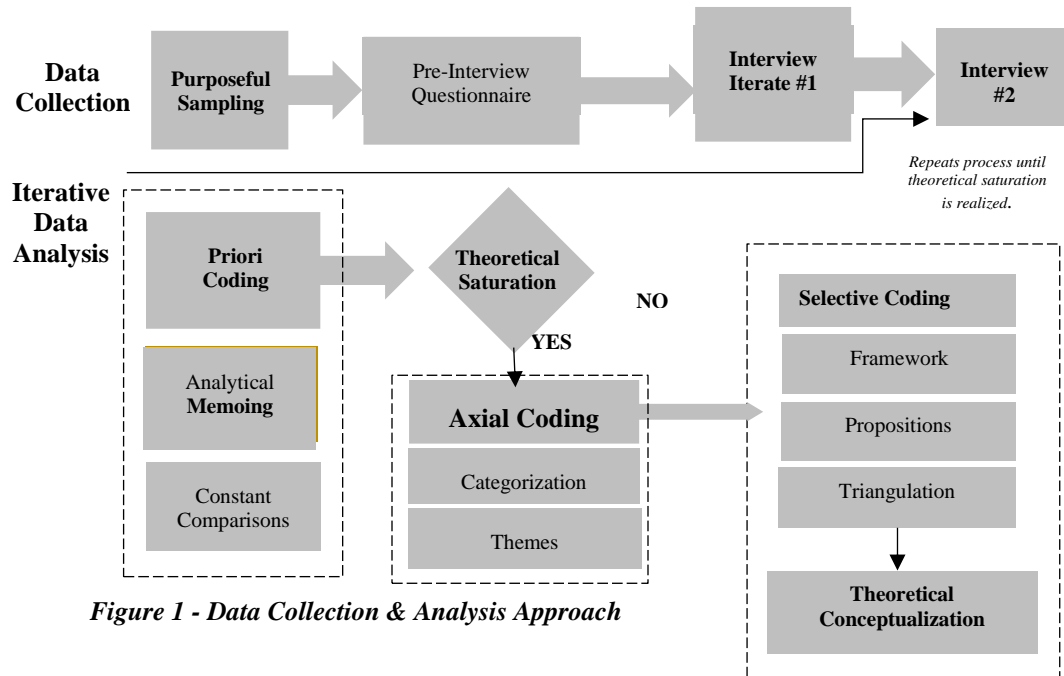
Figure 1 - Data Collection & Analysis Approach

3.2.1 Conceptual Framework Development

A theoretical or Conceptual Framework is a highly recommended roadmap for qualitative research. We cannot understand or interpret research findings without some theoretical lens; otherwise, we just end up describing things, not interpreting them, or applying them to other contexts (Casanvave, C. P.& Li, Y., 2015). To explain the basis for interpreting the study's results the theoretical framework describes concepts and relationships to provide a map for qualitative exploration, based on previous research or existing theories or literature (Garvey, C. M., & Jones, R., 2021). Charmaz initiates constructive GT to stick closely to pre-defined patterns and categories (Charmaz, 2014). Constructivists also normally start a data-analysis process within some sort of Conceptual Framework, (Yu, M., & Smith, S. M., 2021).

Existing Knowledge

Components	Codes*	Concepts

1st & 2nd Generation Immigrants

Generation
Migration
Challenge
Birthplace
Comparison
Initiation
Influencer
Inspiration

Professional success of the Second-generation is equal to or greater than the first-generation of Jamaican women.

Interception of Work & Culture

American Dream
Beliefs/Values
Challenges
Children
Contributors
Goals
Growth
Jamaican
Maternal
Dominance
Perception
Prediction
Strategies

As a formula for upward mobility, material acquisitions and professional hierarchical status is framed by cultural values.

Perceptions of Success

Compensation
Community Involvement
Educational impact
Evaluation
Leadership
Mentor
Professional level
Professional organization
Role
Satisfaction
Success
Traditional path

Individualized view of achievement, within subjective and objective perspectives; framed in the career stage and women's workplace challenges.

Literature Review

Categories

Themes

Preliminary theoretical theory to explain the success commonalities of professional Jamaican women.

*See Appendix II for a complete list of codes and descriptions

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Figure 2 Conceptual Framework illustrating study's research process.

Guided by the research questions, the Conceptual Framework provides a blueprint to interpret, explain and summarize findings in an emerging pattern to support the development of a substantive-level theory. It determines the potential theoretical contribution(s), establishes the study's scope, and is revisited during the discussion of the findings as a framework for analysis of the results.

The Conceptual Framework identified existing knowledge including the components, Priori Codes and concepts derived from the Literature Review. Expected to emerge from the study are the categories and themes that are central to creating a preliminary theory to explain the success commonalities of professional Ja-American women.

3.2.2 The Iterate Process

The design of a qualitative study is emergent and flexible, responding to changing
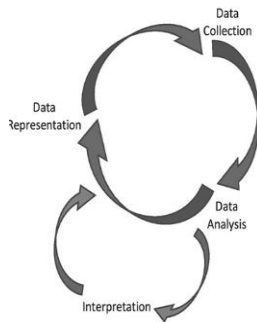
Figure #3 Iterate Process
https://www.researchgate.net/figure/Qualitative-research-iterative-cycle-This-figure-

conditions of the study in progress, (Merriam, S. B., & Tisdell, E. J., 2016). It utilizes rich descriptors that are non-numeric, interpretation-based, coded and categorized collected data. The caption to the left illustrates the interactions of the qualitative data collection and analysis process. Data uncovered is based on the interpretation of the interview inquiry using a deductive approach that is guided by the Interview Protocol in *Appendix III*.

3.2.3 Logic for Deductive Coding

Qualitative coding systematically segments transcribed data into groupings for analysis of patterns that potentially contribute to an emerging theory. A rigorous coding

process facilitated a deeper understanding of the narrative to reveal insights from reported experiences. This study utilized a deductive coding process, a top-down approach where pre-determined codes guide the categorization process as adoption of formal deductive procedures can represent an important step towards assuring conviction in qualitative research findings (Hyde, K. F., 2000). A pre-determined codebook ensured coding consistency, and a supplement for replication. This study's exploratory process was initiated with Priori Codes that were defined before examining the data to support a deductive process. The codebook in Appendix IV houses the codes with their descriptions used for the priori coding.

3.2.4 Priori Code Selection

Priori coding was selected to aid the researcher's intent to complete the data collection and analysis process within a limited research period and avoid the extensive, time-consuming processes associated with open coding. Further predetermined codes facilitated the use of independent coders.

Steps in Priori Coding

1. Identify codes based on Literature Review
2. Define codes
3. Label transcribed data-based codes
4. Chuck codes into categories

Figure #4 Priori Coding Steps

Adapted from: Differences Between Open Coding And A Priori Coding Published by Alvin Nicolas at January 31st, 2023, Revised On February 3, 2023

Codes are words or short phases used to 'label' or assign meaning to important segments of data, collected from respondents. Derived from the research questions and the Literature Review, codes were operationalized during the development of the Conceptual Framework (page 36) and Interview Protocol (Appendix III), then refined during the informal and formal pilots. Priori coding merged with in vivo process coding reported respondents' words/ phrases verbatim to support and/or provide examples of insights. Coding utilized a constant

comparison or simultaneous model illustrated on page 37. Realization of theoretical saturation informed the decision to initiate axial coding or repeat the prior coding process. Multiple coders were utilized in this study to increase the probability of intercoder reliability (consistency among coders and intra-coder reliability (consistency of a single coder). Multiple coders also aided investigator triangulation of the data.

3.2.5 Informal and Formal Pilots

Following satisfactory completion and approval of the IRB process, Appendix V, a researcher facilitated informal pilot, was conducted as a virtual focus group of twelve Jamaican women who satisfied all participant criteria other than by choice, they are neither current nor past JWOF members. The non-membership specification was intentional to preserve the potential pool of interview participants. Pilot participants critiqued all 54 proposed interview questions to provide feedback on structure, clarity, and relevancy.

The most significant outcome was the need to clearly define the term "professional" determined for this study to the highest levels in traditional and non-traditional roles and not limited to leadership in corporate America. Based on another recommendation, industry certification as notable professional accomplishment will be included as a measure of professionalism in recognition that some of the most successful professional Jamaican women chose a non-academic pathway. Another recommendation refined the data collection to a two-part instrument/procedure as a prequalify questionnaire in Qualtrics followed by an individual virtual interview. The discussion regarding the varied options to categorize generations considered birthplace, parentage, immigrant status and resulted in the definitions used in this study. Questions considered to be duplicates,

beyond the scope of the study and/or identified as leading-questions were eliminated. Valid adjustments derived from the informal pilot were incorporated to develop a Pre-interview questionnaire that collected primarily demographical data and the Interview Protocol with the questions used in the in-depth interview process.

Supporting the deductive research approach, the researchers authored the codebook comprised of the Priori Codes and their descriptions (Appendix IV). Implementation testing of the codes followed an informal pilot conducted virtually with the researcher (interviewee) and Dissertation Chair (interviewer). Use of the first draft of the codebook identified the need for additional codes.

Another informal pilot conducted with volunteer DBA colleagues resulted in the following recommendations: use of less complex words, chunking of questions by topic within each of the three components, more conversational language, less academic sentence structure of questions.

The "test" interview also served to critique the Interview Protocol. Changes included elimination of leading phrases and questions, omission of questions considered to have duplicate content and questions that promoted unsubstantiated recall. The pilot of the interview questions included application of the codebook on the transcribed 'test' interview. All accepted critiques were incorporated to produce the codebook used to analyze the interview respondents' data.

3.2.6 The Interview Protocol

The structured Interview Protocol is comprised of predetermined questions introduced within a specific sequential conceptual order because information-rich cases are

those from which one can learn a great deal about issues of central importance to the purpose of the research, (Merriam, S. B., 2002).   The Interview Protocol promoted consistency between respondents and interviewer, was designed to ensure the interview addressed concepts identified in the Conceptual Framework, a crucial step to gather responses that answer the research questions. The structured interview promoted efficiency of uniformed, consistent, standardized data collection. Participants chose to state whether they remembered certain events and were provided a fair degree of freedom as to what to say, how much to say and how to frame their responses. They were also encouraged to provide vivid descriptions and examples of their experiences, and their views as outlined in the Interview Protocol. Talking with those individuals whose lived with or experienced a particular situation contributes significant insights into the issue and leads to [practical and academic] improvements. (Arnold E. & Lane, S., 2011).

3.2.7 Interviewer selection, training, monitoring

By design a single, external interviewer who was a non-study respondent who demonstrated the ability to conduct the interview process as determined by the researchers was utilized. Central to this role was considering how the relational dynamics between the interviewer and participant impact the quality of data constructed, (Levitt, H. H., 2017). To realize this goal, she was provided with the Interview Protocol and training on requirements for this research but was not privy to the research documentation.

The interview design promoted building trust, rapport, and questions were presented systematically in the order provided, in an unbiased manner for both the interviewer and interviewee. The interviewer was selected for her proven professional

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experiences by eliciting information during the interview process. Critical to the selection was the skillset of engaging respondents in a conversational manner that encouraged sharing of information relevant to answering the research questions. To satisfy the requirement the researchers were deliberate in selecting an interviewer who shared similar gender, professional, ethnic, and cultural traits as the respondents. She also understood the dialect and terminology frequently used by Ja-American women.

Her training included a review of the Interview Protocol and participating in the same interview process as used with the respondents. She was also briefed on the memoing practices and encouraged to provide a concise summary following each interview. Monitoring included a debrief after the researchers perused each interview audio file. Strategies to encourage elaboration, maintain timeframes, and elicit relevant information were reviewed as necessary.

The researchers believe there is a potential for interviewer bias due to shared similar cultural, ethnic, and professional respondent characteristics. However, the interviewer was very cognizant of adhering to the boundaries established by the Interview Protocol. Review of the audio interview files did not detect any evidence of interviewer bias such as inappropriate insertion of opinion or experience into questions, responses, or tonality.

3.3 Sample Selection

Qualitative research is understanding situations in their unique context and interactions. This approach was selected to explore respondents making sense of their experiences, perceptions, and meanings they attribute to their professional success. That is to understand the nature of the setting, what it means for participants to be in that setting,

what their lives are like and what's going on with them, what their meanings are, what the world looks like in that setting (Merriam, S. B., 2002).

The pre-interview questionnaire served as a qualifier to identify appropriate respondents and provide a preamble to the interview content for an informed opportunity to accept or decline the voluntary role of being an interviewee. This ensured there were sufficient respondents prior to initiating the study. It also served to collect demographic data such as age range, employment, generation, marital status, education, children, home ownership status, organizational industry. Additional closed ended questions related to values, attitudes and perspectives were collected and may be used as supporting data. This approach centered on collecting data that is specific to answering research questions.

3.3.1 Purposeful Sampling

Volunteer participants from the matrix (Appendix VI) were invited to participate in the in-depth interviews. The total number of interviewees was determined when theoretical saturation was realized. Sampling develops and/or elaborates emerging concepts or substantive theories with pertinent data when the Literature Review does not result in promising concepts in terms of conceptual properties to propose a research model. Unique or interesting issues can be examined using qualitative methodologies, which are well suited to provide in-depth descriptions or explanations of phenomena, (Arnold E. & Lane, S., 2011).

To best understand the phenomenon from the participants' perspective within the study's timeframe, a purposeful sample was restricted to a small unit of Jamaican women, who are first- or second-generation immigrants, residing in Florida, who are current or

former JWOF members, between the ages of 21 and 70 years, with the cognitive ability to recall their immigrant experience. First-generation respondents demonstrated recall of their migration and acculturation experiences. Second-generation respondents demonstrated the ability to effectively provide generational insights through differentiation between their ethnicity and their acculturated American experiences. All respondents were invited to provide insights significant to this study by sharing narratives of their professional journey during the interview process. Use of an equal number of respondents from both generations was intended to cross-validate the information.

3.3.2 Respondent selection using purposeful sampling

The underlying goal of a qualitative research study is to produce results which are rich in information, deep in understanding and contextualized, therefore not necessarily transferable to another setting or generalizable to a larger group. For this reason, sample sizes in qualitative studies are usually considerably smaller than in quantitative studies. Sampling in qualitative studies is also often purposeful, which means that participants (or sites or documents) are specially chosen because they are likely to provide knowledge or have experience of the phenomenon being studied, (Arnold, E. & Lane, S., 2011).

The matrix of volunteer respondents from the Jamaican Women of Florida Inc. (JWOF) (Appendix VI) are members who completed the Pre-Interview Questionnaire in Qualtrics utilized to collect primarily demographic data from approximately fifty respondents created a selection pool for the in-depth interviews. Twenty volunteer respondents were selected as potential interviewees, depending on theoretical saturation. To protect respondents' identity a combination of their two or three letter initials and last

four digits of their cell phone numbers were used to maintain anonymity as documented in the respondent profile matrix Appendix VI, column#1 An example of a respondent's pseudonym is CE6749.

Respondents were invited to participate following permission to conduct the study by the organization's President Appendix VII. A request for participation, by the president appeared in organizational media. This yielded about 60% of the respondents. The remaining 40% were obtained by the researchers using the snowball method.

Potential interviewees were grouped by first- or second-generation distinctions and then selection of the first four interviewees of each group by choosing every fourth respondent. This process of interviewee selection was repeated until theoretical saturation, and codes were satisfied with the information required to answer both research questions.

Eight respondents, four from each generational category, were interviewed in the first iterate of the study. An additional four interviews were conducted in the second iterate to ensure each code was satisfied, a determinant of theoretical saturation for this study.

3.4 Data Collection

Interviews and the initial coding comprise the data collection process in qualitative research.   Interviews were conducted virtually, utilizing Zoom and stored in a Google Docs folder for retrieval of the data during analysis. As the data collection instrument, interviews were selected to empower the sharing of journeys to success and illustrate the common strategies to maximize achievement and minimize challenges. Interviews substantiated probing for respondents' underlying values, beliefs, and assumptions to shape the study's interpretations. The interviews also allowed participants a voice on issues

deemed salient to them. It is further argued that "interviews are well suited for capturing behaviors that have taken place in an authentic context and to learn unique perspective from participants, (Azungah, T., 2018).

Individual virtual interviews conducted by an independent interviewer had a duration range of 45 to 75 minutes. Audio files were transcribed and then coded by an independent coder and the researchers for comparison and consensus. Data extracted from respondents' recollections during the coding phase were reported as findings based on the researchers' interaction with the content as it is contextually relevant to the study.

The dialogue and interaction between the interview respondents and researchers strengthen new theory development based on the collaborative results of shared insights gleaned during data collection. Reflective of interpretations based on beliefs, prior knowledge, and lived experiences, the data collection process assumes a lack of complete objectivity and is therefore treated as a subjective reality that is contextually situated during the analysis phase. Neither data nor theories are discovered but are constructed by the researcher because of his or her interactions with the participants (Charmaz, 2006).

Theoretical saturation was realized when after careful examination of the collected data there was no new information to substantiate additional meaning. Each new interview when compared offered a unique narrative and potential variables for future study consideration, however the content became additional substantiating evidence for existing codes and did not lead to the need for new codes. This insight indicated completion of the data collection process as defined in this study.

3.4.1 The Interview Structure

Considering the limited time to achieve longitudinal research, this study employs a structured interview process with predetermined specific questions that are introduced in the same conceptual order to all the respondents. Getting good data in an interview is dependent on asking well-chosen, open-ended questions (Merriam, S. B., & Tisdell, E. J., 2016). The interview questions are housed in Appendix I, reflect the major concepts identified in the Literature Review. These will be later revisited as part of the conceptualization phase of the study.

Utilizing a human as the data collection instrument, it is important to identify biases or subjectivities identification and monitor them as to how they may be shaping the collection and interpretation of data, (Merriam, S. B., 2002). In this research design, monitoring for biases included an independent interviewer who is not a respondent and is only privy to the Interview Protocol and questions. Additionally, interviewer selection requires someone who is skilled in conducting formal interviews, following protocol and the ability to extract interviewee information in a conversational yet professional manner.

The interviewer utilized the same questions in the order provided in the Interview Protocol. However, the interviewer was permitted to personalize and/or paraphrase the questions to elicit the best narrative of the experience. Interviews with narratives that provided incomplete or inadequate data were screened during the analysis phase.

The Interview Protocol also allotted consideration for second respondent interviews to allow for clarification and/or acquisition of additional information. The researchers'

discretionary follow up interviews were deemed unnecessary to satisfy the requirements of this study.

3.4.2 Transcription and data management applications

Data of individual case studies for each respondent were collected via a coding process then analyzed to identify categories and themes as a preliminary investigation to conceptualize an emerging theory. TurboScribe, an AI-powered transcription service was utilized to convert participants' audio files to Word. All recorded interviews were transcribed and 'cleaned' in preparation for coding. Transcribed interviews seldom provide the same information as the actual interview due to transitions, rhythm of speech, tone, interpretation of dialect, intended pronunciation positioning, redundancies; words that sound alike e.g. plane and plain. These issues were addressed in the cleaning of the files.

Coded interviews were downloaded into the QR International NVivo qualitative computer software for data management and analysis to facilitate summarization of major emerging concepts following the inquiry. Concepts were developed through constant data comparison and supported with analytical memoing as a sense-making tool to help guide ongoing inquiry. All collected information was stored in a database accessible only by the researchers. Respondents were identified only by their initial identifiers and unique code. No identifiable personal information was stored.

3.4.3 Coder selection, training, monitoring practices

The researchers believed an independent coder increased the study's inter-rater reliability. Selected for her cognitive skills along with her ethnic and cultural similarities to the respondents, the external coder was provided a general overview of the study,

training, and the codebook but was not privy to the research documentation. Training included: review of the Coding Protocol (Appendix VIII); line-by-line coding instruction; observing the practice in a YouTube video; modeling of sample coding; an opportunity to practice code separately, excerpt of a pilot interview and then compare the results; and constant monitoring to refine the process and ensure consistency in code application.

Each transcribed interview was sent to the external coder electronically in a Word table with two columns, the first housed the transcribed document the second provided space for the code assignment. Researchers used the same document to code separately then transferred the coded lines to an Excel spreadsheet for comparison. Next in the initial coding process, researchers and external coder met virtually to collaborate on the results. Similarly assigned codes were identified and consensus was reached where differences existed. A code "Not Coded" was added to house codes that consensus could not be reached. Two other codes that evolved from coder discussions were "Not Relevant" for transitions or statements that provided information outside of the study's focus and "Repetition" for statements repeated without adding to the information and not offered for stressing significance. Discussions on code assignments aided clarification of code descriptions.

Central to the coding practices was the focus on in vivo coding versus interpretation of the statements made by respondents. Monitoring focused on this differentiation during code assignments. Often participants made multiple statements within a sentence and the subjective decision to code a phrase versus a sentence and sometimes even a paragraph was challenging. Further, often there existed the opportunity to assign multiple codes to

the same statement and that was eliminated by determination of the dominant code. A review of the question being answered by the respondent was helpful in making that decision.

The researchers believe there is a potential for coder bias due to shared similar cultural, ethnic, and professional respondent characteristics. However, the coder was cognizant of adhering to the boundaries established by the Coding Protocol. Monitoring of the coding process discussions included evidence of coder bias mostly from interpretation due to the knowledge of the dialect. The coder was encouraged to contribute to memoing by offering an overview prior to the start of each coding session. In addition to providing external insights this also aided the identification of biases. This dialogue with the coder was also instrumental in the determination of theoretical saturation.

3.4.4 Theoretical Saturation

Grounded Theory requires the collection of data and analysis to continue until the point at which additional data does not provide new insights or knowledge about the study. As illustrated in Figure 1, data collection was repeated until theoretical saturation was achieved signaling completion of the collection phase incorporating the notion that content and context of the identified categories were sufficiently explained. There are no strict *priori* formulae for calculating this at the outset of a qualitative study. Instead, sample size is based on the quality of the data collected and on saturation, both of data and of emerging theoretical concepts… the decision to suspend data collection must be fully and openly justified and will be part of the appraisal of the rigor of the study, (Arnold E. & Lane, S., 2011).

3.5 Data Analysis

Analysis strives for depth of understanding (Merriam, S. B., 2002). Qualitative inquiry employs emerging descriptive words and phrases not numbers to share the findings as contextual descriptors, which differentiates it from other research approaches that require all relevant data to be collected before the analysis. The table below summarizes the main characteristics of qualitative research incorporated in this study.

Table #4 Characteristics of Qualitative Research (Merriam, S. B., & Tisdell, E. J., 2016).

Characteristics	Definitions	Application
Focus of Research	Describes the phenomena from respondents' experiences	Provides interview data
Philosophical Roots	Constructivism (see description below)	Creates foundation for the design
Design Specifications	Flexible, evolving, emergent, predetermined structured	Establishes the *Conceptional Framework*
Sample	Small, purposeful, theoretical, in-depth information from a few respondents	Develops the interview questions
Data Collection	Researcher as primary instrument utilizing interviews,	Relates *Priori Codes*
Analysis	Summaries categories, interpretation - deductive, constant comparison of one segment of data with another to determine similarities and differences	Generates the Conceptual Framework Conceptualized
Findings	"Rich Description" with focus on words, phrases quotes	Produces answers to the research questions

https://www.researchgate.net/figure/Flowchart-qualitative-data-analysis_fig1_358479993

Qualitative analysis begins with codes (meaningful words, phrases, etc.) used to identify common patterns that are refined and adjusted throughout the process, (Merriam, S. B., 2002). Coding is more than labeling as it links repetitive patterns found in the narratives to form groups of similar codes into categories then into themes. Using a questioning technique (who, what, when, where, why, or how) relationships between emerging concepts are categorized by similarities. In this study codes are linked to concepts as an intermediary step in chunking the data. Pertinent quotes are included in the results documentation to support the findings recorded in the codes, categories, themes, concepts,

tentative hypotheses, and the substantive theory. These quotes contribute to the descriptive nature of qualitative research (Merriam, S. B., 2002).

3.5.1 Constant Comparisons

In qualitative research data analysis is simultaneous with data collection moving from specific raw data presented as codes to abstract categories and [themes] (Merriam, S. B., & Tisdell, E. J., 2016). Fundamental to the application of Grounded Theory is simultaneous coding during the data collection and analysis phase of the research. As researchers collected data, they constantly compared the similarities and differences of new data to prior data. Constant comparison of the emerging themes determined necessary adjustments to redirect the data collection. To wait until all the data is collected is to lose the opportunity to gather more reliable and valid data, (Merriam, S. B., 2002). This Iterate Process of constant comparison served to differentiate the collection of new data from unique narratives and signified theoretical saturation. This increases concept generality and explanatory power (Glaser & Strauss, 1967). Constant comparison also accommodated data chunking into manageable parts for analysis and assured that all data are systematically compared to all other data in the data set. This assures that all data produced will be analyzed, (Yu, M., & Smith, S. M., 2021).

3.5.2 Memo Writing

Sense making of collected data used memoing practices to document researchers' reflective thoughts encompassed ideas and insights on how the data collection and analysis was progressing, an ongoing process as a critical link between interview data and creation of codes and categories… "written records of analysis" (Mohajan, D., & Mohajan, H.,

2022). Initially perceived as notes of research progress, memos are foundational to the discussion and documentation of findings. These are reflective interpretive pieces that build a historic audit trail to document ideas, events, and the thought processes inherent in the research process and developing thinking of the analyst … These form the core of Grounded Theory and increase the level of abstraction of ideas… an analytic and essential process that is "in ensuring quality in grounded theory". Memoing becomes part of developing the theory, … It is the pivotal intermediate step between data collection and the drafting of the theory (Mohajan, D., & Mohajan, H., 2022).

3.5.3 Axial Coding

Use of an intermediatory phase of data analysis, Axial coding, reevaluated codes through regrouping and delineation of relationships between core concepts and developed categories from similar codes that resulted in a comprehensive compilation of main categories as precursors to conceptualize a core theory. Figure 2, (page 36) illustrates the progression from code development to conceptualization of major themes, the intended outcome of axial coding.

3.5.4 Selective Coding

Summarization and categorization of the common codes identified key themes which led to conceptualization derived from a comparison of commonalities across all the interviews. Identification of a substantive theory based on collected data is the final step in the grounded theory process. In the selective coding phase researchers used theoretical sensitivity to identify the essential concepts from the outputs of the initial stage, (Yu, M., & Smith, S. M., 2021). Building a substantive theory aimed to identify a core category or

categories… the main conceptual element through which all other categories are connected … must be central, that is related to as many other categories and their properties as is possible, … must appear frequently in the data… and must develop the theory (Merriam, S. B., & Tisdell, E. J., 2016).

Predetermined by the specific timeframe of this longitudinal study, the design goal created a preliminary theoretical theory to explain the success commonalities of professional Jamaican women, an outcome identified in the Conceptual Framework. Categories and the properties that defined or illustrated the categories are conceptual elements of the theory. All derived from or "grounded in the data". Hypotheses are the relationships drawn among categories and properties (Merriam, S. B., & Tisdell, E. J., 2016). Resulting propositions from the themes become the independent variables of a proposed research model for further study.

3.5.6 Conceptualization Approach

This study aims to produce a preliminary conceptualization to explain the studied phenomenon as illustrated below.
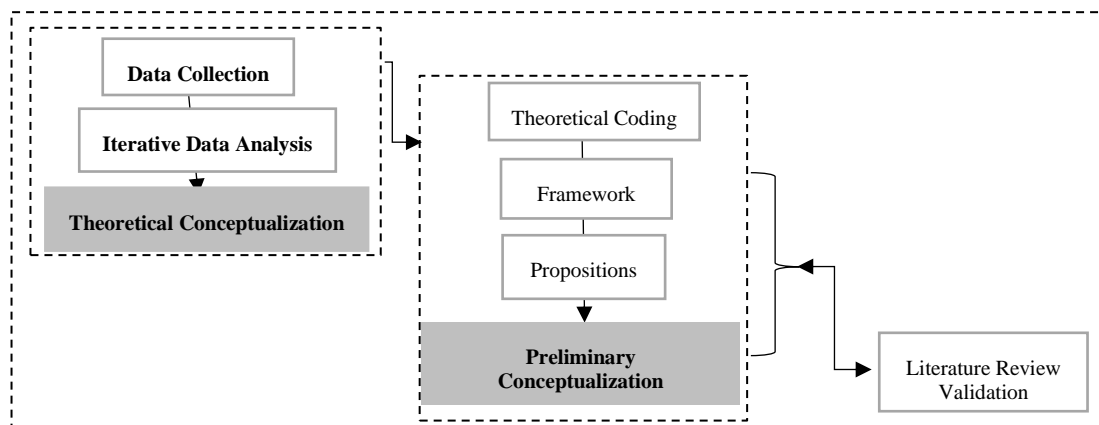
Figure # 5 Prosed Study Outcome illustrates the intended study format

3.6 Data Integrity

As data is collected and analyzed, considered are accuracy, completeness, and consistency as important design components that speaks to trustworthiness describing the degree to which researchers and readers are convinced that a research study has captured a significant experience or process related to their topic. Typically governed by certain rules or standards that guide study/data collection designs, … include: (1) validity and reliability of measurements, (2) construct proliferation (redundancy), (3) common method bias (attributable to the measurement method rather than to the constructs the measures represent… could lead to inaccurate inferences), (4) generalizability concerns, (how well inferences can be made from observations in a particular sample population), (5) questionable research practices (pose an imminent threat to the validity of scientific findings… between proper scientific conduct and overt fraud…centers on knowingly or unknowingly using researcher degrees of freedom e.g. stop or prolong data collection efforts to obtain "interesting" findings, alter inclusion/exclusion criteria, collapse experimental conditions), and (6) data handling and storage (formatting data in a comprehensive and shareable format, the usage of proper repositories to protect against data loss, or the foresighted writing of respective analysis scripts to aid future usage of the data). (Götz, M., & Field, J. G.,2022). Data security in qualitative research is particularly important to ensure the ability to trace and search for data associated with the study. Reviews of qualitative research articles frequently utilize inflexible sets of procedures and provide contradictory feedback when evaluating acceptability (Levitt, H.H., et al 2017). To establish data integrity research designs and procedures should support the research goals by answering the research questions.

Given the diverse nature of qualitative research there are only generalized checklists to evaluate a study's rigor and quality. Table # 5 below identifies the criteria proposed for this study as follows:

Table # 5 Research Evaluation Criteria

Criteria	Explanation	Status
Respondent Selection	Selection satisfied the intended population criteria.	Completed
External Interviewer	A professional external interviewer trained on the study's Interview Protocol was utilized	Completed
Independent Coder	To ensure interrater reliability an independent, trained coder along with the researcher will complete the coding process	Completed
Paper Trail	Documentation of explicit processes followed the design decisions. Memoing practices documented reflective insights during the analysis phase.	Completed
Transparency	Acknowledgement of researcher's biases and personal experiences may be reflected in the data collection, analysis, and interpretation of the finding.	Completed
Ethical Issues	Receipt of IRB approval. Anonymity of participants' personal data and identifiers to preserve confidentiality of quotes. Explanation to respondents that their actual words might be used.	Completed

Below is a summation of integrity procedures adapted from Levitt, H.H., et. al. It recommends evaluation via two composite processes: (a) fidelity to the subject matter, which is the process by which researchers develop and maintain allegiance to the phenomenon under study and (b) utility in achieving research goals, which is the process by which researchers select procedures to generate insightful findings that usefully answer their research questions, (Levitt, H.H., et al 2017).

Table # 6 Summation of Integrity Procedures

Fidelity to Subject connection between study and respondents	Utility in Achieving the Goals Effectiveness of research design process selection that organizes data to respond to the research
Data Collection - *Achieved via interviews that offered access to authentic experiences that may otherwise have been challenging to observe. Method offers real excerpts that are supportive of findings*	
Adequate data: focused on small sample that yielded data that is rich and inclusive determined by theoretical saturation	**Contextualization**: for clear limitations in historically situated accounts and demographic data
Perspective in Collection Management: • Acknowledged researcher, interviewer and coder professional and cultural similarities	**Catalyst for Insights:** Methods selection supportive of providing rich insights for analysis • Questions formatted from Literature Review • Interview Protocol

Fidelity to Subject connection between study and respondents	Utility in Achieving the Goals Effectiveness of research design process selection that organizes data to respond to the research
• Elicit new responses not just confirm existing perceptions • Used non-leading language, open-ended questions • Ask respondents for feedback for additional information • Strategic questions to check accuracy and completeness	• Codes and subcodes from priori coding • Quotes from data to support findings
Data Analysis	
Perspective in Analysis Management: • Draw data from presented information not prior knowledge • Design guided by Conceptual Framework • Use of subcodes to observe specific dynamics • Memoing to be aware of limitations and perspectives • Consider data across experiences	**Meaning Contributions**: data provides findings that are meaningful in addressing the research goal • Establish emerging data • Facilitate replication • Identify new concepts for future study/exploration
Groundedness: degree to which meaning identified in analysis is rooted in good qualitative research that data supports findings. • Use of quotes to support findings • Illustrations and visuals that allow reader judgement	**Coherence:** Consideration of inconsistent findings and explanation of contradictions

3.7 Researcher Role

Qualitative researchers allow themselves to be taken into the world of the [respondents] … immersing themselves in [their] social context … to learn about [their] experiences and the meanings given for those experiences within [respondents'] local context or culture… interpretative understanding emerges from the researcher's own prior knowledge, interest, values, emotions, and cultural affiliations which are also subject for scrutiny and examination in the interpretation of [respondents'] experiences, (Sciarra, D., 1999). Framed with that perspective, the researcher's interpretation ability is enhanced as a 1st generation, female, Jamaican immigrant, raised partially in Jamaica and in Canada and migrated to America as an adult. Attaining professional success was achieved in two major organizations, Florida Power & Light and Broward County Schools.

The researcher adopts an insider viewpoint in the discovery of respondents' perspective of their success journey. Interest in the study originated from mentoring young

ladies and particularly facilitating the charge during JWOF presidency. Permission from the 2023 – 24 president/vice president (then president elect for 24-25) Appendix VII and relationships with members provided access to potential interviewees.

The researcher acknowledges the potential disruptive nature of bias from her experiences and preconceptions. This is pertinent due to Qualitative research's reflective, subjective nature requiring care in respondent selection and their narratives' interpretation. This study aims for impartiality where the researcher applied critical self-reflection, ensures transparency in the research design logic and utilization of respondents to critique the findings to reduce and hopefully eliminate bias.

3.7.1 Researcher role practices

Constructive-based GT studies emphasize the value of researchers in light of constructing theory, … the skill of a researcher when knowing how to detach and then firmly attach at another point, (Yu, M., & Smith, S. M., 2021). To determine researcher practices there is the question of the [researcher's] ability to exhibit objectivity when collecting data, since the specific ideas and beliefs predominant in the society to which the [researcher] belong, will affect, or even determine "the kind of truth" [he/she] discovers, (Fink A. S. 2000). To achieve the steps in Table # 4 Characteristics of the Qualitative Research Process, the researcher must feel very personally involved in every step of the research process, because every consideration and decision will have to be based on entirely personal grounds, (Fink A. S. 2000). The table below lists researcher role challenges and how they were addressed in this study.

Table # 7 Researcher Role Challenges Addressed adapted from (Yu, M., & Smith, S. M., 2021).

Challenges	How addressed
Sole interpreter of the data	Research design outlined in Conceptual Framework prior to start of research. Collaboration with independent coder and Dissertation Chair.
Reporting credible data as fair presentation of the respondents' narratives	Respect for privacy, establishment of honest and open interactions, and avoiding misrepresentations. Use of informed Consent to specify data to be collected and intended usage. Reviewed at start of each interview.
Loyalty to respondents' anonymity when discussing findings	Use of pseudonyms to protect personal information; Information stored on researcher's password protected computer; removal of identifier components in reported findings, biographical details amendments in demographic data.
Share findings (from researcher's computer to publication and presentation	Levels of self-disclosure, objective displays of emotion during the interviews, and strategies to end the relationships are well defined and communicated.
Emotional Distancing	Consistency of verbatim reporting rather than interpretation during initial coding

Considering the significance of personal relations in grounded theory, … there is no control in this natural field, investigators are not detached from the research process, and ought to be conscious of their prejudices and potential influence on the study. (Sanjari, M., et. al., 2014)

CHAPTER IV - RESULTS

In this chapter qualitative data is reported as descriptive findings from interviews of 12 respondents who satisfied the sample population criteria. Summary of key findings, as narratives, without interpretive discussion, substantiate the lack of a comprehensive success model for Ja-American women particularly those at the lower professional levels.

The researchers used a Grounded Theory approach due to limited academic data specific to the inquiry focus. The results provide foundational information on Ja-American women's professional commonalities, including strategies intended to empower and guide professional success with an emphasis on generational improvements.

The research questions: 1) How do Jamaican women in Florida perceive their journey towards professional success? 2) How do first- and second-generation professional women compare in maintaining the intersection of work and culture? Three concepts emerged from the Literature Review: 1) 1st and 2nd generation, 2) Intersection of work and culture, and 3) Professional success. A Conceptual Framework (p. 45), comprised of these elements, guided the data collection, analysis, and the findings of this chapter report.

4.1 Respondents

Twelve female respondents of first or second-generation, Jamaican ancestry, all affiliated with the Jamaican Women of Florida were selected. Purposeful sampling to ensure a variety of professional and migration experiences was used initially and yielded 60% of the respondents. Snowballing produced the remaining 40%. They were selected from a potential study group of women who were prequalified via a questionnaire in Qualtrics, (Appendix II) that collected demographic data.

Table #8 shares relevant, individual, demographic data. Noted is all are above 30 years. Only one respondent was born and spent their formative years in the same country. Only one respondent was born in the United States of America but grew up in Jamaica. Another was born in America, raised in Canada then reentered the United States as an adult. Researchers observed 33% (4) respondents were single, and 67% (8) were married at the time of the study. Two single respondents were married during part of their journey.

Table#8 Respondents Demographic Data Relevant to this study

P. # Pseudonym	Interview Date	Generation	Birthplace*	Where Spent Formative Years *	Primary Parent in formative Years	Age Range	Current Marital Status	Children A=Adult M=Minor N=None	Highest Education	Career Initiation Location*	Industry	Role Level	Creer Stage**	Success Rating***
P1 AFS9075	10/11/23	2nd	J	J	Father	31-50	Single	Minor	JD	U	Law	Partner	Late	Satisfied
P2 NHR8825	10/16/23	1st	J	J	Father	31-50	Married	None	Masters	J	Transport	HR	Est.	Dissatisfied
P3 DMG4433	10/18/23	2nd	U	U	Both	31-50	Married	Minor	Bachelors	U	Insur.	Professional	Est.	Growing
P4 AMC5707	10/24/23	1st	J	J	Mother	50+	Single	Adult	JD	J	Law	Partner	Dec.	Satisfied
P5 MBR9256	11/02/23	2nd	U	U	Both	31-50	Married	Minor	Doctorial	U	Edu.	Director	Mid	Satisfied
P6 KM6766	11/03/23	2nd	U	U	Mother	31-50	Married	None	Masters	U	NFP	Professional	Est.	Growing
P7 CAT5314	11/08/23	1st	J	J	Mother	31-50	Single	None	Bachelors	J	Media	CEO	Mid.	Growing
P8 TB1585	11/15/23	1st	J	J	Both	31-50	Married	Minor	Bachelors	E	Entrep.	CEO	Mid	Growing
P9 SG7558	11/20/23	1st	J	J	Both	31-50	Single	Adult	Doctorial	U	Educ.	Director	Late	Growing
P10 AR4360	11/21/23	2nd	J	J	Both	50+	Married	Adult	Doctorial	U	Educ.	Director	Dec.	Satisfied
P11 JLC2404	11/29/23	2nd	U	J	Mother	31-50	Married	Minor	Masters	U	Med.	Manager	Est.	Growing
P12 DJ6445	12/4/23	2nd	U	C	Both	50+	Married	Adult	MD	C	Med.	Doctor	Dec.	Satisfied

*J= Jamaica; U = United States; C = Canada; E= Europe   ** Career stage subjectively assigned based on respondent's narrative   *** growing is satisfied with a desire for more

All respondents had at least one degree even though in this study the researchers considered traditional and nontraditional paths to professional success which means educational level was not a consideration. Noted: 50% (6) had terminal degrees (3 Ph.D., 2 JD, 1 MD); 25% (3) had a master's degree and 25% (3) had a bachelor's degree.

When referring to the primary parent who impacted their professional decisions, 34% (4) respondents credited their mother exclusively, *my mom was the person who would provide any means… thankfully, it was her setting the pace for me.* Six of the respondents 50% articulated both parents influenced their journey, *it has always been a goal of mine to*

be successful, always, because I could see it in my parents. The remaining 16% (2) referred
to a strong paternal influence.

> *My father was in the same field as I am medicine. And so, from a little girl, he sort
> of brainwashed me. I remember him then buying me books about being a doctor, a
> stethoscope, you know, had me working in the office early.*

Another respondent also had paternal influence in a shared profession, *my father was
actually an attorney in Jamaica, … Apple didn't fall too far from the tree.*

Researchers noted among the respondents: 41% (5) have minor children, 34% (4)
have adult children and 25% (3) do not have any children. The pride and co-relationship of
motherhood and professionalism is well summarized by this respondent:

> *I think after I had kids, they became paramount, especially having girls. It was like,
> they've gotten to see an example that they can pattern and excel in that. So, I would
> say, success became more important to me.*

Another respondent shared her appreciation for achieving a level in her professional growth
that allowed flexibility to attend to her children as needed…*when necessary, they can talk
and tell me like, mommy, someone hit me or whatever.* This sentiment of professional
levels that supported the combined motherhood and professional role was also appreciated
by this respondent who stated,

> *…everybody in every place I've worked knows my children because I would take
> them with me. And I think they've embraced that very well. So, I've always been
> able to balance both of them.*

Those respondents who have adult children reported them being minors during part of their
professional journey. *I had a son when I was young…just before I started medical school.
I delayed starting medical school for a year…that was a challenge to have a child and go
to medical school.*

Most respondents self-reported satisfaction with their professional level which ranged from professional actualization to being satisfied with rate of growth and acknowledged further career aspirations. Only one respondent reported dissatisfaction with her rate of professional growth.

> *My experience being in human resource development, that is what I wanted to continue... [it was] my last employment back home. I find it was very difficult to assimilate and get employment in that field. Solely because when you come to the US, it seems you have to start over with a clean slate as opposed to them looking at your experience. I was told, hey, you do not have enough experience… even though you have a lot of experience and could be a good candidate …have all the right skills … can't move forward because you have no experience here in the US and so that was very difficult for me.*

4.2 Data Collection

Researchers collected data using a deductive approach with the Priori Codes found in Appendix IV Interviews done between October and December 2023, were conducted virtually using Zoom and an external interviewer. The structured interview with open-ended questions as documented in the Interview Protocol (Appendix III) administered the same questions in the same order to ensure consistency. Researchers transcribed and cleaned audio files prior to the descriptive-coding process.

An independent coder and researcher coded each interview separately utilizing the Coding Protocol (Appendix VIII) and the Codebook (Appendix IV) and line-by-line coding instructions. The researcher and coder then compared the results for consensus on code assignments. When consensus could not be reached, the data was placed in "not coded" for later consideration. There was also a "not relevant" code for data that was not pertinent.

Two iterations of coding realized theoretical saturation when no new information was identified, and all the codes had supporting data.   The first iterate was comprised of eight interviews and the second iterate had an additional four interviews. Following completion of data collection using priori coding, the researchers progressed to axial coding where categories were identified from the emerging patterns.

4.3 Analysis Process

Researchers used descriptive–focused analysis from which seven themes emerged from fifty-eight (58) codes (excludes not coded and not relevant), defined in the codebook. Codes distribution among three concepts are listed in Appendix IX reflecting code

Figure 6 Code Distribution *reports number of respondent responses by code*

assignment by research concept. Researchers considered codes that were significant to the respondents as determined from codes that were addressed by all respondents and summarized above.

Researchers then charted the codes that respondents had the most to say, recognized by the word count as demonstrated by the code count reflected in the chart below.
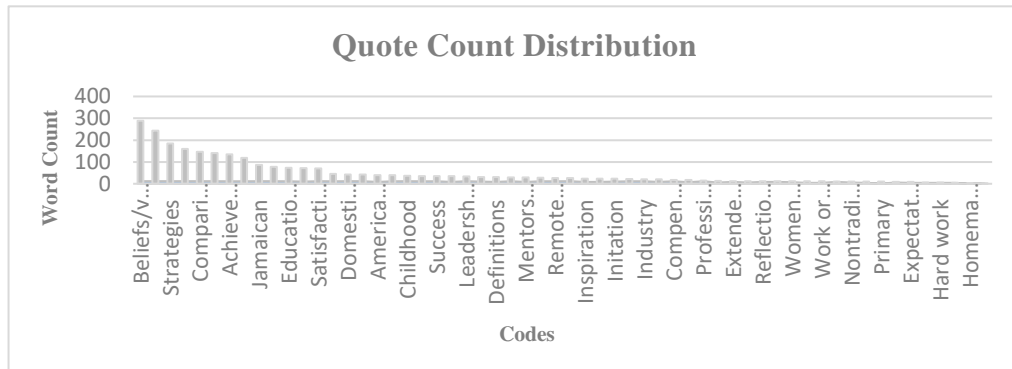
Figure 7 Quote Count Distribution illustrates the frequency of word count by code.

Researchers considered the most significant responses in quartiles determined by quote count. They reduced the code count to 54 by removing birthplace, considered a generational assignment reconfirmation, reflections as supporting data, and definitions as informational.
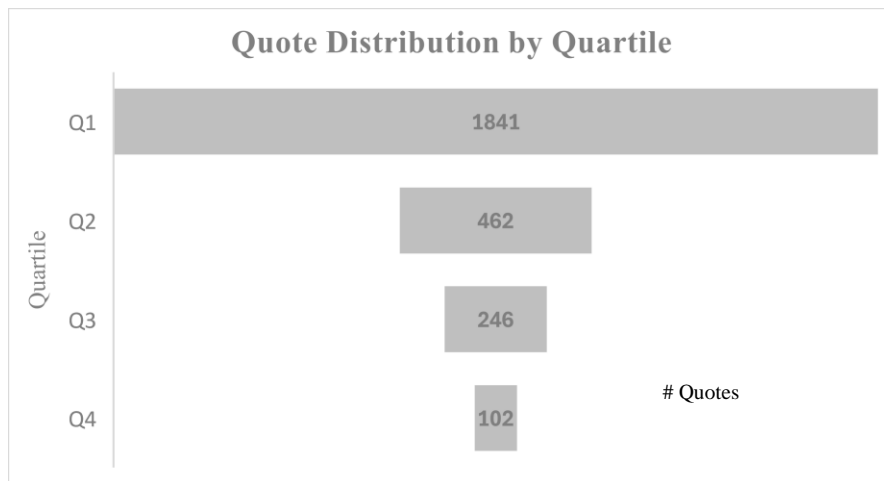
Figure #8 Quote Distribution by Quartile

The resulting quartiles each had a distribution of 13 or 14 codes whose contents are listed below:

Table #9 Codes by Quartiles

Quartile 1 (Q1)			Quartile 2 (Q2)			Quartile 3 (Q3)			Quartile 4 (Q4)		
Belief/values	12	289	Domestic Help	12	42	Growth	12	26	Traditional Path	9	11
Challenges	12	243	Children	12	42	Inspiration	9	24	Women at Work	7	11
Strategies	12	184	American Dream	8	40	Credentials	8	24	Work or home	5	11
Evaluation	12	160	Contributors	11	39	Initiation	10	23	Nontraditional path	6	10
Comparisons	12	146	Childhood	12	36	Professional org.	11	22	Role	5	10
Goals	12	140	Perception	11	35	Industry	11	20	Primary	2	10
Achievement	11	135	Success	11	35	Cultural Percep.	8	20	Superwoman	6	9
Influencer	11	119	Household	9	35	Compensation	11	18	Expectations	4	8
Jamaican	12	86	Leadership	12	34	Generation	7	18	Reliance	4	6
Maternal Dom.	12	78	Comm.invol.	10	31	Prof. Level	11	14	Hard work	5	6
Educat. Imp.	11	73	Chores	11	29	Community Serv.	6	13	Pay/Promotion	5	5
Migration	10	72	Mentorship	9	29	Extended Family	9	12	Homemaker	2	3
Satisfaction	12	70	Career	11	28	Prediction	6	12	Genetic Specific	2	2
Spouse	11	46	Remote Work	11	27						

Researchers noted Q1 had the most comment count and from most or all respondents. In contrast, Q4 listed the least comments, made by comparatively fewer respondents. Fifty Seven percent 57% (8) codes in Q1 reside in the concept of Intersection of Work and Culture and answers Research Question 1. The remaining codes had approximately 21% (3) in the other two categories. Q2 reports a shift with 50% (7) of the comments covered in Perceptions of Success, 36% (5) in the concept of Intersection of Work and Culture, 14% (2) comments referred to codes for 1st & 2nd Generation. Q3 shifts towards balancing code distribution: Concept A 31% (4); Code B 23% (3); Code C 46% (6). Q4 housed codes supporting Concept A: 47% (6), B. 15% (2), C. 38% (5). See Appendix IX for the distribution of codes by concepts. Implications of these findings will be explored in the Discussion Chapter. The illustration below provides a visual of the concept model implementation followed by a theme-based reporting of the findings.

Components   Codes   Categories/Clusters   Conceptualization (Themes)

Literature Review

Components

A. 1st & 2nd Generation

B. Intersection of Work & Culture

C. Perceptions of Success

Codes

A.
Birthplace
Childhood
Community Invol.
Comparison
Expectations
Generation
Initiation
Migration
Perception
Primary
Prediction
Reflection
Reliance
Role
Spouse
Women at Work
Work or Home

B.
American Dream
Beliefs/Values
Chores
Community Svc.
Cultural Percep.
Domestic Help
Extended Family
Homemaker
Household
Influencer
Jamaican
Maternal Dom.
Superwoman

C.
Achievement
Career
Challenges
Children
Compensation
Contributor
Credentials
Definitions
Educational Impact
Evaluation
Gender Specific
Goals
Growth
Hard Work
Industry
Inspiration
Leadership
Mentorship
Nontraditional Path
Pay/Promotion
Professional Levels
Professional Org.
Remote Work
Satisfaction
Strategy
Success
Tradition Path

Categories/Clusters

A. First 1st & 2nd Generation

Primary Socialization	Community Involvement	Generational Differences	Likelihood of Success	Relocation	Gender Expectations
Birthplace (9/10) Childhood 10/36 Primary (2/10) Reflection (8/15)	Community Involvement (10/31)	Comparison 12/146 Generation (7/18) Perception (11/36)	Expectations (4/8) Predictions (6/12) Initiations (12/25)	Migration (11/13) Reliance (4/6)	Roles (5/10) Women at Work (7/11) Spouse (11/46) Work or Home (5/11)

B. Intersection of Work & Culture

Customs & Norms	Worth Ethic Development	Support	Role Conflict
American Dream (12/44) Beliefs/Values (12/304) Community Service (6/13) Cultural Perceptions (8/20) Jamaican (12/66)	Chores (11/29) Domestic Help (12/42)	Extended Family (9/12) Homemaker (2/3) Influencer 12/120 Maternal Dominance (12/78)	Household (9/35) Superwoman (6/9)

C. Perceptions of Success

Stages of Professional Journey	Employment Attributed	Career Complications	External Influences	Preparation	Success Planning	Drivers of Success
Growth (12/26) Nontraditional Path (6/10) Remote Work (11/27) Traditional Path (9/11)	Career (11/28) Compensation (11/18) Gender Specific (2/2) Industry (11/20) Pay/Promotion (5/5) Professional Level (11/1)	Challenge (12/246) Children (11/42) Hard Work (5/6)	Contributor (11/39) Inspiration (9/24) Mentorship (9/29) Professional Organization (11/22)	Credentials (11/24) Educational Impact (12/76)	Achievement (12/107) Evaluation (12/160) Goals (12/140) Satisfaction (12/70) Strategy (11/184) Success (11/35) Leadership (12/34)	Evaluation (12/160) Goals (12/140) Strategy (11/184)

Conceptualization (Themes)

A. 1st & 2nd Generation

1. Preparedness
Primary Socializations
Generational Differences
Gender Expectations

2. Establishment
Relocation
Community Invol.
Likelihood

B. Intersection of Work & Culture

3. "Jamaican-ness" (Identity/social impact)
Customs & Norms
Role Conflict
Support

4. Work Ethic Development

C. Perceptions of Success

5. Drivers of Success

6. Considerations
Stages of Professional Journey
Employment Attributes
Career
Complications
External Influences

RQ2:
How are 1st & 2nd generation professional woman compared in maintaining the interception of work and culture?

RQ1:
How do Jamaican women in Florida perceive their journey towards professional success?
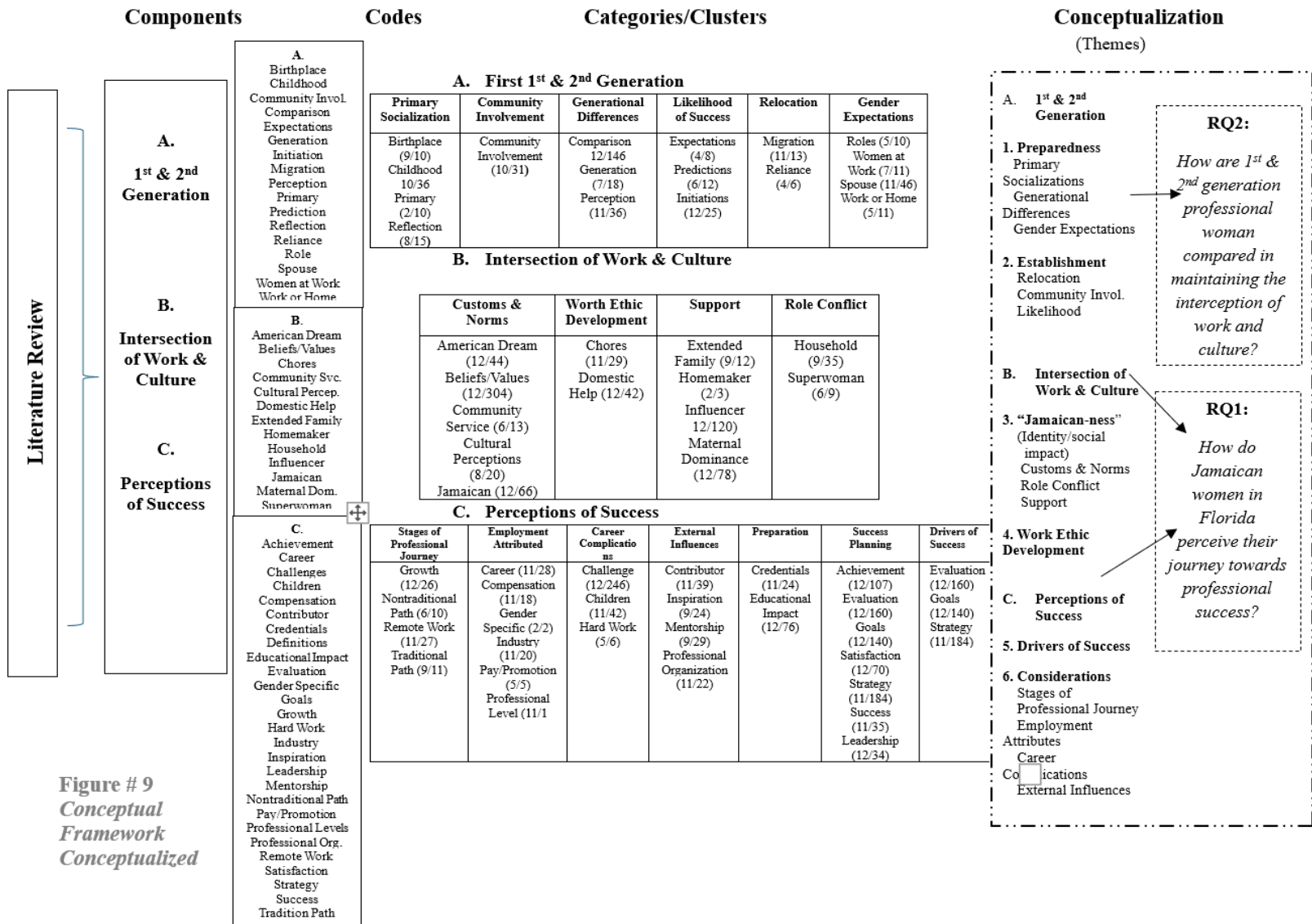
Figure # 9
Conceptual Framework Conceptualized

The researchers next identified codes with subcodes for further stratification. For example, when maternal dominance, the code that relates to the effect of the primary maternal role during the formative years, is paired with maternal influencer a code for mother or matriarch's impact on the professional journey, then the role of the mother from birth to present offers greater results. Another example of codes reporting similarities are professional achievement which refers to career success. And success which is the respondent's evaluation of her professional success. A list of codes with subcategories along with number of respondents and a count of all the comments are in Appendix X

Thematic analysis as a research method was used to identify patterns through systematic classification of emerging codes across interviews. The distribution of the codes by case count (respondent) and code count (frequency) emphasized codes with high case count and/or frequency were considered dominant and identified the emerging themes during selective coding. The researchers identified seven themes as conceptualization of the categories or patterns of codes as data to answer the research questions.

4.4 Findings

The themes are described in this section along with supporting data derived from the code assignments. Researchers present these findings within the context of the research questions so that the order of the themes presented differs from the order in the illustration and the number following the theme name identifies their position.

4.4.1 Themes in support of Research Question 1 - How do Jamaican women in Florida perceive their journey towards professional success?

Theme – "Jamaican-ness" (3) refers to a sense of identity and social impact explained as the Intersection of Work and Culture. Respondents' correlate Jamaican customs and norms to their life and work practices; it also addresses Ja-American women's "role conflict" as a professional who is often the primary adult responsible for the household management; it introduces the support available to professional Ja-American women. All twelve respondents explain their interpretation and/or implementation of their Jamaican-ness. The table below illustrates the codes used to operationalize the three constructs: (i) customs and norms, (ii) support and (iii) role conflict. In brackets the numbers next to each next code identified the number respondents/the second number represents the number of codes.

Table #10 Codes Representing "Jamaican- ness"

Customs & Norms (i)	Support (ii)	Role Conflict (iii)
American Dream (12/44)	Extended Family (9/12)	Household (9/35)
Belief/Values (12/304)	Homemaker (2/3)	Superwoman (6/9)
Community Service (6/13)	Influencer (12/120)	
Cultural Perceptions (8/20)	Maternal Dominance (12/78)	
Jamaican (12/86)		

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Respondents defined the American Dream as alignment or nonalignment to the traditional concept of achieving the house in the suburbs, the white picket fence, 2.5 children, etc. All twelve respondents shared their interpretations in 44 quotes. A respondent who saw alignment with the concept felt she had achieved the dream because for her, *the American dream is getting a good job, earning the gold watch for 10 years, retiring in Florida. I mean, I'm already in Florida, but, you know, retiring on the beach*

with a house and a picket fence. Another respondent felt it was achievable because *there were more opportunities for broader employment. So that all equates to being able to afford more and having more wealth, so to speak, to afford somewhat of a better life.* A third respondent felt:

> *It's a country that's very diverse and full of all kinds of opportunities. If you truly focus and you truly keep that target of, I'm going to accomplish whatever you want to accomplish. You know, the line gets zigzagged, but if you just keep focused on that target, I think anybody, I think you're able to achieve.*

Most respondents had an altered definition: *I think the standard American dream is, a house and a car or something like that. But to me, the American dream is financial freedom, which is, you know, you don't have, ... I dread credit card bills, and credit cards.* Her concept of the dream centered around financial freedom as is the case of this respondent who shared, *I think the American dream is financial freedom, and especially as a single person.* Another stated the impact of realizing the dream *I had my kids much later in life, for that exact reason, because my dream, my American dream is financial freedom.*

To reiterate the changed definition a respondent explains, *from the perspective that things are so different now, but I can go back to when I decided to come here, I just knew for one, there were more opportunities to advance your studies, more choices.* All respondents agreed *Okay, there were more opportunities for a broader employment. So that all equates to being able to afford more and having more wealth, so to speak, to afford somewhat of a better life.* Respondents made comparisons that justified their perception of misalignment that compared their lives to others particularly those in Jamaica.

> *So, the reality is that the American dream is very fictitious. I compare a lot of stuff here with other colleagues that I have living elsewhere. And I hate to say it that way, but even when I go back to Jamaica now and I visit friends, colleagues who*

> *came here and studied and decided to go back home, they seemingly are doing better, they have someone cleaning the house. They have someone doing this, doing that. The things that I still have to be doing for myself.*

The health system or lack of a suitable system was another dissatisfier. The *health insurance here is not the best at all. I go to Canada, and I see the national insurance. The American dream, to me, is not a reality.* The respondent went on to share, *the political climate is so different, and life is not as easy as was presented to us back in the days.* Another respondent spoke to misrepresented social conditions.

> *Well, it is vastly warped and what people tell us it should be. It's not quite so. And what I expect the American dream would be is to be very, you know, touching people, touching lives and be a role model in your community, having what we would call in Jamaica a good job.*

This respondent felt *it's almost like a fairy tale or a fantasy because in between that there are hiccups or things that you need more information that's needed because you don't just finish college and then buy a house,* referring to the multiple steps to success that may not necessarily be disclosed. In summary this respondent expressed her nonalignment as *there's a certain convenience that comes with living in America. I don't know about the dream part of it.* She goes on to say *I'm not necessarily sold on the dream.*

A respondent shares *I'm praying on it right now, primarily because while it's a dream deferred, it wasn't a dream crushed,* introducing the relevancy of beliefs and values within the core of Jamaican-ness. All twelve respondents expressed their beliefs and values incapsulated, in 304 quotes, views, ideas, personalized truths named as important guides.... within four subcategories as follows:

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Table # 11 Beliefs/Values Subcodes

Belief/Value	Definition	# Respondent	#Quotes
Faith/Spirituality	… grounded in religious theology	7	40
Life Practices	…. guides respondent's daily decisions	11	93
Parental Standards	… grounded in parent(s) behavioral requirements	12	45
Work Practices	… guides work decisions	12	111

Respondents expressed their strong reliance on God and/or their spiritual beliefs as "The Source" driving their professional success in statements like:

…good to know that we're being blessed this way; I really know that God rewards. the brave; so, I pray to God for wisdom and ask him, I know that he's going to give it to me and act as if I do know; …God has blessed me with the opportunity; you can really trust that God's purpose for your life is unique; I believe that one thing is trusting God. It's so important. Faith. And it's not even being religious.

When asked why the belief a respondent responded:

I'm not here to convince you, but the same way you feel a toothache and you can't really touch it or put your hand on it. That's how I know God is real for me. So, I honestly believe that when you ask God for what you want, he will give it to you.

This value for religiosity is one of several life practices that guides the Ja-American woman's professional success, *God is in the details. I know some people say the devil is in the details and so details matter to me.*

Another value is independence, being able to self-support is a widely admired and yet criticized attribute. A respondent acknowledges the idea as, *if things come along the way that helped to ease some of your burden, for example, if you get married, you have a husband and he helps you, great.* However, she goes on to explain, *but if that never happens, or if you do get married and he leaves you, for example, you know, you can stand on your own two feet.* Another respondent agrees when she offers another aspect of the need to be independent, *there are times when I will stand up on my two feet because people … don't*

care whether you fail or you succeed. She continues, *when I decide I'm going to do*

something, I'm going to figure out how to do it. The perils of not having financial freedom

is paramount, expressed *as there's like this ridiculous balloon mortgage, there's credit card*

bills, you know, you're up to debt, up to your eyeballs in debt. This respondent goes on to

describe her value of financial freedom expressed as:

> *...fulfillment is going to come from doing the things that make my heart whole and happy. Those things include going to Jamaica, taking a time out, spending time with my kids, taking my kids to the museum one day, just randomly, because that's what I feel like doing that day. Those are the things that make me feel whole and happy. So, I think it's super important to fill up your cup, not to just run yourself ragged all the time.*

Within that statement she also addresses the importance of mental health, *healing myself*

first, trying to make sure you prioritize. This is supported by another respondent who says,

> *The key factor to me being successful, it makes me smile, I think the most important thing is self-mastery. When you master yourself and understand yourself, it might sound self-righteous or self-conceit or arrogant or whatever, but I think it's so important to know yourself because when you know yourself and you know your limitations, you are able to concede and know when you need to get help and where to fill the gaps, you are unstoppable.*

The importance of prioritization is expressed by this respondent as *I would delay this luxury*

item because I know it's going to come. So, I would prefer to buy a reliable vehicle that

gets me moving. No, because I need to move to where I need to go to. Prioritization also

extends to a balance of time; *I believe also in resting. So, like, on the weekend, I honor my*

body that way. Another respondent describes how she balances and prioritizes her time*:*

This is why I could be in the club 'til 6:00am, be in church by 7:00 am and be back at work

at night. I've always been pretty good at that.

Integrity is highly valued as expressed by several respondents when asked to list their most prized values that contributed positively to their professional success. One said, *integrity you see, that's the most important thing.* And another says *that is kind of how I live my life, or try to live it, to be just respectful, to show up confidently, to show up authentically, and, you know, treat people with kindness.* Another respondent shares, *I am very adamant about that in any capacity. Because every time that I have gone against my conscience, I pay the price.* Another respondent shares how her organizational leadership infuses integrity as a core value by *remaining forthright, forthcoming, direct … we work with integrity.* She gives an example of how integrity is instilled as a core operational value:

> *if there's a problem, we're going to fix it, they don't need to be bothered with certain things, but we don't lie to them…we don't go around any bushes, if there's something that they're not happy with, they can call me directly.*

One respondent, in reevaluating her response to the questions about her most important beliefs she says, *I'm taking that back. Integrity over honesty. I'm going to say integrity.* She also considers *excellence… integrity, excellence. Let's go with those two…* In summary one respondent offers, *if you do the right thing. It's probably going to work out. May not work out right away. And you may not see it because you're like, man, I'm doing the right thing. And here we go. Let's just stay true to that.*

The importance of family is expressed as *when it comes to my family, they're absolutely the most important thing for me.* Another respondent says, *every relationship to me is important, but they all hold different weight. So, first of all, my family is always first. My family comes first and anything that I'm doing.* Another respondent says:

> *I believe what you learn from the home, and some of those things you will take with you as an adult, some of those things may change based on worldviews... just to be*

true and authentic to yourself based on what your morals are, right or wrong.
Yet another respondent says about generational relationships:

> *I think wanting family or children to be taken care of, parents to be taken care of. Yes, family values are an important thing for me. I do little rituals, like I try to, at least once a year, because now my children are grown… we can all get together.*

The practice of collective decision making was described by a respondent,

> *…as a family, we make decisions generally as a unit. So, there's no like, I'm just doing my thing, I'm doing me, that doesn't exist in my family, we're doing us. It doesn't matter if it's a decision that's going to affect you, because ultimately it affects all of us. We are one, we are a tribe.*

Being thankful was another expressed value, *I've always just always embraced a real true sense of gratitude, no matter what in my life.* Another respondent endorses this sentiment with appreciation for *those values have carried me through. And, again, that's just the fabric of who I am.*

Paying homage to the ancestral significance this respondent says, *I find that the culture has definitely imprinted some things on me and the wisdom of my grandmothers and the proverbs.* This subset of value is often enforced with parental standards as respondents share how they accepted and utilized their parents' guidance in many instances internalized these behavioral expectations as their own values. A respondent shared her mother's approach to resolving her challenge and ended by adopting the practice, as:

> *My mom is a very prayerful person and I think that's what got all of us through a lot of our struggles with my mom saying let's sit down and pray about this. And I was just like I didn't know what to do. I called my mom, and she said listen we are Unity women. We're going to sit down. We're going to mastermind. We're going to focus. We're going to pray about it and every day I just want you to tell this lady that you surround her in light and love. I don't know how. It's a miracle. I got a B plus. So, prayer works.*

Respondents shared numerous parental advice on profession in the code *parental standards*. As one respondent said, *they told me law or medicine, I think engineering or architecture would have been acceptable too, but the main, the biggest and the most important and valued careers were in law or in medicine.* Another respondent stated *success was required. Failure was not an option. And that was by my parents. …mediocrity was never accepted. Mediocrity.* She went on to share how her parents would demand:

> …e*xplain to me why you came by your report card having a C. What have you not been doing? Why is not this…? No, no, no. You have the ability. Mediocrity and irresponsibility was never accepted. Slap dash, no. Speaking out of turn and stuff of that nature just wasn't allowed. And so that has followed me throughout my life.*

To express her cultural belief that centers around child raising practices, promoted ability uninhibited by limitations a respondent explained:

> *I think every Jamaican you talk to will tell you the same thing, this is very, very true, and unique, because of how we were raised, and I mean in a collectivistic sense, as a culture. Because of the way our culture is designed, we don't adhere to the principle of limitations, you know.*

Gratitude for parental standards and the positive effect is best summarized as *I give credit to my parents for seeing the value and making sure that they, you know, the resources, you know, like Daddy used to say, if you didn't have no shoes, barefoot, you had to go to school.* These standards helped to establish work values that understudied professionalism.

With relevance to professional success another respondent in support of Jamaican's persistence shares:

> *So, Jamaicans are really good at counteracting that, and saying, no, I don't believe that; I don't know where you get that from, that's not my vantage point. That's not my viewpoint, and so we, as a culture, just, no matter what your socioeconomic background is, feel that we can, you know, with hard work, you can do anything.*

In defense of her stance, the respondent continues to explain:

> *I think being Jamaican definitely gives you an edge in that sense, because you don't have those self-limitations, you're not imposing limitations on yourself, and you're certainly not looking at the outside world as being so powerful that they can literally stop your career in its tracks.*

These notions of no limitations, hard work, determination, and persistence can overcome emerged as recurrent theme expressed by most respondents and is best summarized as:

> *I think, this is from family and Jamaican upbringing, you know, hard work, perseverance, never, never, you know, quitting, always trying to improve yourself, always doing the best job that you can be and that you can do.…. There's no limit on what you can do and what you can achieve. So, I think all of that is values that were instilled in us as children…from hardworking Jamaican families that got up here and put everything on the battlefield to make their lives better and the lives of not only their kids, but their family, you know, their extended family, brothers and sisters and cousins.*

Other work practices like being present, dependability, modeling expectations most importantly establishing a positive attitude and healthy mindset are expressed by this respondent who said,

> *I think it's so important, you have to, for me to show up in the world, and to show up to my children in the way I want to, as a positive, productive, healthy, happy, fulfilled human. I must be fulfilled internally, and that fulfillment is not going to come from winning a case.*

This relevancy of balance between work/home is shared by another respondent as:

> *…balance to me is always in everything I do. If I work, if I have a really, really hard day, and I'm working so hard that day, rest assured, the next day is my rest and relaxation day. I am not going full steam ahead, the next day, and the day after that, and the day by the end of the week, you're fried, and your children have nothing, and your loved ones have nothing, you can't even get out of bed, you're so tired. I won't do it, no.*

To achieve this balance another respondent shares, *I think, we have to take a little bit more control of our destiny sometimes, and just say, it's not worth it here, this is not healthy for me.* Another respondent shares the same sentiment as, *in my view, you cannot live to work.*

You have to work to live, and if you keep that in mind, and if you keep thinking this is a job, you know, even if it's a career, it's a profession, this is not your life.

Another professional success practice is shared as having *a PhD or a master's or JD or whatever is important, but also standing out from the crowd is really important because that is what is going to elevate your professional status.* The respondent goes on to explain her belief that with this approach, *you'll get to places faster than other people.*

The importance of setting boundaries, establishing clear lines between work and other aspects of life, particularly home life was emphasized as *not superficial boundaries, not boundaries that you say in theory, but you don't in practice implement real boundaries, so that they know, they know how to operate* is the advice offered by a respondent. Another explains the negative repercussion is *when you don't create those boundaries, and when you don't try to have some balance, some decent balance, separation of church and state between home and work, it is a recipe for disaster, and you can have your heart broken.*

Within the subcategory of boundaries is the very important, the very real need to establish boundaries related to how people behave in your presences which is particularly significant as a female and an immigrant. As an example, this respondent explains *one of my boundaries is, I don't accept cursing around me,* and how she managed it:

> *I told them, within probably my first three months of being there. They used to curse all the time, not aggressively, just, that's just how people spoke, and I was like, no, I don't, no, can't do that around me. No, and I set that boundary, and I've been there 14 years, and, like, everyone can tell you, they will not curse around me, because I'm offended by it.*

Respect not just for yourself but for others was expressed *as how you treat people, you know, how you care for others, how you listen, how you communicate.* From another

respondent we learn *just having respect for people. It doesn't matter where you're from, if you sweep the floor, or if you're a CEO in a C-suite, you treat people the same way, no matter what. So, I use that.*

Loyalty expressed as, *I think when you're loyal to a cause, it kind of directs you in every area of what you do. In other words, I don't flip-flop* showed up as another significant work practice that is important to the Ja-American professional. It means, *I'm going to be with you on a journey, I'm going to be with you, the highs, the lows, the in-between, and even when we don't agree, you can know that I'm going to be loyal to our journey.*

A concluding thought about work practices as valued beliefs is *you can't be complacent. You have to have your confidence and your self-esteem as a true minority, black, female, Jamaican, you know, all bundled up. So, you have to really go beyond those three minorities and prove that you're all that and some.*

The value of community service is strong among the Ja-American professional, *nothing feeds my heart more than being able to help somebody. And it doesn't diminish me doing that. And it makes me feel so good. It feels so good.* Another Respondent shares, that's the path *I've chosen to be a service-oriented professional that serves others and tries to help them in navigating situations that are seemingly sometimes difficult. I love that.* Another respondent demonstrated her intent by *I do try to align myself in organizations that I can give back and be different, especially black females.* This respondent sees community service as an ultimate representation of success, *I would love to try to do something for my community, that would mean that I've successfully enough to think about something other than, than myself or my immediate family.*

These customs and norms become socialized as part of the fabric of Jamaican cultural perceptions. As it relates to a successful professional experience a respondent shares her opinion as being:

> *I think those values of hard working as a culture and as a people, that was just embedded in you from as far back as you can remember. No time to laze around, get a book and read, do something. You can't just, you can't just sit down .... looking in space.*

Another clarifies, *we just see the goal and go get it and don't think of all the distractions that keep you from getting it.*

This notion of being a Jamaican woman is illuminated as *I think most Jamaican females, we thrive on passion and honesty and loyalty. It might be something in the air there. I don't know. The mountain breeze, I don't know. But most of the ladies who I will hang out with, those are the levels that they operate on.* Another respondent supports this with *my Jamaican based values were always, you know, you're going to have to set yourself apart from everybody else.* And this respondent expounds on the sentiments *I don't necessarily know that there's a direct connection, but I will tell you that I learned what I learned from my Jamaican upbringing, and I carried it with me.*

Embedded in this social identity is the notion of role conflict which address the struggle of expectations between being a professional and often the adult primarily responsible for coordinating the household particularly those tasks that are assigned to the Jamaican woman through cultural norms. One respondent in comparing her role stated, *I worked more than, even more than he did, but I still cleaned, cooked, and did laundry. I still did all of it without even thinking or without even being upset about it. It was just so natural.* Another respondent supported role expectations in sharing her routine as being, *I*

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still cooked and cleaned every night, I would go to work, come home, make dinner. Another respondent critiqued the downside of these practices when she said, *… sometimes as Jamaican women, that is a downfall that we want to put up this facade that we have to do it all when we don't have to. And that goes even for our emotions.*

These norms are sustained by various support systems within the Jamaican community and remain significant even in a North American society as one respondent shared, *I'm a woman, so I have to work harder, and I can't take any time off, and I have to always show up.* Another respondent says, *so I'm able to be everything that everyone needs me to be. I can be daughter and wife and professional, all at the same time.* Another respondent offers this as a strategy for balance:

> *…it's just about understanding what your schedule is like and what everybody else's schedule is like in the house and trying to make sure you carve out that space… you just try, but most importantly, knowing what my goals are, knowing what I want to achieve at a certain time and just making, you know, my schedule based on those goals and everybody else's schedule as well. And just get it done. No excuses. Just do it!*

Another respondent explains her strategy as being:

> *I have three different calendars… a calendar for work, a calendar that is just for me. It has my things in there, my health things, everything about me. And then I have a calendar that has my family and friends for leisure activities and travel.*

These norms are enforced in the next theme which speaks to their development that are manifested in Jamaican women's approach to work. Respondents acknowledged and vocalized appreciation for the support received from access to extended family, helpfulness of those who influenced their professional development and varied maternal involvement. The table

Table 12 Codes about Support

Extended Family (9/12)
Homemaker (2/3)
Influencers (12/120)
Maternal Dominance 12/28

records codes that confirm acknowledgement of support. Influencers with the largest quote count, is a compilation of four distinct types of support.

Significantly, but not surprisingly in matriarchal society, was the role of the mother in respondents' formative years. This respondent's answer is inclusive of many of the attributes shared by others about their mother during their formative years and beyond.

> *I always say they broke the mold after her. She, my mom, was a professional. She was a wife. She was a mother, we always had cooked food. If you ate out, it was a treat. Talking about, you know, my dad needed two meats, you know, and the full meal, right? And she always had it and always had the house clean. She did a lot of volunteerisms. She did a lot of traveling to Jamaica with volunteer projects. She would come home late sometimes. Just a hard worker, always. That's all I've ever known about her. And yeah, she definitely showed me how to be that same person.*

Another respondent shared about her mother as a professional, *my mom definitely made sure that I had a meal every day whether I wanted to eat it or not. She made sure the house was clean. I was clean.* She goes on to expound on the positive impact, *she did everything that a homemaker would do but she still had her full-time business. And then she instilled a lot of that in me as well.* As a second-generation Jamaican she recognized her mother's contribution to her informal education a preparatory tactic. She says, *my mom made sure that I had a higher level of education, not just what I got from school.* She rationalizes her opinion with, *I think my mom was very conscious way… She found it important that I knew my African history. I knew my Jamaican history. Because she knew I wasn't going to get it from school.* About the choice of a school, she explains*:*

> *My mom still made it a point that I went to predominantly white schools, because she also didn't want me to fall victim to a school system that was based on my skin color, where she also knew I probably wouldn't get the same level of education.*

Some Jamaican mothers are considered cold because of lack of demonstrated emotions. A respondent with this experience noted, *in terms of that in contribution, I would say a little,*

but I felt the love based on the compassion and the care that was shown in other ways. The

respondent goes on to clarify,

> *I always say parents, they only can give as much as they know. And that's for me, I don't use it as a tool to say, hey, my mom didn't give me all I needed. I rationalized to say, hey, she could only do the best she can based on what she knew there. And then based on the parenting skills that she would have garnered. Well, just in terms of say not having enough. I remember my mom; she was a single mom.*

The perception of coldness sometimes comes from a mother's insistence on pushing past

the challenges. This respondent states, *my mother did not think it was necessary to give me*

an IEP so that I could get extra time on the test for my dyslexia. Another respondent

addresses the care and forthrightness often characteristic of a Jamaican mother, *for us as a*

family, she always made sure that there was the routine family life, education, pushed us

both, tells us what's on her mind doesn't mince her words. This respondent describes the

role of the mother in the family and in the community as:

> *In every way, my mom holds the glue, you know, took care of family, took care of us, known throughout my entire community, sometimes known as too much of the mouthpiece, but people can rely on her. She's the church backbone. She's going to be the head cook and bottle washer at the church event.*

A respondent known for resilience shared and *when I think about it, actually now that*

you're asking me the question, my mom was that person. That statement was meant to

convey *She's not waiting for my dad to provide. She's going to find a way. Not that he*

didn't, but some males and some female's priorities are not aligned. She recognizes her

mother's use of her resources … *she'll say, I don't wait on your father to do anything. I do*

*it. I'll figure it out and I do, and I sell my chicken and throw my partner (*an informal micro

savings plan between individuals without the involvement of a formal financial institution).

The respondent goes on to reflect on this modeling in her own life, *maybe that's where I*

got that from. Maybe it's because my mom made it happen no matter what… because I saw that happening my whole life. Other examples of respondents expounding on the importance of their mother that extends beyond the formative years, reported statements like, *she at times will talk about not investing enough time into herself to have maybe gone on further in her profession. And so, now she's like that pusher for me now.* Another respondent says,

> *In her own way, yes, because she made a lot of sacrifices and still do make a lot of sacrifices to ensure that not just me, but her other two kids get what they need. And to the point where she's not able to, then, you know, it will be up to us to kind of like transcend and do it, what we have to do to get that done. But yes, she's always concerning, always ensuring that we were okay from a young age up until this day.*

The continued impact of the matriarch is seen in her role as an influencer. A respondent shared a very moving story about her mother's experiences as she took steps to ensure her school application was hand delivered.

> *My mom, and it's kind of emotional, decided that she was not going to trust the Jamaica mail and got on a flight, brought the papers to be personally handed in at Miami Dade College. In taking the bus from Fort Lauderdale, to get to the college she was attacked someone tried to grab the bag. My mom hung onto that bag for dear life because it had all her daughter's documents for college. When my mom came back to Jamaica, they had to take her off the plane with a wheelchair because she wrestled, with this guy to hold on to that bag with all my documents. I don't take that for granted. She fell on the sidewalk by the bus terminus. And my mom was very, light complexion. Her entire arm, legs black and blue … She didn't trust the US mail. She didn't trust the Jamaican mail. She took a plane and she wrestled with someone…*

Other respondents' reports of advice received from their mother that propelled their professional success included, *if there's anything you see in the company, you can study for exams to climb, do that.* For another respondent came an example of service, *my mom was always about people service and that's exactly what I do serving people, serving others,*

trying to help others out. Quality of life was an important factor described by several respondents such as,

> *She was in Toronto and worked her way up, she became a social worker, and became a manager of the social workers. And, you know, just I could go on all the things that she, you know, she did and exposed us to and, and made sure that we had an opportunity to, to see all sorts of things in life, good, bad…showed us beautiful things of life, but still make sure that we were fairly grounded. She's still tough, still going at 90 years old.*

This accounts for the lifetime efforts put forward by mothers to ensure quality of life through self-improvement and facilitating opportunities. *And I do definitely contribute that to the values my mom has instilled in me.*

While most respondents spoke about their mothers' influence on their professional choices, a few considered their father's contributions to be pivotal in steering their course… *he having not gone to school and whatever, made sure that all of his children went to school, and everybody has at least a degree.* Another respondent conferred, *I remember him then buying me books about being a doctor, a stethoscope, you know, I had me working in the office early.* Yet another respondent shared, *from an early age, my father, he's very big on being, showing up to places, looking like, like playing the part.* Another respondent said about her father's impact, *showing up and being confident. He always instilled that in me.* One respondent shared a lesson learned *my dad taught me the importance of integrity.*

While some respondents reflected on the influence from either a mother or father, there were those respondents who spoke of the parental role as being supported by both parents. *Those things were not even in my brain because my parents never allowed them to enter my cerebral cortex.* A respondent explained, *I always had that vision as a child,*

because that was something my parents really drove home, was important. Another

respondent supports the parental influence when she states, *I would say my mom and my*

dad, both Jamaican, their work ethic was always instilled in me from a small child.

A respondent described the professional modeling her parents provided:

> *My mom and dad are entrepreneurs and have been business owners since the early*
> *eighties. And growing up, I always admired the fact that they had their professional*
> *lives and their personal lives together, you know, like organized.*

With appreciation, this respondent expounds on the value of parental influence, *they gave*

me a lot of insights and directive into how I should be as an adult or as a person and what

I should look forward in doing. A respondent whose parents were not able to guide her

educationally because of their own limited schooling, still was appreciative*, here's what I*

got. I had parents who understood that education was the key. To me, they're the hardest

working, most inspirational people.

Respondents recognized the influence of other family members too, embracing *it*

takes a village. One respondent spoke *about my brother took me out of the situation that*

he saw I could have been buried in the country in Jamaica where I was living,

acknowledging her path to migration. Another respondent spoke of her getting her first job

which *I was grateful to have through my aunt at her company.* A respondent shared the

help she received from *a grand aunt, my grand uncle's wife, she was my godmother. she*

was a midwife and an ARNP. And I remember that, like, you know, growing up to take your

child to work day when I didn't want to go with my parents to do their business I would go

with her. The respondent goes on to say, *I admired the fact that her and her husband, my*

grand uncle, ... were about their business, very professional, but in their personal lives, they also had, a lot of fun they could afford to. Another respondent gives an account of

> *...my mom's big brother, from a poor background, but he was so smart and so focused, and dedicated. He got scholarships ... he was somebody I really, respected and he was really successful in what he was doing... who influenced me earlier in my life in regard to teaching me how to use my natural gifts and walking in my truth.*

Several respondents expounded on the assistance they received from nonfamily influencers. *My mother's former employer actually sat with me one day and taught me little tips and tricks of how to keep my thoughts organized* an entrepreneurial respondent shared. She elaborated on the assistance received, *I'll reach out to people on her staff, for advice on how to deal with HR issues or there are many people in government that she may know that I have leaned upon for advice.* Another respondent talked about resisting the inevitable, *I fought it. I fought it*. And how she assisted, *somewhere in my college years, there was a woman who was a family friend. And she really, you know, brought me back to center after fighting it.* Another respondent spoke about receiving guidance through friendships:

> *I was a junior, pursuing my bachelor's degree at the University of Florida, needed a job, was tired of doing the work study programs, was introduced to my company through one of my good friends, a college friend.*

This respondent spoke of the positive influence of a role model, *…influenced me by showing me that a woman of color can, obtain a very high position within the company. we spent time outside of work…just showed me that she was a very caring individual.*

Sometimes it's easier to explain to a non-relative as is the case with this respondent who shared, *this is how I'm planning to deliver this message to my parents that I'm not interested in this particular field. And she says, yes, that's fine, what you're planning to do. And I was*

able to do that. The respondent was able to defend her plans with an alternative approach as guided by this nonfamily influencer.

Theme – Work Ethic Development (4) defines how Ja-American home task completion is modeled and practiced during the formative years by way of chores *from an early age provided me with responsibility duties.* Respondents sharing 29 quotes along a spectrum that varied from no chores,

> *… my parents were absolutely against any form of domestic work being done by their children. Their mindset was, if you do domestic work, you're not going to do your schoolwork, you're not going to study your books, and so we did not, that's why I did not know how to make a bed. I did not sweep a house, I did not mop, I did not iron, I did not cook, I did not clean, I did nothing, zero, and to this day, I really don't cook.*

Other respondents explained, *I actually didn't have that many chores; I didn't think I had chores to be honest*, meaning what was required seemed natural and reasonable; personal responsibilities such as keeping their bedroom clean and assigned household tasks, such as *had to wash my socks. I had to clean my shoes;* The ultimate as explained by this respondent was*, I had to, like, sweep the house, I was the domestic help*. The significance of domestic helps relates to the woman in Jamaica being able to handle the expectations of a profession with household management using the assistance of someone in the home as a full or part time worker responsible for any combination of cooking, cleaning, childcare, laundry, etc.

Respondents provided examples of how these chores as childhood tasks established an informal roadmap of performance expectations demonstrated in their professionalism. A first-generation respondent shared:

... the discipline of realizing that you've got to be responsible, you know, no one's going to come behind you and clean up ... if I'm working on a file, I've got to do it from A to Z, finish the task, keep [my] work area tidy. I never leave my office with my files [out]or just basic things like that.

Explaining the relevancy of these childhood expectations on the development of good professional practices, she goes on to say:

You were just not allowed to be lazy. You know, even on a Saturday morning, your parents want you to get up. You can't be in bed all day. You understand? Get up, find something to do around the house. You know, laziness is not a choice.

This was also validated by a second-generation respondent who said, *I just mentioned that my office is the cleanest office in the building. I make it my point to treat my building like my home.* Another demonstration of maternal modeling, this respondent describes her mother's schedule work ethic:

On Wednesdays, she got the baskets ready. Thursday, she hopped on the truck from the country and went to Anato Bay and spent Thursday, Friday, and Saturday in the market, living and, sleeping in a stall, selling the goods, the produce that her and my dad raised on the farm. She was not just the homemaker, home keeper, being home. She would still be maternal, take care of the kids, wash our hair, iron our clothes, the kind of stuff that moms are supposed to do.

Contrasting the entrepreneur to the professional role another respondent describes her mother's balance of work and home duties as, *my mom always worked professionally, worked out in the field, worked out of the home...she had a nine to five type job. And as I said, as far back as I can remember, we had a helper.*

To demonstrate how modeling of work principles and household tasks contributed to the development of a strong work ethic yet another respondent shared:

I was assigned things like tasks, like cleaning my room and cleaning the outer spaces that we utilize, the bathroom, things like that, cooking. You know, I started cooking at an early age, started out, you know, like with eggs or something like that. And then it would build over time... it taught organization. It taught me how to be consistent. It taught me how to just have a purpose.

The respondents believe this early work ethic modeling and experiences contribute to the evolution of the third concept, Perceptions of Success. These findings document the components of the professional journeys, house the respondents' critiques of success, along with the strategies, triumphs and challenges encountered on their journey. It is this section that offers the success mechanisms outlined in the table below:

Table # 13 Codes Representing Perceptions of Success

Drivers of Success (5)*	Considerations (6)*		Readiness (7)*
Evaluation (12/180) Goals (12/140) Strategy (11/184)	Stages of Professional Journey Growth (12/26) Nontraditional path (6/10) Remote work (11/27) Traditional path (9/11)	Pay/promotion (5/5) Professional level (11/14) Career Complications Challenges (12/246) Children (11/142) Hard work (5/6)	Preparation Credentials (11/24) Educational impact (12/76) Success Planning Achievement (12/107) Satisfaction (12/70) Success (11/35)
	Employment attributes Career (11/26) Compensation (11/18) Gender specific (2/2) Industry (11/20)	External Influences Contributor (11/98) Inspiration (9/24) Mentorship (9/29) Professional organizations (11/22)	Leadership *(12/34)*

* Denotes theme numbering configuration; numbers next to codes is #respondents/#quotes

Theme – Drivers of Success (5) explain goals and strategies utilized by Jamaican women that are coupled with strong self-evaluation practices to overcome the challenges related to professional accomplishments within the context of being female and an immigrant.

All twelve respondents aligned with a strong sense of introspect as deduced from their 180 comments that evaluated themselves and others. One respondent shares her encounter with discouragement and how she handles it as:

> *I tell him the name of the firm, he goes, oh, I don't even know why you're wasting your time working there, … you're the wrong color, you're the wrong nationality, because my firm is predominantly Jewish, …wrong religion, wrong everything, … you'll never advance in that firm. You're wasting your time, you should go to a firm where, … the people look like you, and you have more opportunity.*

Demonstrating persistence and determination without limitation, she explains, *rhetoric like that, when he was like, you shouldn't do this, it made me so determined to prove him wrong.*

Another respondent explained: *I know I can attest to this with a couple of the organizations, you know, a couple of Jamaicans they come in and they push themselves and they submerge themselves in a way that helped to develop their leadership.* This practice is explained in the example below where a respondent shared how a work performance became foundational to her professional choice:

> *There was one particular incident that happened, and it shifted my focus while I was working. I think I was 20 or 21. I saw how a boss treated a particular employee. I was like, no, this cannot be. There must be someone who can speak up and be a voice and have some form of balance between the employee and the employer. And I remember I was the one who spoke up. Luckily, I didn't lose my job.*

She goes on to describe how that changed her career focus. Another respondent shared, *I decided that, okay, this is what I really want to do. So, at a young age, it wasn't definitive as to the career path, but it was very evident. I made this promise to my mom at age seven.*

All twelve respondents also relayed significant goal setting attributes as indicated in their 140 references to goals. A summary of their goals is listed in Appendix XI This quote best summarizes the value respondents placed on goals:

> *So even if my career path would have been that I was a hairdresser, then I would right now have, I don't know, 20 salons open and be prominent and doing that. If I were a chef, I would have restaurants open and I would be doing that. Whatever it is that I'm doing, I would put my all into it.*

Collectively, all but one respondent offered 164 quotes related to the strategies they used to achieve professional success. The researchers provide a compilation of these strategies in Appendix XII. A respondent expounded, *honestly, that is how I live my life. I get a task, I'm responsible for it. I strategically think outside of the box,* another respondent says, *well, for me, my drive, my determination, and my ability is what would propel me to be successful, whether how the world views it or how I view it. So, at all times, I am very driven.*

Pertinent to this study are the critics through self-evaluation that are evident in the findings. Appendix XIII houses areas of self-evaluation with high frequency and accompanying quotes as evidence.

A respondent summarizes well when she says, *So, yes, do I consider myself successful professionally? I do, but I do think I have a lot more left in me.* Justified by another respondent who says, *…having that balance to show for myself to say that I can do this. I'm strong. I tell myself I'm a phenomenal person.* This strong achievement-oriented focus supports the concept of perceptions of success. The next section lists the shared considerations to achieving success.

Theme (6) – Considerations identify all the stages, attributes, complications related to deliberating on professional success. Respondents were vocal in sharing their challenges and triumphs throughout the stages of their professional journey which started for most of them at leaving high school. This usually began with a decision to peruse a traditional or nontraditional path. An example is a respondent who after completing her degree, chose to explore her creative dreams which interestingly led to her current profession.

> *After touring with Beanie Man, with Kevin Little, with various and sundry artists, Kimani Marley was after Kevin. There came a point where I didn't want to do that anymore, but I enjoyed that world and wanted to remain connected to it. And I learned television production and decided I want to create television [programs], rather than just things for online.*

Another respondent supports the traditional academic route to professional success with, *once you have a degree, you can do anything. I would say, yes, I would say it has influenced my success.* Another respondent's commitment to higher education is expressed as*:*

> *I get in the Chevette, I'm six months pregnant, I get on the road, I drive to Gainesville with my CB radio in my Chevette and I go to the University of Florida. I get in and started and made my major in journalism and communication.*

Another respondent supports the traditional route when she says, *I've always had this belief that you needed to have a college degree to have a good job and make a lot of money.* And yet another respondent expresses the magnitude of choices that are made available with *having these degrees, I'm able to use them in various avenues. As I mentioned before, nonprofit space, public speaking, using them at work, doing consulting.*

Growth refers to achieving increased levels the professional journey's duration like the attorney *who has been there [her firm] for 14 years, I've been a partner for 10, almost 11 years.* She explains, *there's one other tier, which is to be a member …but I'm not quite*

sure that's in the cards. Another respondent provides a chronological review of her journey as:

> *I started working at the bank as a clerk. Then I came here, worked as a cashier at Winn-Dixie. Then I worked as a mail clerk at the insurance company, got promoted to be an adjuster and went through different levels of being an adjuster, and then went to law school, worked for a company, and now I work for myself.*

A respondent who is an educator explained, *I continued that journey from Nova Blanche Foreman, went to Perry Middle as a media specialist.* She elaborates on the next stage of her journey:

> *I was at Perry Middle, … someone who was going to be interning as a principal, saw me as the media specialist, and assistant principal in training, and when he opened McNichol Middle School he says, well, I'm coming.*

Another respondent summarizes her growth as accomplishments, *I've been here for 12 years now. I can definitely say I have had growth. I can write a grant now I can manage a grant. I think I've developed project management skills.*

About her journey that started as a high school teacher, this respondent says, *after about three years as a teacher, I became magnet coordinator.* She continues, because [I had to] *do a practical part of the program, that same summer while I'm in the magnet office doing my practicum for my master's, the magnet coordinator became an assistant principal. That's how I became the magnet coordinator.*

An entrepreneurial respondent articulates her journey starting as, *a limited company in 2009, now established in the US since 2022. With trademarks also in Trinidad and in over 22 European countries.* These examples of growth within a professional journey lead to employee attributes expressed as requirements, preferences, and expectations.

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Compensation when grouped with pay and promotion includes 23 quotes. Respondents' ratings of how they are compensated range from *I'm adequately paid. And it's fair payment. I mean, there's nobody that makes more than I do. So, I'm adequately paid;* to another respondent divulging, *since I'm self-employed as much as I put in, but I get out, you know, I mean, I could put in a lot more to get a lot more, but I'm comfortable*; to a dissatisfied respondent rationalizing *some days I'm like, I'm not being paid enough for this.* Another dissatisfied respondent shares, *not enough because education doesn't pay you.* Explaining the non-for-profit experience, another respondent says:

> *I feel like I should be making double .... Unfortunately, when you work for a nonprofit, you're at the hands of the grant and they can only pay me what the grant can pay. It's a steady income. Don't have to worry, am I going to have customers this week or what my low days are going to look like versus my high days.*

Issues respondents raised center around (1) gender equity in salaries*, I think that none of us will ever be adequately paid for our professional contributions, especially as women.* Another issue (2) job responsibilities reflected in pay scale, *there's so many things that you are a part of that just comes at you every day. I don't think they pay teachers enough. And the respect that even used to be there is even more diminished now; (3)* underutilization and compensation relative to skillsets, *I would say that the position that I'm in now by adequately paid, probably. But in terms of the skills that I have, and what I could contribute, that is not fully utilized. And so based on my experience and what I have, I would say no.* This is contrasted with a respondent whose acquisition of academic credentials reported satisfactory promotional opportunities:

> *... got my bachelor's in management. And right away, the boss said, we have an opening as an adjuster, a trainee adjuster. And so, without much formality, they interviewed me because they had to. I then rose from the ranks of being a mail clerk*

to an insurance adjuster.

This respondent believes, *I think can help my organization be better, which also again, puts me in a good position with my director, because now she's seeing more potential* speaks to the issue of visibility (4) The respondent adds, like bringing these people in to help us…*but not just for my organization, but also for my mom's store* which addresses cross functionality of skillsets (5) as is shared with this respondent who says, *And again, in another life, I do speaking engagements.*

When questioned about the desire and availability of remote work as a compensatory option respondents said, *the best thing that has ever happened to work life balance.* She justifies that opinion, *I got the same amount of work [done], I never stayed later at work, you end up for whatever reason, never get out at like five. There's always something that you can do for another hour or something like that. But at home, I found that I finished.* Another respondent elaborated *if kids are involved, or if you're caring for your parent then you have more time with them…able to build your schedule around them.*

This respondent shared contrasting views, *there is flexibility within my role. I do have the opportunity sometimes to work from home. But I actually like being in the office.* Similarly, this respondent rationalizes not appreciating remote work because:

> *…when I was home, it was my husband, … come help me do this, come over here. Look at this. Come read this for me. And then my mom, can you help me? … I'm supposed to be working, but I'm helping everybody else in the household. So, no, I'm not going to stay home. I'm going to go to work…more focused. [Less] interruptions, they treated it like I'm going to work.*

A respondent summarizes *I'm so much more productive when I'm here, when I'm home, I sit. And some days I don't get up and I forget that I didn't get up.* She identifies *socialization in the office as counterproductive*, *I find that I'm super more productive any day that I have something big to work on. That's the day I want to stay home.* She goes on to give an example. Today *I said to somebody at work, can you please go to your office, and we'll do some work before we leave here.* A respondent also acknowledged that not all careers facilitate remote work, a perfect transition to the code describing careers that facilitate professional choices.

One respondent shared, *I didn't even know there were things like you could be an HR manager, you could be a director of a department, you could do fashion and merchandise.* Another respondent's view, *the main, the biggest and the most important and valued careers were in law or in medicine.*

Career selection a respondent explains considered, *you're good with kids you're going to be a teacher, you're good with people, you're going to be a doctor, you're going to be a financier especially if you're good with numbers.* Introductions to other professions came for this respondent through work experiences, *because of the department that was in exchange control, I had a piqued interest in tourism. And I saw where there was an actual degree program called tourism and travel management.*

For another respondent her minor led to her career choice, *I have a minor in education, I worked for BCC in their learning resource lab as an assistant to the media specialist.* This was also the experience of another respondent who clarifies, *where I'm at now is totally different from where I started in fashion and now, I'm doing social work.*

Another respondent describes, *living in London, I pretty much went into the food and beverage service industry … I was working in a hotel.* Another example of an industry shift she states, *now I'm the acting CEO and primarily, my portfolio is marketing, PR, and sales.*

Building partnerships is another career choice that a respondent used*, I joined a practice with another woman of Jamaican heritage.* Then there's *the one career once I decided that's what I wanted to do… that was just one career*. This contrasts with another respondent who explains, *I have held multiple positions throughout my tenure at my insurance company.* Another respondent introduces the practice of working part time, *I actually worked up until I became a principal. It just got to be too much. I used to leave work and go to my part time hustle for many years. So, yes, I've done the labs.*

The respondents' professions represent an interesting variation of industries as listed in the demographic table. An attorney states*, I've been with my firm now for 14 years, so before that I worked for another firm for six years.* An insurance professional explains, *I was learning the whole insurance industry, which is where I am now professionally*. An educator said, *my first job in education was at Nova Blanche Foreman as a media specialist. From there, that was all she wrote.* Another respondent says *I'm in creative services.* A respondent describes her career as *I've always been in the medical industry… my job title was the field application specialist. And what we did there is that we, my goal was customer interface.* She goes on to explain:

> *…my task was to help install our instruments and our systems, set up our customers, because we work with a lot of hospitals and private sectors … if you were to go to the doctor, they needed to draw blood, there's an 85% chance that it's going to be one of our systems that's going to do your complete blood count work.*

Complimentary to industries of choice, respondents also described their professional levels as another consideration in the perception of success.

Respondents' professional levels range from, *I was the president of the Broward County Bar Association, which is the largest voluntary bar in the state of Florida* to a respondent who says *I got as far as director. The next level beyond that is superintendent.* A respondent expounds on her ambitious intentions as *I was working at an insurance company as a mail clerk, sorting the mail, attaching the mail to the files. But my interest was on a different level.* Another respondent shared, *I started part-time at the company. And that's how I started entry-level.* While another respondent acknowledges, *Professionally, I have had the great fortune of always being in a leadership role*.

Researchers further stratified *perceptions of success* by reviewing codes that relate to career complications including challenges, children, and hard work. Challenges proved to be a relevant code for all twelve respondents who offered commentary in 246 quotes about personal and professional challenges referred to as temporary or permanent obstacles impacting success, the single largest category in the study.

Challenges and supporting evidence are detailed in Appendix XV. Personal challenges refer specifically to obstacles that related directly to professional performance.

Supporting evidence looked at the frequency with which respondents referenced the category when compared to other categories. The chart on the next page illustrates the categories identified within personal challenges.
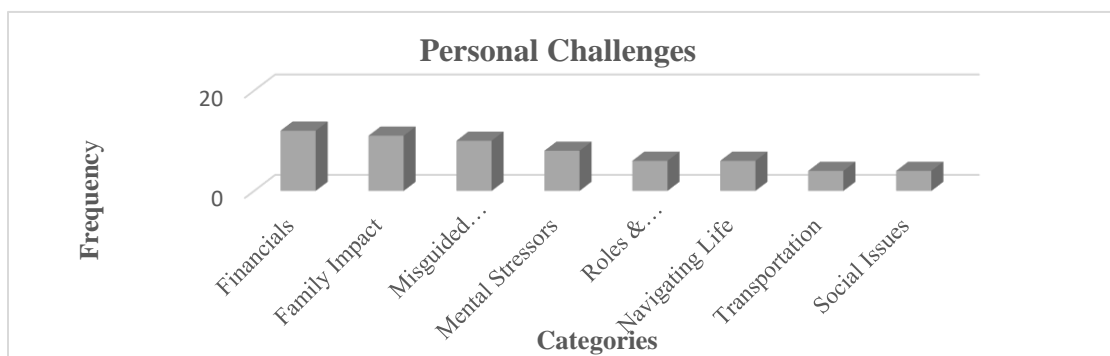
Personal Challenges

Frequency

20

0

Financials, Family Impact, Misguided…, Mental Stressors, Roles &…, Navigating Life, Transportation, Social Issues

Categories

Figure # 10 Categories of Personal Challenges

The Financial category included descriptors of monetary challenges such as the justification for post-secondary choices by a respondent who said, *In my senior year of high school, I applied to Broward Community College because my parents couldn't afford to send me away to a four-year college.* Another respondent offered, *if from middle or high school, the seed hasn't been planted, again with those resources, about the importance of pursuing certain accolades … When you're going to college, you're not going debt-free…*

Respondents also spoke about learning the credit system:

> *The bill structure in America, I do honestly think that if I if I had better mentors or even when I married my husband, who was born and raised here, he had, I guess I picked wrong, … But if he had advised me better because he knew the system, I had to learn the system. I didn't understand what credit meant.*

Family impact was another major challenge like sibling considerations as one respondent shares, *my brother spent 20-something years in prison. He went to jail when he was 10 years old. …he joined; he started a gang at Parkway. He's still one of their leaders.* Other challenges include divorce, abuse, parental responsibility, *the professional life, a lot of the time takes over everything, but there are times when I feel I need to be with my parents or when my parents need me, I will put everything down and pay attention to them.*

Pregnancy and in some cases single motherhood was another challenge stated by multiple respondents, *a year or so months into the marriage, I got pregnant. And now I'm like, well, I guess I'm done right here.* Another shares, *I got pregnant my senior year in high school.* A third respondent said, *I had a son when I was young. And just before I started medical school. I delayed starting medical school for a year. So that was a challenge to have a child and go to medical school.* Yet another respondent said, … *We were doing a distance thing. And then the baby came.* This and another respondent spoke about handling a child *that has a disability. It's a lot with the schoolwork.*

Respondents referred to misguided academic advice resulting in missed opportunities. A respondent's sharing of lack of guidance, *probably the biggest challenge, deciding that I wanted to do it.* A respondent who decided to do law was discouraged and then when needing documentation to apply for college she conveys, *I have a portfolio built on that experience and nothing really in the background of law because they didn't have magnets and all that then for me to pursue that path.* Stated by another respondent:

> *if you don't have support services ...understanding that post-secondary education planning needs to start from that level then when you graduate, you probably don't have the appropriate diploma to transition into post-secondary education.*

Another respondent shared her post – degreed experience as:

> *When I finished with my degree, I actually was misguided in terms of my academic advising because my college professor said to me, instead of doing medical technology (I transferred from Miami to Fort Lauderdale), do a degree in biological sciences. [With] all the basic sciences already, one route to getting certified by the state is doing medical technology, which comes with a licensure and the ability to take the exam and all of that.*

One respondent did admit ignoring parental advice, *you know, as a young person, you don't listen to your parents.*

Mental stressors were widely discussed *as* challenges with implication that one

respondent elaborates as:

> *…that is why you may have a lot of kids who grow up feeling distant from their parents,*
>> *or husband who may feel distant from their wives, because it's always go, go, go, work, work, work. And there is no time to just sit back and just relax and enjoy each other because there is always a bill here, something is due here and everything is, oh my God, is blown all the way out of proportion.*

All the categories for both personal and professional challenges are housed in

Appendix XV. The graph below illustrates categories of professional challenges by
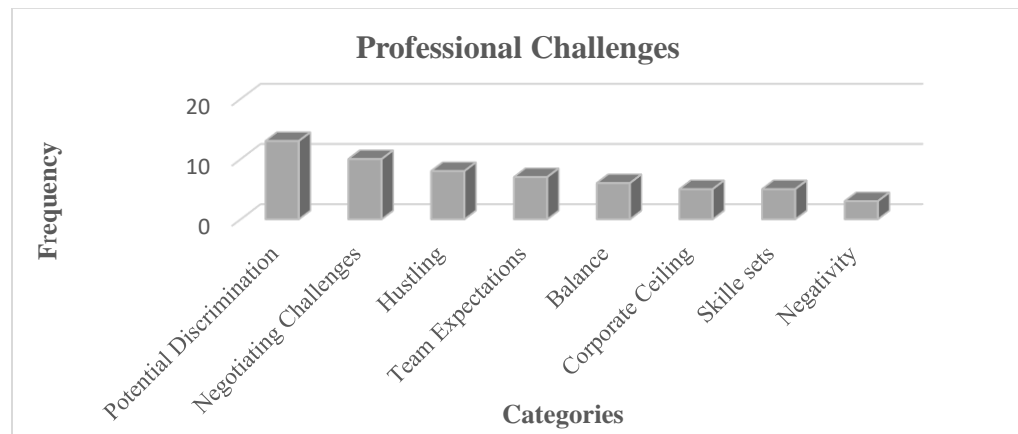
frequency as well.

Figure #11 Categories of Professional Challenges

Potential for discrimination, is the most significant category in the chart and

includes race, color, gender. A respondent sees this as *the color of my skin, my gender*

made me less of a professional person than my counterparts. Also being from Caribbean

descent. Another respondent who is an attorney offered this example:

> *…being a black female professional has been a challenge. Being a black woman in the legal world, it's not unusual to walk into court and there's no one else like you. It's the quote unquote, all Jewish boy networking that you'll see a courtroom of 60 attorneys waiting to go before the judge for a hearing or a motion. And you look*

around, you might see one or two other Caucasians or Hispanic females. And you're lucky if you see another black female attorney.

Another form of discrimination mentioned by another respondent described her reality as:

Persons who are considered as African Americans or Black Americans don't know how to engage with you because you're considered as a Caribbean person. So, you kind of fall in the middle or whatever, and you're then not necessarily alone, but you have to hold your own, which is fine.

Gender was considered not specific to the Jamaican woman but *also the reality that there's differences between males and females in the workplace … there are differences on how we're viewed as females when we step into the room …*

Another respondent declared, *I find that it was very difficult to assimilate and get employment in that field.* Another respondent spoke about the challenges between Jamaicans when she said, *believe it or not, some of the Jamaicans gave me the hardest time in many of my roles.*

Other challenges addressed the job itself, the hustle, team expectations, corporate ceiling limiting their progress, limited or untransferable skillsets and the need for work/life balance. Less frequent were respondents sharing discouraging challenges such as:

…the biggest struggles I've had to deal with are people on the outside telling me I couldn't do something, not believing in me, trying to discourage me as much as they possibly can, and figuring out how to end run that kind of negative, negative, comments and narratives.

This was supported by another respondent who added, *naysayers, you have to belief in yourself, that you can do anything, and you know, you're confident.*

Children are already mentioned with other personal challenges as impacting women's professional journey in a major way that researchers assigned them a unique category. This code encapsulates the impact of both minor and adult children for the

purposes of reporting findings and its relevancy to answering the research question. The researchers focused on complications during the professional journey. For example:

> *I look at my own journey, and I closed the doors to certain opportunities in my legal journey, because I had to be there for my daughters. I had to be there to make sure I was doing everything I could to keep them on a path that they would at least have the right values in them.*

A respondent articulates, *I was one of these women that didn't believe in just staying home, that children was, would disable your growth.* She expounds on her stance *you have to have the support.* And it requires intentional time spent, *when I'm with my children, it's about sharing experiences with them, making time to open their, giving them experiences that's going to help them grow.* She continues her clarification, the *short answer is that yes, it impacts a woman considerably.*

Another respondent defends children's significance… My children are my number one priority, *it's just important for me that they're cared for. They know they're loved. They're supported …* She goes on to account for her child rearing principles … *They eat well. They go to bed on time, I'm very militant about keeping a schedule.*

A respondent returning to work for the first time after giving birth shares her apprehension, *I'll give a prime example. There's some angst in me. I'm going to go back Monday. I'm going to return to work since giving birth. Yeah. So, it's like, what awaits me?* She justifies her concern …*because the burden of taking care of that child is greater on the woman.*

Another respondent who has three children articulates her opinion about their impact on the professional journey as, *it can, if you allow it to. But you have to stay focused,*

especially when it comes on the workplace… Because one, you're a female, so that's already a barrier. She acknowledges, *Yeah, it's kind of difficult.*

Another respondent with a stay-at-home dad discloses, *he's the babysitter, he's available. For that reason, my career was not impacted in that zone,* speaking to one way of receiving the required support. The alternative she explains, *I'd have to be making a choice between either the cost of babysitting or the cost of childcare.*

Another respondent informs *society looks at it like, you know, we should be nurturing.* She continues to justify her stance, *if you don't have the right team and support and so on around you, it can really break you mentally. So, yeah, it can definitely impact on it,* referring to the woman's professional journey. Speaking about the impact another respondent offers her concerns as:

> *I've always admired women when they talk about, oh, yeah, like, I'm the CEO, but I have three kids and blah, blah, blah. And I've had conversations with so many successful women who struggle with the connection with their children, because they had to put something on the back burner. And some, it has affected them because they weren't able to recover from that. Some of them successfully have.*

Another respondent who is relatively new to the role of motherhood shares, *when I hear women brag about children and their successful careers, I used to admire it. Now that I am a mom, I recognize why they brag about it, because it is really, it's the most challenging thing I've ever done.* She goes on to articulate, *because you're always have to, I can't determine use, but there's always a cost. There's always a cost to making a choice…* She continues with:

> *So, when you choose to focus on something, like last night, for example, I have an order that we're filling out in Cayman and we're having a lot of problems with it. I was supposed to stay up and create an invoice and talk to the guy. And I couldn't do it because my son just wouldn't go to sleep. And so, both of us fell asleep because*

> *I'm trying to get him to sleep. This morning, I wake up late…I never get to complete my work last night because I was exhausted. And as a result, I was late today, and I've been late with some deliverables because I chose to try and settle him down while his dad was doing other things.*

A respondent with adult children, reveals about her girls, [The eldest] *she's married and gone. The other one is doing her own thing, still is at home with me. She's at work and gets in a situation, she's calling me. Her dad works in the same company, but she's calling me, Mommy… ,* The respondent continues to explain the adult child's impact on motherhood, the generational impact on motherhood, *my older daughter, the same thing. So, although they're now on their own independence, that attachment is there.* This respondent supports the significance of children, *Mommy is the first person they go to, even though they have good relationship with their dad. So, I do think as a professional person, you give up more as a woman to facilitate being a mother. I can see that.*

In contrast, about adult children another respondent also with young adult girls articulates, *I think it's made them very independent. Some days I say too independent because, you know, there are times when I've had to say you know, you do have a mother, right?* Sounds like hard work, which is the final complication respondents acknowledge.

Hard work is introduced as a norm with cultural roots, an expectation grounded in a Jamaican upbringing.

> *So generally, because of how we're cultured in Jamaica to just be like hardworking, … use my brain, my hands, when I come here, I don't see it as extra, or I don't want to fall off of the high standards that I have set for myself as it relates to work and carrying out duties.*

The respondent goes on to say, *you have to work hard, and you have to put the effort in…, I bring all of that when I go to work. I do the best that I can… hard work, overachiever… even though it may not be the fit for me, I bring 110%.*

Respondents acknowledged external influences as sources of support. Based on the frequency of comments the pie chart below indicates the level of significance placed on the four indicators respondents discuss.
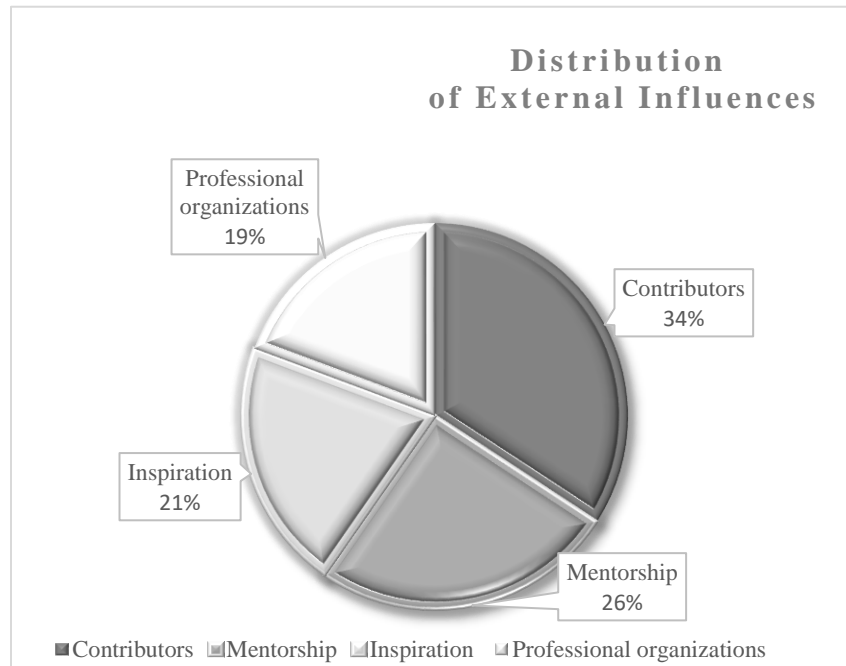
Distribution of External Influences

Professional organizations 19%

Contributors 34%

Inspiration 21%

Mentorship 26%

■Contributors ■Mentorship ◩Inspiration ◪Professional organizations

Figure #12 Distribution of External Influences by Frequency

Contributors are named people who provide specific and actionable resources or directives to support professional growth. Calculations exclude contributions from mothers or spouses, assigned their own unique categories. The specific, applicable support differentiates them from influencers. Mothers are captured in a code, maternal dominance that covers the formative years and maternal influence that houses support during respondents' adulthood. Contributions and lack of contributions of partners at all levels is covered in a code named, spouse.

About her contributor a respondent share, *he really took me under his wing and called me his daughter so many times and taught me so many things… Like your*

presentation is important, was one of the things he taught me. Another respondent reports

her contributor saying:

> *… that principal says, oh, you're way beyond just a librarian, I'm going to recommend you for training to become an assistant principal, because you have what it takes, I see the leadership qualities in you, and I think you would be a good administrator.*

She goes on to give credit to *these icon women in Broward County Schools, that they pulled*

together to put together a program called TOPS to train potential educators who were

interested in becoming administrators.

A creative media respondent conveys, *my cousin who has done well developing*

patents, I'm selling or licensing the patents. I will ask him about that. She gives another

example, *our accounting guru. If I have a question about something specific to do with his*

area of expertise, I will ask him about that.

Another respondent speaks of *my aunt …she helped me to get that internship at the*

company. About help from associates another respondent divulges, *my mom's friend*

reached out to me and she just said she had a position open and if I wanted it, and I said

yes, and I've been here ever since. That respondent speaks of help from other friends of her

mothers, *especially if it was like writing or preparing my resume or a letter of*

recommendation, they were my go-to people.

A respondent who migrated with industry experience but had to gain American

experience found support in her manager.

> *She was super sweet. I consider her to be the best manager I've ever had to date, even though it was not in it in HR she was very caring, she will teach you all you need to know, there are no wrong things with her. It's only correction and areas of opportunities to grow. And she makes you feel that way. Even if you have done something that is wrong. So that was a good experience for me.*

Specific help came as interview preparation, *she took the time to really sit down and prepare me for what it is that I need to expect in going to that interview*. This relationship continues, *we still communicate to this day. Once I had the job, there were questions I could ask her, she was really instrumental in going through some of the details because she was also in corporate HR before she branched out to her own consultancy firm.*

Another respondent finds contributors in the community like the *clergy, I could have conversations, and sometimes meditate about it or tell me how to meditate through the problem before it becomes, something that I would get frustrated about.* She goes on to reveal *the person from school was more there to keep me grounded and say to me, if this is what you're going to be interested in, here's some opportunities that you may want to consider like, may want to volunteer.* This respondent goes on to share how a contributor in the workplace continued to guide her growth, *one of the things that she taught me was the importance of resilience…she was able to give me tasks and different opportunities, recommend me for certain committees and different things so that I would be elevated.*

For an entrepreneurial respondent *there are a few of them.* She articulates:

> *when I decided to do my company, like properly established it, I was really very fortunate to have been employed by Mr. B. He owned the hotel I was working at and several other properties. Because I knew I wanted to be an entrepreneur, I was always quizzing him.*

The respondent continued her reflection of his support as *he would teach me phrases like, "you need to whistle and ride".* Providing other resources, *he would introduce me to people like MLC, who is, of course, a successful billionaire, the second richest man from the Caribbean.* As a major contribution MLC says, *what you need to do is copy and paste. Find the top in what you do. Find out how they do it and copy that crap. Don't try to deviate*

pretty much in his words. She reveals *fast forward, [he]is one of my business mentors.* These examples of lifelong contributors introduce the next significant grouping of contributors that provide mentorship to the respondents.

The code mentorship reports findings of people who guided, supported, and assisted during respondents' professional journey. They differ from influencers and other support in the specific reference to professional encouragement. A respondent description:

> *…my view of mentorship is more of somebody who's like not just, you know, follow me around and see what I do and ask any questions if you have any, but I'm just going to tell you directly, I'm doing this thing. The reason we do this thing is because such and such and here's how you accomplish such and such and such, and you may have a client that does, I'm just volunteering information, because I think a lot of times, as a mentee, you don't even know what to ask, and it can be intimidating too, to ask questions.*

A respondent explains how this looks in practice:

> *I had two different mentors…a mentor through clergy, and that person was educated, but I also had a mentor, well, three, actually, because I had a mentor through school. And I also had a mentor who was, like, someone in the community who was quite involved and even at some point became a politician, if you will, and was there for me from the very beginning. Like, when I say from the very beginning, like, picking a high school, you know, deciding on high school,*

Another respondent discloses, *I have mentors, probably have more informal mentors than the average person …. I could name 100 other people that I can call and talk to. And it could be personal. It could be professional. Tons of people. Tons of people.* This respondent acknowledges that the need and significance of a mentor happened recently. *No, in the sense that and I think it was just more based on lack of education or knowledge on my parents' part. I didn't get a formal mentor.* Another respondent disputed the lack of mentorship because of education with *I lacked mentorship a lot, even though my father was a physician.* Another respondent shared, n*o, I can't say I had a mentor early on in my career. I did have some throughout my career, but not at the start.*

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A respondent speaks of getting her mentorship through an organization, *I was a part of a group that was called Delteans, which was almost like a little sister type of group to the sorority Delta Sigma Theta.* She explains*, I can't say it was a one-on-one mentorship, but being a part of that group did expose me to women of color in the professional realm.*

This introduces the value of professional organizations in a code that reports respondents' affiliation with an established entity. *I sit on the board as one of the official liaisons for the Caricom and this company called Association of American, of Caribbean States.* A respondent shared, *I made sure to be a part of different communities, like JWOF, for example* another explains. Another describes her affiliation with organizations as I'm on the board of SSL, JWOF I'm a member of… AMT, American MedTech Association, the Realtor Association of South Florida.

What they get from this affiliation is revealed as *it gives me exposure. I get to go to these wonderful conferences, and I can meet HR people from all over the world, not just in South Florida. And actually, I've made a lot of connections through that.* She also adds, *I'm a member of SHRM, also the president of the smaller SHRM groups here in South Florida.* Another respondent finds value in membership because *I am a part of like a diversity equity and inclusion council. I'm a part of an African American women's group, an all-women's group.* Another explained, organizations *like the Grievance Committee, holding me accountable, making sure I'm practicing in a way that is ethical, with integrity* and advocating as much as I can for my clients. A respondent with international connections describes her organization as *it is an association based in Trinidad, which is a not-for-profit, which brings together specifically female entrepreneurs to train us and to help us to have best exchange in practices and to see if we can lobby to open up trade*

A respondent said, I was a board member *of Planned Parenthood, a board member of March of Dimes. And I was the head of the board of the March of Dimes* admits, … *So this is where I think I have not done as well … sometimes like JWOF is a good example, they'll be like hey, we want you to on the board.* She does admit that professional organizations are *helpful giving you access to people, networking opportunities with people that can really help.*

Respondents collectively agree these external influences provide *inspiration,* a code that records expressions of other's role in building self-confidence. *I had strong Jamaican people, both male and female who influenced my life.* Respondents share inspiration that comes from their immediate family like, *the love and support, unconditional support I had from, people like my Grammy.* Or more formal less familiar inspires like

> when I knew I wanted to be a doctor, or in this medical field is Dr. Ben Carson,
> some people will know him as one of the faces of the Republican Party. But he,
> you know, he's actually one of the top neurosurgeons, or he was back in the day…

This respondent summarizes the value of inspiration as *people too along the way who poured into me, everybody that's ever poured into me, goodness and positivity and encouragement has helped me to become who I am today,* introducing the final theme, *readiness* where respondents share the preparation, maintenance and realizing a leadership role.

Theme (7) – Readiness speaks to the stages of becoming successful from preparation, succession planning and achieving a leadership role which denotes organizational

hierarchical success. Respondents shared extensively on their varying approaches to being ready for professional success defined in this study as *the highest levels in traditional and non-traditional roles and not limited to leadership in corporate America.* In her own words a respondent defines professionalism as:

> *… professional success doesn't necessarily mean money to me, but being somebody that other people admire, and aspire to be, and you know, you can influence. You're kind of like an influencer, before the term influencer was a thing, you know. But that's what, what professional success means to me,*

Another respondent says, *so professional success to me is being able to touch and reach other people in society, especially Jamaicans in our society*. A few respondents remarked on their parents' lack of formal education as *I just told you the story of my mom and dad who don't have an education.*

Respondents addressed their preparation through statements related to their credentials and the impact of education development and their efforts made to realize this impact. All 12 respondents had commentary on the effects of their academic experiences on their professional success covered in 76 quotes.

When asked about their professional preparation journey several respondents shared interesting narratives about their unique experiences that ranged from always knowing their vocational calling, to being 'directed' or to happening on their profession through life experiences. One respondent talked about her discovery of the option to study abroad from processing financial applications as being,

> *I started to read some of the applicants' attachments that came about the different schools and the different professions. And that kind of got me like very curious into delving more. And so I started to explore those applicants who were applying for foreign exchange to do advanced studies abroad.*

Another respondent who had been discouraged by her counselor from pursuing her professional passion says, *fill out a scholarship application for the University of Florida. And now I had a portfolio of stories and all this stuff from high school at BCC.* She took advantage of assistance towards higher education*, back then they were offering minority students the opportunity to get grants and stuff like that*. Another respondent said she always had her focus on a terminal degree, *I do remember when I was in my twenties, I was researching doctoral programs…*

Respondents said about their credentials: *I was already an educated young lady when I came here* meaning her educational experiences began in Jamaica and she migrated as a professional and she continues to explain, *I think you come here with an advantage if you show up ready, you know, and I think I showed up ready*. Another respondent as a second-generation Ja-American, born and raised in the United States, *I have a doctorate degree and there's nothing else really, it's terminal*. Another in evaluating her readiness said, *I already established the partnership* referring to having an established business in Jamaica which is now being established as an international company with her extending the American arm of her entrepreneur endeavors.

Several respondents acknowledged the examples from their mothers. One respondent shared:

> *…so, my mom, she migrated here with her nursing degree, so she was already a nurse before she even came here. I think that was beneficial to her that she had her degree, because she, she never went to school here. And she was able to come here and work and build a fairly good life for herself.*

Another respondent's mother had a different experience, *my mother migrated, she was young, she came here to go to school.*

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Respondents' references to the impact of education on their professional success also varied as expressed by the following comments. A respondent who came to achieve an AA degree, shared her realization that *it so happened that as I got more involved in studying here, I realized that having an associate degree was really not enough. And I just decided I had to stay and pursue a career beyond an associate degree.* She went on to become an insurance adjuster who benefitted from taking advantage of corporate sponsored certifications,

> *...as you became more certified, they would give you more complex cases. one of the last cases that I handled was a very well-known celebrity. His gardener got electrocuted while doing some cherry-picking thing. And the electricity went from one side of his face to the other and totally distorted him. I got to the point where I was doing catastrophic claims because I would always be studying and taking the internal exams.*

A respondent who chanced into a teaching career but continued her educational development both in formal academic work and taking advantage of on-the-job learning opportunities said, *next thing you know, I'm in the training program to become an assistant principal.* Not to be underscored is the self-development route to professional success as this respondent shared, *I became a television producer of my own accord, just self-taught, basically.* This respondent expressed her achievement in a changed academic focus that still provided a foundation for her current success,

> *I never finished the business course. I don't know. But understanding principles of how a building stands up and what happens below the earth to ensure that the thing that you build, um, on the top side stands up and stands the test of time that those, those lessons make a difference.*

Another respondent explained her extended journey to MD as:

> *I took five years, mostly because the place that I chose initially, I didn't like the outcomes of the other people that graduated, they complained a lot about their*

opportunity after graduating out of that residency. I moved to another place and that ended up, you know, ended up being another year added to my training.

Admitting that sometimes the balance of life makes educational development challenging this respondent shared,

> *I've been doing a lot of those type of things when I can sneak it in, and really trying to take advantage of the opportunities that my company does provide. They do provide a lot of opportunities to earn certifications, you know, taking courses through LinkedIn.*

A respondent offered a great summary about the impact of educational experiences her on professional success as being, *formal education, it opened the door for me to learn more things. And it's not to say that I stopped learning because I'm into lifelong learning.* Another shared, *from a young age, I believe that education was always my vehicle to getting to the state [a place of] or the comfort that I wanted to be in life.*

Achievement is considered the outcome of educational and other effort. This code reports respondents' successes resulting from effort, skill, or determination. Researchers collected data on personal, professional, and educational achievements. For the purposes of this study, personal and educational achievements will be reported in Appendix XVI. Professional achievement denotes career related successes and a respondent expressed:

> *I was the first woman of color to get that position; They put a camera in my hand and made me a journalism photographer, broadcaster; I've written several books; I became a professional singer; through the television series that I created, which became a national series, … It leapfrogged into me becoming a publisher; I am a creative person, multi-talented, in the way that my nonprofit, for example, has been built, pretty much with my two hands; I'm in a position where I am the go-to person… If anything happens, I'm the one that knows everything that's going on. I know every program we're running.*

Finding about how respondents' professional achievements were acquired offered a varied perspective as well. *I had an opportunity to interview for a position at a company that's in pretty good standing.* A respondent divulged, *when she became terminally ill, I assumed*

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her role. Another respondent said, *because I was in the administrative realm for the most of my career, maybe gave me some leverage.* A respondent whose professional journey started as a teacher shared *the opportunity to step into another position, when I did my master's in educational leadership, I was three years as a teacher. I had just started teaching, actually. I just started teaching.* An entrepreneurial respondent articulates, *took a leap of faith to start my company. And I have not looked back since.* She elaborates, *I'm a proper chef on paper. I still cook, but hey those are the things I dabbled in before becoming an entrepreneur.* She shares *having a family-owned company, we built this company literally organically together.* Her achievements include *selected by UNESCO to launch a project that is like a passion project… I wrote a grant over a year ago.* She rationalizes *because of the success that we've garnered and the great things that we've done and the attention, we decided to spin that off to help other people.*

To summarize, this respondent relates her professional achievements as appreciation for:

> *as an immigrant, before even receiving a green card, even though everything was going on, I was able to establish my company, I was able to open a business bank account, I was able to put the things in place, of course, everything took time and takes time, but I still had access to ensure that I was able to capitalize and I was able to maximize, and I am very grateful … once you have your focus and your why, you're driven, you learn quickly and adapt, you probably excel.*

This sense of satisfaction encapsulates statements that indicate respondent's gratitude for achievements acquired during the professional journey. All twelve respondents offered 70 comments to express the affective domain, feeling, attitudes, emotions related to their professional fulfillment. *And it showed me also that, you know, at the end of the day, my personality actually really allowed me to attract lots of abundance.*

This respondent voices her satisfaction, *when I did my charity, it was a lovely charity. It was a lovely day. We got covered by the newspaper. It was really nice.* Another respondent concurred; *nothing feels my heart more than being able to help somebody. And it doesn't diminish me doing that. And it makes me feel so good. It feels so good.* Lifelong learning was satisfaction for another respondent, *as long as I continue to grow, continue to learn, I consider it to be successful.* Several respondents expressed *I'm thankful and grateful.* The chart below shows respondents' professional satisfaction:

Table # 14 Areas of Gratification Expressed by Respondents

Areas of Gratification	Evidence
Career Choice	*This is my path. You know, I feel like I've accomplished a lot…* *I love being an attorney. I love it, and I'm so grateful that I pursued this career path. I'm an advocate for my clients, I love my clients, I love being an attorney, even 20 years later.* *I'm still in a field that I love, doing what I love, just from a different lens.* *I get excited about my journey*
Work Ethic	*I find that in my professional career when I achieve and I do things and I stick to it and I, you know, I'm consistent or I follow up, I find that that, you know, gives me joy;* *…returning a better child than you get, than they give you. And, and I think I did a good job with that. My students are amazing.* *and the positive attitude I have and the ethics that I bring to my job. So I think it's reflected every day.*
Giving Back	*most importantly is that I'm making a difference in my community.* *self-fulfillment that came from seeing the lives that, that came into my hand and how they are, how they became, they're, they're doing so well.*
Favorable Collegiality	*I'm grateful because my job, more importantly, I have a really good working relationship with my manager, and my team.*
Perks	*My job has afforded me to travel a lot. And I'm very grateful for that, both nationally and internationally.*
Sharing Knowledge	*I get such a sense of satisfaction and fulfillment when I know that, hey, I just taught something. Meaning, or I helped her to feel better.*
Surpassing Circumstances	*Young lady coming from a household country, parents with no education, and here you are principal of the school.* *First Jamaican to have a national series on, on public television in the United States. I'm so proud of myself. I'm a woman, black woman…*
Work Arrangements	*I get to work once a week or so from home.* *My days … a little bit more flexible.*
Serving Others	*I think for me, it is feeling that inner satisfaction and accomplishment when you sit back and you reflect on, okay, what have I done this week? And for me, getting those thank you cards from clients … what the people I'm serving feeds back to me in gratitude.*

Respondents all agree, right now I'm in my sweet spot; got very lucky; I'm very blessed; I consider myself successful and very blessed; A respondent who is in the decline stage of her professional journey articulates, *I've done enough to be happy and be satisfied with what I've accomplished. There's more, but I have no desire for it.* Another respondent expresses the ultimate satisfaction, *I can take care of myself easily. I can take care of my family, my family's family and ... I'm leaving some kind legacy that my parents gave to me.* Satisfaction *I'm grateful for the success that I have had thus far.*

In this study researchers define success as a code that reports the finding as acknowledgement of an achieved professional journey. Respondents responded to the question*:* How do you define professional success? A respondent defined success as *achieving a goal that you set out to achieve; setting a goal, reaching that goal and going above and beyond the goal, it's not the money.* Another respondent elaborates, *success for me is that it's not about the titles. It's not about the money. It's not about, you know, it's about making others better.* Another respondent adds the component of a legacy, *my overall definition of success is my ability at the end of all of this to give my children something that will help them and help their future generation.* The table below consolidates how respondents measure their success and provided answers for elaboration.

Table #15   Measures of Success Expressed by Respondents

Questions	Responses
What does professional success mean to you?	*...success is really when the results of your work is positive.*
	when you see all the big giants out there advertising and you can't afford to stay at that level, but you still see that you're doing at a level where you can maintain your lifestyle. That is success to me without having to put out so much. And yes, you see that it still happens.
	I'm helping young people; my success is their success.
	I think it's being able to improve your own livelihood and the livelihood of others.

Questions	Responses
Were you expected to be successful?	*I think there's definitely pressure, direct and indirect to be successful…to them is to be wealthy, to have money, to be able to live in a more than comfortable state. My family, I wouldn't even say just the parents, the family in general thought, you know, you have to be successful financially.*
	He had his eyes on me to be the one out in the family to kind of go out the gate to get that first high school diploma.
	I was able to overcome it because she insisted that nothing was wrong with me. I just needed to work harder.
	My mom's only goal was for me to complete high school and go to college. So that was her success for me. And that's what I needed for myself.
	And he just paused, and he looked at me and he said, you're going to make an excellent assistant principal one day.
Do you consider yourself successful?	*I'm in a great space, you know, career-wise.*
	Success is relative.
	I've even had one disclose to me that they had to post the position just because they had to post it, but it was mine.
	…even though I'm not doing costume design, I'm actually doing what I wanted to do when I was like 10 years old. I wanted to be a teacher.
	So I do feel like I'm successful.
	… being stable, able to afford to purchase a home, being able to have a car, being able to provide for myself, is what established success for me.
	I'm comfortable. Things are good financially, but you know, I have the opportunity to do multiple things. It's just whatever I decide to pursue.
	I know I'm successful, but I'm definitely hungry for more.
What key factors contributed to your success or prevented you from being successful?	*I've always had the benefit of having leaders that see those qualities in me. And a lot of times I don't even have to apply for a position.*
	…it's definitely reflected in my job on a consistent basis. It's just who I am and what I like to bring to my work every day.
	My reputation spoke for itself. My work spoke for itself.
	Always was… Failure is not an option.
	I have my integrity, like you said, I'm gonna really be my authentic self.
	It's something that you enjoy. You get gratified, you get edification from it on a, on a regular basis.
	Being financially stable, emotionally stable, spiritually stable as well. And, you know, having people surrounding you that support system.
	It's not something that you wake up and you hate doing it. That is not professional success

A respondent articulates, *I was defining success as something linear, like it had a start and a finish. And it had to be this way …it can have some curves; it will have its hills and valleys.* Another respondent explains*:*

Professional success is you being transformational, a visionary, directing and leading people, and getting the best outcome out of them, no matter what, because you don't have to be you have a title to be successful. But it's how you influence and treat with people. And how you make people feel when you interact with them. Just having that level of influence and affluence as well.

This respondent defined leadership considered to be the ultimate in the organizational hierarchy. Researchers use leadership, a code in this study to collect data on the respondents' methods of managing people. All twelve respondents provided 34 quotes with data to answer the interview question: How would you describe your leadership style?

Table #16 Leadership Skillsets Articulated by Respondents

Skillsets	As evidenced by….
Inspirer	*I'm the kind of leader that likes to highlight the successes, contributions, participation of the other people around me.*
	…always stop and recognize the people who have really made the ship stay upright.
	I'm a transformational leader. I believe in being there with my team.
Delegator	*I delegate a lot. And most times good leaders are great at delegation.*
Motivator	*I'm just somebody who tried to lead others to become better than me.*
Influencer	*I'm assertive and fairly organized. open, receptive, decisive.*
	… be a part of a really healthy environment and just help people become the best they can be
Collaborator	*…it's not always the decision that everybody else is going to take, but I do try to take everyone's opinions into account.*
	I am a thoughtful leader, I am open to hearing from everyone, collaborating
	I lead, through consensus and I also lead, by example, I try to identify, an individual's talent and put them where their talent is best suited.
Decision Maker	*And then at the end of the day, particularly if it's my head, that's going to be on the chopping block. I am going to make a decision or take a decision that, I can live with*
Evaluator	*I assess the people that I'm working with and give power and autonomy to those who prove themselves worthy of power and autonomy.*
Relationship Builder	*My relationships. Every single time.*
	…the other part of being a good leader, which comes from your relationships, come from how you, you treat and handle people.
Supporter	*I try to support people that I lead by advising them on what I see, what I see sometimes it's not what they see, but what I see as their strengths …I am a compassionate leader.*
Strategist	*I like to fix systems and empower people and that's the kind of leader I am.*
Connector	*The thing that never goes away is my ability to connect with people. Good, bad, and ugly.*

Skillsets	As evidenced by….
Nurturer	*… values people, take care of people, understand where people are, because when people feel good about who they are, where they are, the work they have to do, you're going to get the best work out of them.*
Challenger	*I'm always going to challenge you. You're going to come to me with something. And if there's a better solution, I'm going to, I'm not going to tell you, but I'm going to challenge what you have.*
Critical Thinker	*giving people the space… to be able to be open and to think and to think with you.*
Problem Solver	*…showed me that day that I was resourceful, and I was able to solve problems and I could work under pressure,*
Change Manager	*I make sure that I cross all my T's, which can annoy people sometimes, but hey, whatever, it's my business after mine.*
Project Manager	*I've never had direct reports. I've always managed projects, not necessarily people.*
Disciplinant	*I have a problem disciplining employees, but if I have to I do it. I'm very generous also as far as trying to give them a little bit more than just the regular nine-to-five. I am also very personal.*
Situational Leader	*I lead based on different situations and scenarios that require you to pivot and act.*
Positivist	*I'm a very confident leader. I'm a very outspoken leader, you know, and I am most importantly, everything that I value is my integrity*

In summary, the findings above provide data to access how Jamaican women find professional success based on the lived experiences of twelve Jamaican women with diverse childhood experiences, family structures, migration occurrences and careers in an assortment of industries at various professional levels. Researchers first presented evidence of the intersection of work and culture depicting how" Jamaican-ness." influences how respondents display their work ethics. Then perception of success recorded professional considerations and their readiness to perform.

Indicators of success intertwined with cultural relevance were evident in varying degrees in both first- and second-generation respondents. To account for the impact of acculturation and differentiation from assimilation, the second research question looks at generational comparisons.

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4.4.2 Themes in support of Research Question 2 – How do the first- and Second-generation professional women compare in maintaining the intersection of work and culture?

Researchers compared first-and second-generation Ja-American women to extrapolate generational significances introduced by respondent: *your parent shape, and then you have school, and then the wider world, you have the internet and everything else. And then you also have your own experiences and thoughts about how things are,* and this impact's assimilation. A respondent shares her opinion when she says, *some of those things you will take with you as an adult, some of those things may change based on worldviews. But I believe over time, you'll gain your own experience.*

The concept of 1st or 2nd Generation is based on the European model that believes the second-generation does better in their professional journey. The researchers intend to generate a hypothesis about the Ja-American woman's success including the effect of assimilation on retaining cultural norms and values explained with the themes preparedness (1) and establishment (2). Preparedness reported significance in primary socialization, generational differences, and gender expectations. Establishment considered patterns related to relocation, community involvement and factors that contributed to the likelihood of success. Respondents shared their experiences and opinions as they relate to their generational denotation for this study. The table below lists the topics covered in both themes that address this research question:

Table #17 Themes and Codes Specific to 1st & 2nd Generation Comparisons

Preparedness (1)			Establishment (2)		
Primary Socialization	**Generational Differences**	**Gender Expectations**	**Relocation**	**Community Involvement**	**Likelihood of Success**
Birthplace (9/10)	Comparisons (12/146)	Role (5/10)	Migration (11/73)	Community Involvement (10/31)	Expectations (4/6)
Childhood (10/26)	Generation (7/18)	Women at work (7/11)	Reliance (4/6)		Predictions (6/12)
Primary (2/10)	Perception (11/36)	Spouse (11/46)			Initiation (12/26)
Reflection (8/15)		Work at home (5/11)			

Theme (1) Preparedness

Preparedness (1) comprises a compilation of factors to prepare 1st and 2nd generation Ja-American women for professional success. It encompasses the primary socialization process that includes birthplace as a confirmation of generation, related childhood activities and reflective stories that highlight the relative information. All respondents shared comparisons of generational differences both between themselves and their parents, grandparents and their own children providing this study insights from four generations. Gender expectations are also considered in this section to expound on similarities and differences that might become apparent with each generation.

What country were you born in...? was a qualifying interview question to reconfirm respondent's generation as defined in this study. One respondent validated the question in responding, *so this is a great question too, so I was actually born here in the United States.* Because she spent her formative years in Jamaica until the start of her tertiary education it would have been easy to assume she was born on the island. This is also true for another

respondent who said, *I actually literally was born here, in Mount Vernon, New York, and then one month, my mother took me to Jamaica, and my grandmother raised me.*

Respondents born in Jamaica describe their childhood experiences as being filled with tasks and activities *that from an early age provided responsibility duties* that prepared them for success. A respondent who transcends gender-specific choices shared:

> *...you should see me drive. My dad's business was transportation. I've been driving for, like for 15, 16... I can drive stick, I can drive a truck, I can ride a bike, like motorbike...I was like a little boy for one minute of my life, ...*

Another respondent with the same disposition says, *when my father owned a gas station at one point, I would go and pump gas.*

The focus on achievement regardless of hardships or adverse situations, is referenced in multiple respondents as a hallmark of Jamaican perseverance that was molded from birth as is the case of this respondent who shared:

> *She went back and forth to the market, when pregnant with me. And my dad was also, a musician on the side and she was dancing quadrille one night. Here she was pregnant with me, dancing under the tent, quadrille, and went into labor. And a midwife delivered me, right there.*

The absentee mother is a reality for many Jamaicans, as parents leave them to secure a better life. An example of this phenomenon was described by a respondent as:

> *My grandmother raised me, my mother spent a lot of time here in the U.S. So, we grew up in my grandmother's house. That's kind of why I love my grandmother so much. I'm so attached to her, because she was the one that raised me.*

In the absence of this maternal guiding adult, many children relied on their friends and community activities for support:

> *I turned to like sports in church for my outlet in terms of dealing with that. And I got very good friends from high school in like fourth and fifth form. We decided*

what we wanted to be or become. And we kind of like stuck together. And most of them or most of us, we have achieved some parts or all of their dreams.

The importance of informal education, particularly reading, was confirmed by several respondents. One stated, *I embraced that value for education and just did what I had to do, in those younger years.* She went on to explain:

> *My headboard when I was growing up in Jamaica was a bookshelf, and in my house now, I have hundreds of books. I have a wall of books, so I grew up with books, because you know, that was what we did, we read all the time. You're bored, read.*

As an example of the value of reading another respondent born and raised in the US shared, *I used to be the only kid in the house reading when my friends are outside playing.*

The respondent raised by her grandmother shared a very familiar sentiment:

> *And that her grandchildren, who she probably was even closer to than her own child, … she was a big push in terms of, you have to study, you have to go to school, your schoolbook, is your friend, your schoolbook is your toy, your schoolbook is your, you know, your everything.*

This respondent's experience of being raised by her grandmother remains a very prominent childrearing practice for parents who need the support to pursue life opportunities. Another respondent explained, *my grandmother raised us, and of course my parents were there, but I spent the majority of my time with her.*

An alternative to the absent mother was the father who as one respondent explained, *I was raised partially by my mom and then my dad because my mom immigrated here.* This respondent also shared, *I would also say my grandfather on my father's side*, again supporting the role of the grandparent as a Jamaican child raising practice that transferred to Ja-American women as expressed by this respondent who gave this example: *my son doesn't go to summer camp. He's with my parents, they just don't travel during the summer to their businesses. They stay and then my son just goes … or they come to my house.*

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Shifting to the respondent born and raised in the US, a significant observation is the shared household responsibilities that become less gender-specific to adapt to the North American way of life. This respondent describes her childhood, *watching my mother and my father when I was growing up as a child, they were interesting in terms of raising us.* She goes on to explain:

> *There wasn't necessarily where you saw where only my mother does this or only my father does this. The roles were interchangeable. Sometimes my father would cook. Sometimes my mother would cook. Even laundry…I remember when I was younger, I'm folding, my dad would be like, no, don't fold it like that or you could fold it this way and it's easier or whatever the case may be. It wasn't like, oh my mom is the only domesticated person in the home. Both parents had the philosophy of we have to keep this home going.*

A respondent shared her highs school experience having spent her formative years in Jamaica then migrating and having to learn to adjust to access to opportunities that were governed by race and the graciousness of a few dedicated educators. She said:

> *Went to South Plantation High School and there, I met a counselor … slash taught journalism and saw that I was good at language arts…invited me to join the journalism club, which was the only, one of the few clubs that even let us in. Unless you were a cheerleader or an athlete, you couldn't get in some of these other clubs.*

The approach to finances was an interesting observation. One respondent who studied in Europe shared:

> *I was always independent. I got trained as a bartender at 18 years old. Then pretty much while I was studying, just to make my own money, because I went to school full time, I would be a waitress or a hostess or I did promotions and marketing ...*

The respondent raised by her grandmother described her as a strong, independent woman *who did not depend on a man either.* She makes a comparison to herself as a financially secure professional woman who is raising her children as a single mother. She credits this

to her grandmother, *I think her influence was really, really, really significant in terms of, you know, making sure that we were like on a path to independence.* Another respondent articulates, *I think growing up in our culture, the one thing I will say I appreciate with Americans is that they didn't shelter their kids. The typical American child is not that sheltered. They're privileged.* She goes on to make the comparison, *financially, growing up, I did not, even when my parents had financial woes, I probably wasn't exposed to it until I was a teenager.*

Reflections supported comparisons that highlight life during childhood to respondents' present reality. A respondent reflected, *I would go back and tell my younger self, no, don't do that. You don't, I sold myself short on that.* Another respondent commented on life in Jamaica and how hers might have been different as:

> *I look back at where I came from St. Mary, Jamaica, where in the country, I literally lived in a valley below the mountain. When I go back, most of the women that were my schoolmates, a lot of them are still there. And I was shocked that some of them never left that valley.*

This respondent left Jamaica with the assistance of her brother. At one point in her narrative troubled by changes to a city adjusting to post segregation, she laments as to whether she would not have succeeded in Jamaica considering her academic aptitude, *I said to my brother, if I was in Jamaica, I wouldn't have had to go through this. I was smart. I could have got my GCEs, my scholarships and gone to college there.* One consideration is the *gender expectations* and how it plays out in the 1st generation primarily in Jamaica compared to the second-generation expectations in the U.S.

Generational differences offer comparisons on many levels (all 12 respondents shared 146 comments), it defines generations and shares perceptions of both generations.

Comparisons document similarities and differences between Jamaica and U.S., coded, country; generations within a family including a subset on siblings; between friends/ colleagues; and between males and females coded as gender.

A first-generation respondent informs about the advantages of life in the U.S. compared to Jamaica. She doesn't dismiss the possibility of achievement on the island, rather she compares it on the ease, guidance, and resource availability regardless of the separating socio-economic differences, *it's that ability to do things that you maybe could do from your own home country, but in this melting pot, the U. S, all of us can.* She justifies her opinion, I've *seen it up close and personal* were starting with limited educational, business acumen and /or finances people *become multimillionaires and billionaires even, in America.* Her question, *I don't know that you can do that? Maybe you can do that from Jamaica, but this country is uniquely, set up to allow many of us to do that.*

A young second-generation respondent who was born in the US and raised in Jamaica divulges, *some people would say, not many things that Jamaicans do better than the US. And I could beg to differ, I could write you a list…something I would talk about, is education, and that help.* She is referring here to domestic, home assistance.

Comparisons of lifestyle are expressed by a second-generation respondent with regard to household management:

> *If we're in Jamaica, if we'd have the same life, if we could just move the whole house, drop it in Jamaica. I would have a nanny and a gardener, And we don't have that…as far as planting the flowers it's like usually me and my parents and my kids we're out there doing that. And if I were in Jamaica, I would be telling someone here's what flowers I want in the front yard, but it's different here in the United States, the cost. And then can you trust this person in your home?*

Another respondent clarifies with a contrasting opinion and rationalization for generational success, *because I was born here, there's certain opportunities that are afforded to you in the* United States that when you're living in a third world country, you *may not just get.* She goes on to explain the impact of classism on professional progress:

> *…again, depending on who you know, or your education, not even just your education, because you can have your education, but if you don't know the right person or people, maybe you're not afforded those types of opportunities or business, deals could be closed, depending on who you know…*

Another 1st respondent adds to the comparisons the relatively casual Jamaican disposition, *so super different…how people interact in Jamaica. We're yeah, no problem, even though, we have a lot of issues as with anywhere. It's different how we take on what is happening around us.* Her comparison continues, *I find in the U.S. that happens a lot…it opens a space for more mental issues than anything else.* She rationalizes, *there's not that in Jamaica, because we have the outlet, and we are happy people.*

Childcare and generally the cost of running the household is addressed by this 1st generation respondent who migrated fairly recently… *in Jamaica, it would be very different because you have a family member to stay with. And it wouldn't be at a cost per se.* She compares the same scenario in America*, here everything is pay, pay, pay, go, go, go. And even though in the US, we talk about family and family values, the system to me is not designed for you to balance family and work.* She identifies the contradiction while acknowledging *I am not saying it's easy all the time in Jamaica, but you have options as opposed the US. It's either daycare or stay home and just be your own boss.* This is supported by another 1st generation respondent, *that's one of the things I miss, when I'm in*

Jamaica, I'm so much more independent, more blissful. you know, so you have that support.

I could afford to do that and so on. Over here, no.

Another younger 1st generation respondent who enjoys an active social life adds to the comparison referring to quality of life, *it doesn't matter what day of the week it is. There's nobody saying, oh, I can't tonight because I have to go to work tomorrow. It's a different lifestyle.* Another younger 1st generation respondent who migrated recently comments on the workstyle considerations:

> *There are limitations, ones that really restrict people that are very progressive. I don't see those barriers being here as much. A beautiful example is when I talk to young entrepreneurs in Jamaica, they laugh at me because I remember when we started in 2006, although we were registered as a partnership company, operating, filing our taxes, the banks refused to give us a credit…. And that to me blew my mind. Another thing as well is innovation and access. There was no e-commerce platform, so to speak, unless you had a lot of money to invest. Access to loans and grants and things like that were pretty much non-existent.*

The respondent does offer as a positive to life in America, *now that I'm here, one of the things I didn't have the privilege of having in Jamaica is a gym at such an affordable rate.* She also speaks of a debt free existence related to personal expenses because of limited reliance on credit cards,

> *in Jamaica, we have very good integrity with our credit because we spend wisely and we have people that guide us, not my accountant, not my tax person. Here I have a credit card that I'm learning how to balance. I didn't have that in Jamaica.*

The idea of work/life balance was expressed by all twelve respondents in 62 quotes. The issues they addressed include family time, professional expectations, childrearing.

Both respondents, one an attorney, the other a doctor, who shared the same professional choices with their father commented on practicing differently because of the impact of their childhood experiences.

And I just thought it was extremely boring because I would see my father just preparing for cases and I'm a very free-spirited person…I don't have that kind of regimented personality to do that. His life did not seem very fun to me. I'm a fun person. I don't want to do that.

Respondents struggled with comparing their success with their parents' progress. Making a comparison across generations, the respondent raised by her grandmother said, *she feels that I am like in the Milky Way Galaxy in terms of my achievements, because you know, she would have loved to finish school, but it wasn't a thing that they did.* She expounds:

I would say that I've, when you look on paper, I have achieved so much more than her. I mean, my grandmother is very accomplished in her own right, in other ways, but in terms of professional success, she never actually had a profession.

A second-generation respondent compares her professional progress to her mother's accomplishments, *she went to a business school and got certified as a secretary. She did well in the insurance industry. But I think overall, it would be safe to say that I superseded her expectations in comparison to what I'm able to do*. Another respondent explains about the difficulty with a comparison, *my parents only achieved, like, not even a third-grade education. They were farmers.* Another respondent supports this stance:

…if we're saying success based on academics or based on a professional career night and day, because my parents didn't have an education, my parents did not have a professional career. But my father was a farmer, a carpenter, a mason. He was a tradesman. He had that career. Now, we're talking about professional that's tied to education. Well, clearly, with the Ph.D. and then parents who don't have any education at all, then you would say it's night and day. But in terms of qualifying it, I don't know.

Another respondent offers a definitive rating of her professional success compared to her parents*; I think I've been able to achieve more. And I recognize this because of all that they've poured into me. My parents weren't able to finish secondary level school.* Not everyone gives their parents the same credit, this respondent questions, *now I have my own family and I would look at my mom and my dad and wonder why they didn't do better*.

A first-generation respondent with grandchildren compares professional challenges related to the home, across generations, *I'm watching my daughter now with two young kids, a three-year-old and a nine-month-old and seeing her juggle.* She goes on to say, *she has a spouse that is helpful, but his life still goes on. It's a different ballpark, because what they say in Jamaica, the navel string is never detached.* She refers here, to the woman's primary childcare responsibility. A respondent offers this gender comparison, *for us older women, we were told that it couldn't, shouldn't, if you wanted to get ahead, you'd have to figure out how to be a mother and raise a family and still, be as, as productive as your male…* A second-generation respondent justifies the pay differential, *one of the reasons that women are often paid less than men or one of the rationales that they will try to give you is that because, hey, you're the nurturer, you give birth and there is that time off …* She goes on to question, *… now they have paternity leave I'd love to hear what they're going to tell us now when they still not equal.* Another 1ˢᵗ generation respondent who falls in the lower age range is optimistic as she articulates, *I believe you will stand a better chance, … because I do believe pregnancy is not a disability. It is not classified as that…a female can still perform once you have the same skills as the male ...*

Regarding usage of time, a first-generation respondent expresses the less demand on a man's time, *… They're not the primary caregivers.* This is supported by another respondent who says, *I do think that men have it easier.* A second-generation respondent offers, *if you feel like you're in a place where, because you're a woman, you can't have children, and still have the same measure of success and opportunities as the men, that's not the place for you.* A younger first-generation respondent compares her professional progress to her brother's progress with a suggestion of male dominated advantages:

One of my brothers, who, in my opinion, was way more brilliant than I …And when he graduated, probably with more subjects than me, decided he's not working for anybody… he bought a taxi. Back then it was the Ladder. My brother now has probably 20 trucks delivering goods throughout Jamaica. By far the most successful. By far more money that I will never see in my life.

A respondent who classifies as first-generation, but in a lower age range, explains the comparatively limited professional choices, *the bigger picture of that is it's really reflective of the attitudes of that generation, where only certain careers were viable.* Another younger first-generation respondent gives a comparative example of her grandmother:

…back in those days, you kind of just left school, like whenever in some random grade and just did a trade or got married, which she did, she married somebody that was very prominent and became prominent herself, but she didn't have like a formal education. But again, you know, just reflective of the values at that time.

A first-generation respondent gives an account that provides evidence this gender divide is rooted in childhood experiences, particularly in preparing girls for adulthood:

I think my mother wanted me as a girl child to do certain things because my brothers never had to clean their bathroom. I had to go clean their bathroom. Unfortunately, you know, that wasn't fair, they didn't have to wash their underwear, but it is what it is, you know, and its life.

A younger first-generation respondent confirms the lesser demand on men's time, *a male who wouldn't have those responsibilities can get up and go do what he …* Another younger 1ˢᵗ generation respondent on the disparity in gender chore assignment said, *you wash for your brothers, you clean the house and they run around and pick up sticks.* An older first-generation respondent expounds on advice to her grandson, *…your charge is to be better than your dad, to be better than us.* She continues with universal advice, *you're gonna just keep instilling that in people to make them better people.* She rationalizes, *success for me is changing lives for the better. And if you don't, if you go into somebody's life and you can't change for the better, then you have accomplished pretty much nothing.* This speaks

to the gender-different expectations with origins in childhood expectations and may support generational differences.

Respondents also compared themselves to their peers, friends, and colleagues. A respondent conveys, *one of the things I've realized since I've been here is that a lot of my friends are Jamaican and a lot of them are attorneys. They'd never had attorney family members.* This addresses driver of professional success may be more than peer relationships or modeling by parents when she says, *in many instances, they're the first attorneys, first doctors, first any kind of professional person, but their parents were smart enough or wise enough to know they need education.* This is fueled by their selection based on what was considered acceptable professional profile in the Jamaican community rather than a career passion, *a vast majority of my friends do not like practicing law.*

This respondent reports similarities in friends finding value in networking, *all my friends are like me. Tons of stuff going on, 50 million different boards, lots of activities. They are partners in their firm or they're trying to be partners.* In contrast a first-generation respondent opposes what she describes as misuse of opportunities, *I go in there to help. There are a lot of people who use organizations as steppingstones.*

A second-generation respondent whose mother was intentional with her exposure during her formative years, addresses the ability to divert 'white privilege'. She explains:

> *I recently went to a workshop ... [participated in an icebreaker] ...had to stand up when they say, take a step forward: If you had books in your house, if you're going to have an inheritance. I was the only black person at the head of the line with the rest of the white people. Comparing myself to my friends, they have so much potential and they're okay with being on Section 8 and having five and six kids. That was never an option for me.*

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Another second-generation respondent also introduced parents' intentional exposure through social opportunities, *I remember we'd get back from summer break and they're like, well, what did you do? I went to Jamaica, I did this, or I went to this place. I traveled. And there are like, I was just home.* She clarifies, *I learned, sometimes you don't realize your opportunities are different in a better way. I'm thinking everybody traveled in the summer when school goes on holiday.*

A generation respondent raises the issue of unacknowledged expertise. *…you still have to start from the beginning in some fields, because my other friends have had different experiences where they come to the U.S. in a management position similar to what they were in Jamaica.* This speaks to recertification or educational credentials.

A second-generation respondent articulates, *the gender dichotomy is just now changing, I guess, with the next generation is that you stay home, you have the babies and, let the man go to work. I've never believed that because I value work.* A first-generation respondent weighs in on the perceived generational differing outlook on work ethic:

> *We never did it in my age group. We were never taught to do that; you work until the work was done. I'm learning from the younger folk, what they call the new soft life I'm learning. They don't play around at all.*

Referring to the generational commitment to supporting success, she goes on to articulate, *we have to succeed again for them now. First it was for our parents who made the sacrifices to get us here. And now it's for the generations behind us.*

Another first-generation respondent with adult children, comments on assimilation, *Great. But that's not a reality. It's gonna take generations to change that.* This is contrasted with a younger second-generation respondent who says, I *would learn different things and*

see how I would want to treat my child when I have one. And that's the way I could make a difference for the future, the next generations. Similarly, another first-generation respondent with adult girls admits to her learning curve to assimilation, *I didn't understand…* She shares her changed approach, *I try to do now for my daughters,* and rationalizes, *I think if I knew then what I know now, I would have lived my American dream.*

A respondent's opinion, *there's definitely a difference between first and second, especially if you have a first-generation who's very conscious, cognizant…* Another younger 1st generation respondent says, *I think my girls are making it happen too in some ways. It's a little scary.* Another opinion, this respondent says, *I really want something different for [my] child. I'm trying to be deliberate about those lessons.*

Researchers defined the code, perceptions, as opinions related to an event or person. They collected data on perceptions others had about the respondent and the respondents' perception about others or events. For the purposes of addressing generational comparisons, this section focuses on respondents' perceptions. A second-generation respondent thinks *the culture has shifted a lot from, you know, those days, there's still some smatterings of people who think you should be married to work.* Culture here is used as a descriptor of the workforce. The respondent who migrated during the immediate post segregation era questioned the treatment received by the school system, *we haven't done anything to these people. Why are we going through this?... just treated us really bad, [when we are] just trying to get an education.* This respondent alludes to adjustment related to racial issues, *it's not that racism wasn't there. Back in the 60s, if it was, you didn't feel it. The Jamaican …community was more polite about it if it was there.*

The notion of lifelong learning is mentioned as a perception by a respondent who says. *because I'm still learning. I am still growing.* And even realizing that there was an option a respondent informs:

> *I realize now that you don't have to go the path of high school to college to the dream. It's so diverse that you can pretty much take all kinds of paths to achieve it. They're not necessarily looking for the degree, the higher education degree. A lot of it is around skill sets. You know, gaining skills in certain areas like AI or technology, IT, and not degrees, like certifications. And I've realized now you don't need a degree to be successful. You don't need to have a bachelor's or a master's to make an income that's going to be sustainable for you. You just have to be creative at your approach.*

Noted this is the only respondent who referenced technology as a professional option introducing an elaboration about the conversation of gender expectation, a topic that has been previously mentioned but researchers felt warranted its own section because of the nature of the study. The code role captures data about respondents' views on gender expectation. Less than 50% of respondents (5) offered 10 comments including childrearing, mental attitudes, and advice, best summarized by this respondent as:

> *We're generally the ones that are saddled with the responsibility of raising the children, so your company, firm, etc. that you work for, should be very, very receptive to that, should be very cognizant of that, and should work with you to give you whatever accommodations you need, while at the same time, not limiting your ability to grow.*

Another respondent who is a younger, first-generation gives an example:

> *I came [home] and I cooked dinner, took the kids back to school with me [then] back home and put them in bed. So, for that reason, the responsibility of taking care of the kids, taking them to dance, which was still mine, still rested on me. Wow. Okay. Well, well, again, like I said, as a wife and a mother, both my roles were merged….wife, mother, professional roles were so intertwined.*

A second-generation respondent shares her strategy, *the way that I've been able to do it is just balance, setting the boundaries, figuring out what is a priority to me.* Another respondent suggests, *let go of traditional … this is what society claims I should be doing*

as a mother, a wife. Yest another respondent defines women as *self-punishers; I think women are so hard on themselves.* Another first-generation woman said, *I think a lot of women don't talk a lot also about mourning, moving from being a single person, an independent woman, to now becoming a giver, a nurturer, a supporter, a provider...* Related to this topic a respondent's advice, *I think [women] can accomplish anything they put their mind to. You just got to have the tenacity and the determination, and don't take your eyes off the prize.*

The code women at work continues the gender expectation discussion with a focus on the workplace. Seven respondents approximately 58% provided 11 comments best summarized as:

> *...that's a constant battle for any woman in any career to make sure that she doesn't undersell herself, and that she gets what she deserves, no matter what your title, your monetary reward at the end of your hard workday, that promotion, that recognition that you deserve, all of those things that you battle when you're a woman in any career.*

Inferences include female work issues like, pay equality, titles reflective on responsibilities/accountabilities, recognition reflective of effort.

A first-generation respondent gives an example of just how hard women work, under even the most adverse conditions is captured in this account, *went into labor during my speech final at the University of Florida. Took my final, went to the hospital, and had my daughter, who was a true baby gator.* A second-generation respondent concurs, *if I am to give myself a title, it's mom.* Another respondent's example conveys, *everybody in my, in all of my work settings, know my children because I dragged them along with me.* Another first-generation respondent describes her strategy as, *there are certain times of a*

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block or time before our son comes from school. So, that's the time to maximize things. She

proclaims, *oh, my God. It's a lot being a woman.*

A second-generation respondent who does not have any children describes the role

of wife. *My husband calls me like 10 times for the day, even though I'm going to come*

home. The conversation could have waited introducing *spouse,* a code that houses data on

husband or partner's presence during the professional journey. Validation of a spouse's

contribution ranged *from absolutely not…no credit to any spouse at all* from a divorced 1st

generation respondent. A second-generation respondent says, *I'm fortunate to have a*

partner that is not like that, thank God. He picks up wherever I need him to. I do have to

direct him though. but there's no objection to it, which is wonderful. A second-generation

respondent sharing, *Yeah, I have to say I'm grateful because he's very supportive. I think*

we're equally supportive. I hope he would say this. But I do feel like we're equally

supportive in that regard. Another first-generation, divorced respondent disclosed:

> *…when I went to law school, I was married, I wasn't working, and he [took care of]*
> *everything. I still appreciate that. I was able to go to law school full-time, had a*
> *baby while I was in law school, and he carried the burden for several years. So*
> *regardless of the fact that we aren't together, he had a very good part to play in*
> *where I am and we still have a good relationship today. So definitely, he contributed,*
> *and I'll always acknowledge that, you know, it wasn't a journey I did all by myself.*

A second-generation divorced respondent concurs with positive acknowledgement for her

ex-husband's contribution as being,

> *… he did and for a number of reasons, one, he was very supportive. We went to*
> *school together. He was very supportive of my desire to specialize …. and with our*
> *children he was a great father for our kids….* lot of times my profession took me
> away from the home. *If I had another spouse that didn't have his temperament, then*
> *I don't know, it would, would have been, uh, more difficult.*

A second-generation respondent provides the following example of help in the form of

feedback and encouragement she receives from her husband:

> *There are times when that imposter syndrome like comes off and he's like, you got this. He's like, why would you think that or, you know, he'll be overhearing me like giving a presentation or doing something and he'll be like, wow, you really did that. Well, you know, and that was awesome. You know, I mean, it's like, you stepped in and you commanded the room, ... I can appreciate those things. And then sometimes he'll also call me out like, that was harsh. Like, did you have to go that hard? So, it's, it's a nice balance.*

Another second-generation respondent explains the spousal support she receives as:

> *those nights when I'm like up late trying to catch up on paperwork, he is a support for me or those nights where I'm [proofing] a grant and I just can't get my mind on making sure that grammar is right. He'll read it over for me and make sure what I'm submitting is good. Um, so he's been a, he's been a good support system for me. Even in college, during my last years, it was the same thing.*

Yet another second-generation respondent says, *my husband is my support system. And*

whenever there's a bad day at work, he's the person I'm going to lean on. He's very

supportive. She continues with an example:

> *When I was pursuing my doctorate degree, I sat down and had a meeting with him to discuss what it would mean in terms of time. He would then do some of the drop-offs to the soccer practice or whatever. And sometimes I didn't do the cooking. Sometimes he did the cooking, you know, or the laundry or whatever, or he was there waking me up and telling me, time to leave the desk, time to go to bed.*

Another example of a helpful spouse is:

> *But before I got the QuickBooks, we were doing everything manually. He taught me about keeping a petty cash flow. He taught me how to properly do the administrative filing and recording of our income and our expenses. I have to share his goodness. He really helped me to analyze my numbers and to appreciate what is my slow period so that we could implement things… to understand my sales history, to look at what's going on, to look at my fluctuation, to understand milestones So especially from that perspective, I'm really appreciative of him.*

A respondent with a less supportive describes a benefit, *because of my ex's choices, I had*

the good fortune of his availability of a babysitter, a stay-at-home daddy. She continues

I do give him credit for my initial professional choices. She discloses, *when I could not get certified as a med tech, he's actually the one who said, go teach.*

An alternative coping strategy to balance work/life balance is coded under women *work or home.* 42% (5) respondents offered 11 quotes to communicate their usage. A first-generation respondent, who as an attorney with her own firm, supporting flexibility, describes her approach:

> *... now it's somewhat different because I don't have any kids at home anymore, but when I had the girls at home, while they were in high school, I would definitely drop them at school in the morning, go to the office, pick them up at whatever time they were done, take them back to the office with me and work until we got home, I would always make sure they had proper meals because that was important for nutrition purposes. I'd pack their lunch bags and I just kept going because I know it had to be done.*

She continues her description:

> *I tried a lot not to let the weekends have anything to do with work. I made my schedule that when they had afterschool activities, I could be a part of when they had field trips, I was always one of the volunteer moms, which is one of the reasons why I left corporate lawyering to become private because I wanted that flexibility.*

A respondent with a minor child shared, *I have to make sure that I have to do ... because when likkle man comes home, he's a ball of energy and [needs my] attention. I have to make sure I wrap up certain things and start dinner...* She elaborates, *the impact of having a family has really made me slow down. And I realize I can't do everything because I would stay up until late, you know.*

A first-generation entrepreneurial respondent admits:

> *I don't have balance. I get up at 4:30 in the morning. If I decide that I'm going to exercise, I exercise. Sometimes I hit snooze till 5:30, I roll out to the bed. If I'm hungry, I eat something and I come and I sit at the computer. And sometimes I'm here until 10 o'clock in the night. So, there's no balance in my life.*

She is unmarried and does not have children, but she does express another family-related responsibility, *I'm at that age where my, my parents are getting a little older and need help with one thing or another.* She also speaks to the possibility for social isolation *I never fostered a huge friend group or anything like that before. Life is my work and my family and that's mostly it.*

Theme (2) – Establishment

Establishment considered patterns related to relocation, community involvement and factors that contributed to the likelihood of success. Relocation that provides data primarily from 1st generation about moving to America. The code migration collected data in four related areas: age when migration took place; location codes place(s) where lived; process tells about family structure at migration, (whether it was done alone or with others); impact shares the statements that denote the positive and/or negative consequences of migration as they affect professional success. More than 66% of respondents provided narratives about their migration experiences in the named categories.

Respondents who reported their age at migration ranged from 11 years to 35 years with most of them making the change in their 20s. The respondent who recently relocated came at age 42. These are all 1st generation respondents. Two respondents, both 2nd generation divulged actually being born in the US, returned to Jamaica during early infancy and came back to obtain post-secondary education. One of these respondents shared, *I migrated to Jamaica when I was one month old, ... and that is where I remained until I graduated from high school. Then I came back here to the U.S.*
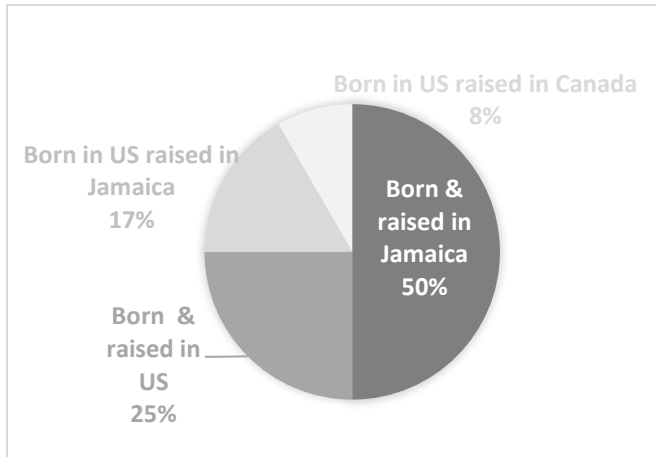
Figure # 13 Respondents Birth/Raised

Most 1st and 2nd generation respondents reported, *always lived in Florida, never lived anywhere else.* A 2nd generation respondent who migrated during her formative years, was detailed in her location description, *grew up in Tater Town, when we came here, pretty much all the Black people live on the east side of the tracks from Broward Boulevard all the way to Sunrise, and then back to like Third, Seventh Avenue, we're mostly where all of us live. So, I lived in ...the hood.* Another 2nd generation respondent *shared, my husband and I, at the time, we looked around the United States and chose Florida as a place that we wanted to live and raise our children be close to our families, and our culture.* She explained her varied locations experiences,

> *I was born in United States; went to Jamaica. We were there for maybe three years, then my parents got us and brought us to Canada. I lived in Canada till I was about 17 and then moved back to the States where I was in Detroit, New York. New Mexico and Florida.*

Another respondent who experienced several locations shared her journey as:

> *I went to college in Georgia. When I graduated, I should have had a gap year, which turned into longer than a gap year. I came to Florida and then I spent about six years here. I moved to Illinois when I made that job change. I spent two and a half years there. Then when I changed jobs again, it brought me back to Florida. I've been in Florida now for the past seven years.*

A recent migrant, accounts for her varied locations *as I've lived in London, England. I lived in Pampol, France and now in Coconut Creek, Florida.*

Researchers collected data about those family structures at the time of migration to identify those respondents who came alone and those who migrated with their family. This data helped to confirm generational assignment. A respondent reported, *I migrated alone, My family was back in Jamaica.* Another said, *I migrated alone. My husband came after because…* This respondent did it in reverse order *my hobby came he took, he took our son because I had to do a few things, before … putting some things in place for the business. Actually, I came up afterwards, but it was a whole family thing.* This respondent explained, *my parents migrated here from Jamaica, they had to probably make things work. Logistics wise, they had to maybe do a lot with little, until they were financially, they were in a better place.* Another respondent came with family. *We had phases.*

> *My mom came here like three years ahead of me. My brother came first and established the immigration consultant business, and then brought my mom up. Three years later, when she was established with a green card, she brought me, … So, when I migrated, it was four of us, my dad, my sister, my brother, and I.*

Another respondent articulates, *we migrated in groups. My two sisters, and my mom migrated. I stayed with my grandmother…* w*e migrated in one batch first, and then the next batch was my grandmother and I migrated together.* She communicates the rationale:

> *I was very popular in school. I had great friends. I just was not willing … I was like, I don't know about this America thing, I don't know any of these people. I have my friends here. I don't want to go to high school in America, and I don't know any of these, just the concept of high school in America was not an attractive prospect to me. So, I was like, I'll just stay in Jamaica. I'm fine, until it's college.*

Most respondents reported diverse consequences that resulted from their migration process. The following chart summarizes the respondent's situation and the resulting impact.

Table #18 Impact of Migration

If the Respondent …	Then the migration's impact was….
Remained in Jamaica and came after other family members were settled.	*… a good thing my mother and sisters were already settled. She had a house, she had a car, ... it wasn't like we were coming and all just frazzled, and you know, discombobulated, and don't know anything. They already had the game plan, and they could share it, ... this is the post office, this is the bank, this is how you open a bank account, this is the school*
Came for educational opportunities	*...my main purpose of leaving Jamaica was to get an education. My older brother, who was here before us, decided that, you know, that was our best option. At least he had his eyes on me to be the one out in the family to kind of go out the gate to get that first high school diploma.*
Felt the loss of domestic help	*…there's no help, you're gonna take your groceries in yourself, you're gonna unpack your groceries yourself, you make your food, ….*
Related parents' experience	*I know what my parents did, coming here to this country and, not with much. And so, it's only right for me to do the same, all that they sacrificed for my sister and myself and showed us the way.*
Feels unwelcomed	*Going through the process, you're a resident, then you become a citizen. And yes, you're working, you're a productive citizen but you still always have in the back of your head, I'm not really a citizen of this country.*
Have their credentials questioned	*But again, she was able to do some more post-secondary work, you know, even going through that battle of okay, will your degree, will it transfer? And if it doesn't, what do you do next, things like that? Or do you want to even stay with the same career path?*
Appreciates her birthright	*I was born here, anyone who's born in the United States, starts out already a few steps ahead… responded to you the way I did, because again, there is a difference, you know, navigating through going to high school here, you know, then going to college here is different from if you migrate here, and have are going to college here, or even pursuing additional post-secondary education, you know, graduate degrees and things like that, and other studies, or if you achieved your degrees or your post secondary education in another country, and then came here, because that's a fight in itself. You know, my mom had to come here, and she even still did some classes here at this institution where I work, actually.*
Acknowledges differing treatment	*t the process for someone who is a, you know, green card holder is a little different for the process for someone who's a United States citizens for certain things, purchasing a home, things like that.*
Recognizes parents' treatment	*Well, it was always in the back of my head that my parents, ... they migrated here so that they could have a better life for their children.*
Admits relocation challenges	*I was excited about when I came to the U.S. because the opportunities ... since I migrated to the US, which is the end of last year, I just continued by scaling my company. So while my business is operating in Jamaica, I'm new here and that might sound simple,*
Faced emotional trauma	*Dismantling is not a joke. And it's still a work in progress. I'm not going to lie to you. It's much better than when I just came. When I said I was bawling all the time because it was a shock for me. So much better now though.*
Financial impact of migration	*So, I come over here. I like, when I used to travel, when I was back in Jamaica, I travel and plan my budget when I'm going to travel and buy my clothes over here. No more going to burn. I'm like, cute. I'm not doing that though. It's got a cheap little more.*

A migration process consideration is the potential for *reliance* on extended family's support. About 30% of the respondents, all first-generation, revealed they relied on extended family during the migration process. A first-generation respondent when contemplating leaving Jamaica, *my mom had four sisters living in Toronto. So, I called the one that I was closest with, I said, I think I want to come to Canada and study.* She eventually came to Miami because of its proximity to Jamaica and finding the educational opportunities that aligned with her goals. Another respondent, a second-generation, speaks about her mother's support, *I would leave Perry Middle. My mom lived in Tater Town, dropped my daughters, go to FAU, or Nova, pick them up 10 o'clock at night, and be ready to go to work the next morning. They would sleep in the car.*

Assimilation requires adoption of values and norms. This often happens through contact and communication. Staying connected to the migrant's homeland is a way to reduce or eliminate assimilation. Community Involvement, a code that houses respondents' volunteer contributions that align with their professional growth. Approximately 83% (10) respondents shared their community involvement, expressed by this 1st generation respondent as, *I try to get involved with specific organizations that especially focus on helping minorities, especially female minorities.*

A second-generation respondent who is very community connected, said, *I'm a member of too many*. She gives examples:

> *I'm out there, ride or die for ...I'm the one that, you probably see on TV with the picket sign, justice for all. And then I'm down there in the, in the hood handing out food or turkey. I'm at the stadium, you know, for Thanksgiving handing out turkeys.*

Another second-generation respondent explains benefits from community involvement:

I'm involved in the community a lot… it allows me to pour into people…pouring into people, sharing my experiences helps the next successful entrepreneurs or business owners, whatever they're going to be successful citizens.

It has helped me to not be ashamed of the obstacles that have made me the successful person that I am today. I realized there are persons who have gone through or are going through far worse and I can help them navigate through it.

It has matured me. It has allowed me to tell my story and know when I should tell it in detail and when it should be more diplomatic and understand how telling my story is helping, even if it's just one person.

On the other end of the spectrum another respondent said, *I can't really say I've aligned the two just yet.*

Armed with all the know-how, the final codes house measurements that depict the likeliness to succeed. Respondents shared their thoughts and experiences about their predictions and how they initiated their professional journey. Six respondents 50% shared their predictions, forecasts and/or affirmations based on reason or calculation of the respondent's probability to succeed.

A respondent shared her recruiter's prediction, *there were several applicants waiting in the waiting room. And after she interviewed me, she said, "I see greatness in you.* Another respondent described her forecast as, *going through that process, a part of the process is to really define where you're going. If you had asked me this before I left the school board, I'll be a director.*

Respondents expressed their affirmations regarding the intent to succeed: *I think the only thing that can prevent me is me; if I continue making money and reinvesting that money, eventually we'd be able to ask for more …; the big goals and dreams and aspirations … in a few years, but we're on our way.*

A respondent compares her motivation to succeed to her grandmother's providing evidence of generational perspectives:

> *She literally had an allowance, she realized as the years went on, this is not good, I know I'm a woman, and the general thought process is that the man is the provider but I have to provide for myself, because I don't want to be in a situation where I'm totally, I have to literally wait for somebody to give me money to go down to the store to buy something*

She continues to rationalize:

> *Because your profession is not the same as your personal life…, when your end of days comes, you're not going to say, I wish I would have worked longer. I'm going to say, I wish I had stepped away from the computer, and spent time with my family.*

The code initiation explains the beginning of the respondents' professional journey. A second-generation respondent articulates, *it was in that moment, I realized that I had a gift for writing, for speaking, for articulating and for writing stories. And I developed a fondness for journalism and communications.* She goes on to vocalize, *I started covering different events in the Jamaican community.*

A first-generation respondent, an entrepreneur in the creative media industry describes her initiation, *it was only in partnering … which happened after the TV shows. And after, putting this magazine together… And that's how our company actually started functioning…* A doctor shares her initiation, *I did all the prerequisites with undergraduate work. And then I did postgraduate work and went to medical school.*

A second-generation respondent introduced the unintentional profession initiation, *my professional journey actually kind of happened by accident.* She goes on to clarify:

> *… my professional journey started with me being actually a college student and working part-time through work-study at the institution. I was already familiar with the institution because while in high school, I was a dual enrollment at the same higher education institution.*

Another respondent expounds on the value of, *need to dig a little bit deeper and just do a little bit more networking and exploration.* She describes the impact of social media, *actually, someone phoned me on LinkedIn, and she reached out. And that is how I got my first HR job here in the U.S. in 2021.*

A first-generation respondent who initiated a career in Jamaica, spoke about her first job and the decision to migrate.

> *… my professional journey started after high school, did the first year of what we call sixth form in Jamaica. Then I decided I didn't want to pursue going to the local universities. I got a job at the Bank of Jamaica, the National Bank of Jamaica.*

She goes on to explain how the job led to her decision to study in the U.S., *it was from processing applications for people who were seeking foreign exchange to pursue further studies … they had several attachments to support their request. That's where it started.*

Another first-generation respondent shared her experiences studying in Europe and then returning to Jamaica to start her professional journey, *my studies and ambitions took me to intern in London, England. I was there for almost a year… finished my bachelor's and then I got a job in France. I lived in Rennes for a little over a year. Went back after that.*

In this chapter researchers document the study's findings collected from the lived experiences of twelve respondents to answer the research questions. The first question asks about Ja-American women's goals, challenges and strategies used to achieve professional success. This question required the collection of data about Jamaican norms, values and work ethics being infused into career development. The second question compared first-generation, respondents who came to America as adults to second-generation, respondents

who spent their formative years in America. The next chapter interprets and deduces arguments to propose hypotheses that are relevant to this study's population.

CHAPTER V – DISCUSSION

This study explored Jamaican women's professional success factors including strategies to overcome obstacles of being a female, American immigrant and to offer academic and practical recommendations, investigated by answering two research questions. The primary question: How do Jamaican women, in Florida, perceive their journey towards professional success? To extrapolate generational differences the second research question asked: How are first- and second-generation professional women compared in maintaining the intersection of work and culture? This study provides practical applications for the next generation of Ja-American women who seek to become successful professionals and to add to the limited academic knowledge that is specific to this population. The Literature Review provided three concepts used to create the Conceptual Framework that guided the study. A. 1st & 2nd Generation; B. Intersection of Work & Culture; C. Perceptions of Success. Priori, Axial, and Selective coding produced seven themes whose alignment to the research questions are diagrammed below:

Table # 19 Alignment of Research Questions and Themes

Research Questions	Concepts	Themes
How do Jamaican women, in Florida, perceive their journey towards professional success?	Intersection of Work & Culture	(3) "Jamaican-ness" (4) Work Ethic Development
	Perceptions of Success	(5) Drivers of Success (6) Considerations (7) Readiness
How are first and Second-generation professional, women compared in maintaining the intersection of work and culture?	1st & 2nd Generation	(1) Preparedness (2) Establishment

This chapter interprets and explains the findings, establishes their relevancy in answering the research questions, makes comparisons to prior researchers' theories,

extends existing academic knowledge, provides practical implications, and suggests propositions to develop a theoretical model. Utilization of a Grounded Theory qualitative research approach deduced data from the lived experiences of twelve Ja-American women representative of both generations are considered in this study.

Respondents are members of the Jamaican Women of Florida, a nonprofit, organization of professional, first- and second-generation women of Jamaican ancestry who reside in Florida. A prequalifying survey administered in Qualtrics provided 45 potential respondents who met the population requirements for this study. Purposeful sampling resulted in 60% of the respondents being selected and the remaining 40% were acquired through snowballing. Respondents all had post-secondary education ranging from a bachelor's to doctoral degrees, had traditional career selections, have remained in the same industry, and had varying managerial positions. Notable, is the absence of representation from the nursing profession which remains a major career choice among Jamaican women. The findings remain valuable since the study design did not specify career choices as a participation requirement. We suggest the social perception of professionalism might have excluded potential respondents from nontraditional careers and those at the lower strata of the professional hierarchy therefore limiting responses to managerial level respondents and omitting challenges and struggles not consistent with that level. This is noted as a limitation.

Of the migrant respondents all but one arrived as a minor or in their twenties. Outliers to migration age is a recent immigrant in her mid-forties and another respondent who migrated at 11 years of age. The respondents' unilateral definition of professional initiation began with the completion of post-secondary education and the start of their

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tertiary study. Respondents identified norms, beliefs and values acquired from their parent(s) and several with children articulated the importance of inclusion of these values as part of their childrearing practices. The contextual usage of JWOF members being women in historically traditional professions may possibly be another reason why respondents in nontraditional professions were excluded.

An external interviewer selected for her professional expertise in conducting interviews is a senior managerial level, second-generation Jamaican who implemented the Interview Protocol to capture respondents' lived experiences. An independent coder, a first-generation Jamaican professional, along with the researchers employed the Coding Protocol utilizing a deductive approach. The results offer the findings below for discussion.

Research Question 1:
1. Ja-American Professional women employ strategies, grounded in their cultural norms, beliefs, and values to achieve success in the American workforce. Strategies are loosely correlated with upbringing and infused practices during their formative years.

2. Foundational to their success is the utilization of various support systems.

3. Professional challenges encountered by Ja-American women can be categorized into acculturation issues and typical workplace considerations related to women.

Research Question 2:
4. The similarity of experiences shared appeared to be hinged more on age group, than by the respondents being first or second-generation as defined in this study.

The discussion interprets the data within the context of each finding as related to the research questions. Figure 14 the Discussion Matrix aligns responses to the research questions. To follow are comparisons to previous studies introduced in the Literature Review, notations of the differences, along with academic and practical implications.

The Discussion Matrix

Research Questions

RQ 1: How do Jamaican women in Florida perceive their journeys towards professional success?

RQ 2: How are 1st & 2nd generation professional women compared in maintaining the intersection of work & culture?

Literature Review

Concepts

As a formula for upward mobility, material acquisitions, and professional hierarchical status is framed by cultural values.

Individual view of achievement, within subjective and objective perspectives framed in the career stages and women's workplace

Professional success of the second generation is equal to or greater than the first generation of Jamaican women.

Propositions

Intersection of Work & Culture

Jamaican-ness (identity/social impact)

Work Ethic Development

Perceptions of Success

Drivers of Success

Considerations

Readiness

1st & 2nd Generation

Preparedness

Establishment

Discussion Topics

1. Ja-American women employ strategies that correlate with upbringing and internalized during formative years, grounded in cultural norms, beliefs, & values to achieve success in the American workforce.

2. Foundational to success is the utilization of various support systems.

3. Professional challenges encountered by Ja-American women are categorized: acculturation issues and typical workplace considerations related to women.

4. Experiences differed more by age, than by being 1st & 2nd generation respondents

Alignment or non-alignment to prior researchers' theories expressed in the Literature Review

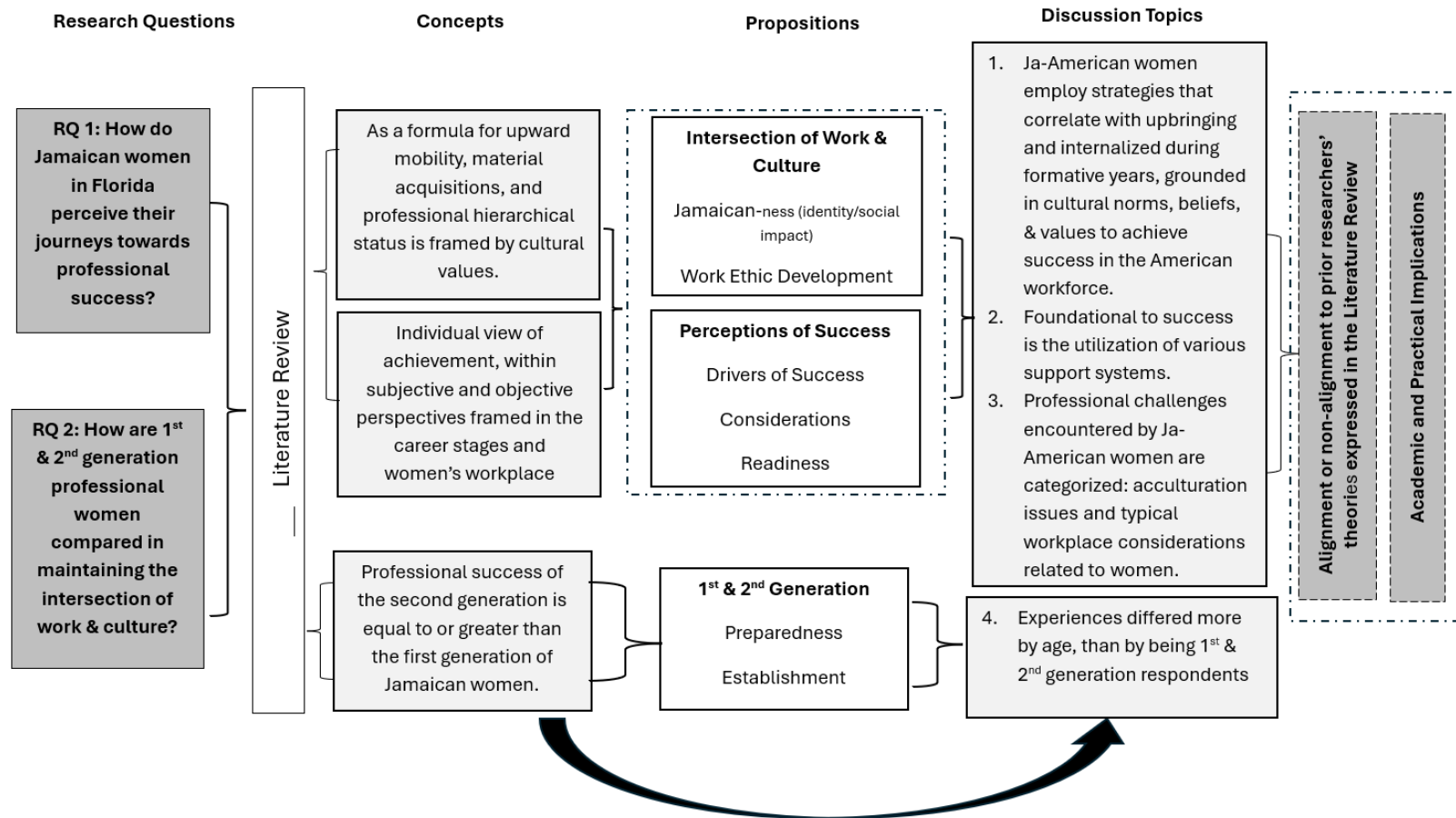Academic and Practical Implications

Figure # 14 **The Discussion Matrix** *illustrates the alignment of constructs to study findings*

5.1 Ja-American Professional women employ strategies, grounded in their cultural norms, beliefs, and values to achieve success in the American workforce. Strategies are loosely correlated with upbringing and infused practices during their formative years.

The data suggests professional Jamaican women have a "go-getter" approach to their work ethics that is grounded in cultural norms and supports *the need to revive the American dream, long noted for [the] "can-do" spirit, for self-assurance often bordering on cockiness ...* (Rivlin, A. M., 1992). Some researchers see a trend in their hard work and persistence, values modeled by parent(s), and practiced through childhood responsibilities (chores) and is foundational to their professional success.

Integrity is frequently cited as central to their work practices. This approach to work supports the notion of the Dream as an immigrant goal and is proposed by researcher Samuels as *a wish list of every dimension of the American culture, reaching no real consensus, the responses do not come close to capturing the undeniable power of the American Dream as a guiding mythology of the most powerful civilization in history* (Samuel, L. R., 2012). The research provides new insights into a revised Dream replacing a house in the suburbs, with a white picket fence, a two-car garage and 2.5 children with the financial freedom to make individualized personal and professional choices. The study's findings concur that the American Dream is not a direct path to upward mobility and the many challenges and triumphs encountered require acculturation to attain what is referred to as 'a good life'.

The researchers noted there was no reference to politics, and even though it has a significant cultural perspective given Jamaica's political environment it doesn't appear important in respondents' discussion of success. In contrast, also unsolicited by researchers, yet offered by respondents, is religiosity as having strong cultural dominance and relevancy

that underscores professional success. Similarly, details of community involvement demonstrate a commitment to local civic responsibilities concentrated on helping particularly to develop next generation Jamaican girls.

The study offers an extensive list of success strategies (*Appendix XII*) that have practical implications to guide those at the lower levels of professional development as well as the next generation of Ja-American women. The study's findings add to the limited academic documentation of success factors applicable to Jamaican immigrant women. It creates theoretical propositions for expansion of this study as well as a framework for studies about other immigrant groups.

5.2 Foundational to their success is the utilization of various support systems.

Respondents articulated availability and dependence on a wide support system that is important to their professional success. They voiced with pride and appreciation the high expectations, contributions, and sacrifices to aid their success made by their parent(s). Considering that Jamaica is a matriarchal society the recognition of the maternal contribution as nurturers and guides was in alignment. Researchers noted respondents either referenced maternal dominance as the primary contributor or parents as a team approach to their development. Words used to describe "mother" included *dedicated*, *phenomenal*, *hard worker*, *trailblazer*, *strong*, *role model*, *multitasked*, *bright*, *resourceful*. The data supports the "from the womb to the tomb" concept captured in the codes, maternal dominance for the formative years and maternal influencer, mother's guidance during respondents' professional journey. Two respondents referenced their father as the primary parental contributor mostly in relation to having similar professions. Another respondent

referred to her father as the primary caregiver when her mother migrated. However, she went on to share that *I was told that children should grow with their mother* indicating a break from the norm. The data concurs with the importance of parental support.

Analysis confirms respondents' *value for mentorship during their professional journey supporting the concept of equal access to professional social networks, mentorship, and work–life balance as key factors that may improve women's promotional opportunities*, (Turesky, M., & Warner, M. E., 2020). The data reported usage, even while making related choices in high school, of informal mentorship availability that included teachers, extended family, community activists, and business experts. Usage of formal mentorship tended to be driven by age occurring more among 2nd generation respondents (to be discussed in 5.4) or a recently learned practice among older respondents, typically 1st generation. It is probable that parental educational level and/or lack of American workforce knowledge were impactful.

The data suggests spousal support referring to a husband or committed partner contributing significantly to the respondents' professional success when present. This confers with researchers who reported *spousal support plays a very important role in women's career advancement,* (Aycan, Z., 2004). Interestingly, analysis of the data found that while when present spouses were helpful, absence did not prevent professional success as reported by respondents whose spouses offered little or no support as well as women who did not have spouses. Researchers propose that the reported low impact of absent or unsupportive spouses might be explained through the norms and values of a matriarchal society.

The study provides insights into factors respondents found unsupportive. For example, a respondent offered Ja-Americans' lack of support for one another, *I'll say this much about Jamaican women, that I find we do not uplift each other.* Another respondent said, *and sometimes it's your own people.* She continued … *maybe they didn't achieve what they thought they could.* Practical application suggests the need for more woman-to-woman support which is concerning given that all respondents are members of JWOF known for promoting sisterhood as one of their driving mantras.

5.3 Their challenges can be categorized into acculturation issues and typical female workplace considerations.

With regard to acculturation issues the data supports the notion that as an immigrant, you have to be better than, do more *than, you just can't be ordinary… other people have the privilege of being ordinary.* Cheung et al. concur when they share, *studies of ethnic women leaders have also highlighted how sociocultural context and cultural identity shape the interpretive lens with which women view the career–life paths,* (Cheung, F. M., & Halpern, D. F., 2010). Respondents experienced acculturation challenges such as those encountered by the one who arrived youngest during the era immediately after desegregation in South Florida. The data describes dealing with racial issues versus classism, a seemly more prevalent issue in post-colonial Jamaican society. At the other end of the acculturation challenges are those experienced by a recently migrated respondent. Such challenges include driving on the other side of the road, tax laws, learning the credit system, and as an entrepreneur, access to professional experts.

The data reports very little about discrimination; however, a respondent does acknowledge *there's a lot of pressure that is just unseen or unknown.* Another respondent suggests that Jamaicans are comfortable with the variations of color when she says, *my grandmother is not Black, my mother is not Black, my father was Black, so I grew up in a very mixed-race household.* Another perspective is while Ja-American women relate and are often included in the struggle for racial equity, many share this sentiment *I don't carry some of the burden of what the Black Americans have had to go through.* This perspective translates in the workplace as refusal to accept the limiting and discouraging factors that are driven by racial norms which are prevalent in the United States.

It may be that avoidance or workarounds to address acculturation issues come from the allegiance to a sense of community and networking among other Jamaicans. The data expresses this sentiment where the selection of friends and colleagues seem to be more among Jamaicans or other Caribbean immigrants. Inferences of creating a "tribe" seem to be less inclusive of whites or even Black Americans as explained by a respondent who *shared with a white counterpart. I said, you guys get to kind of float through life.*

Analysis of the data proposes a major shift in Ja-Americans' outlook on achieving professional success. It contrasts with Americans' who are more likely to believe that success is based on individual efforts and accomplishments rather than the class structure into which they are born (Wyatt-Nichol, H., 2011). This speaks to the negative impacts of a classist society described by a respondent as, *I'm not a part of that uptown sect of Jamaica, where they have the UPT crowd, or now it's like, I am not high colored or high fashion, or whatever prejudice it is.* Several respondents had to shift their definition of professional

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success to see socio-economic attainment not as a birthright given as defined by Jamaican societal norms, but as an attribute derived from their own persistence and effort in the American professional space. This is further supported by Cheung, et al. as *Anglo cultures, like that of the United States, are individualistic so that in these cultures, identity is based in the individual, and emphasis is placed on autonomy and independence*, (Cheung, F. M., & Halpern, D. F., 2010).

Other challenges confirmed women's issues that are prevalent in the workplace. The data supports the impact of childcare on the professional woman that is now extended to care of aging and/or sick parents concurring that:

> *…workplace expectations are still grounded in the gender-conforming behavior, which expects women to bear a disproportionate care burden, found women spend more than twice as much time on household activities on an average day than men* (Turesky, M., & Warner, M. E., 2020).

Women's persistent quest for professional equality remains a major global issue. The double standard is alive and well in the workplace. The data supports the notion that

> *…the presence of children signals stability and responsibility for men, who are assumed to be better workers because of their roles as breadwinners. The identical situation for women has the opposite effect… despite the endless blogging and newspaper headlines to the contrary, women are not "opting out" of the workforce to stay home with their babies* (Cheung, F. M., & Halpern, D. F., 2010).

Aycan's *research indicates that women's careers suffer when they are married and have children …* (Aycan, Z., 2004). The researchers believe the Ja-American professional woman's experience may follow this pattern.

Analysis of the data reports Ja-American professional women's strong objection to the alignment of their work defined within a domestic role. Researchers Infante & Darmawan frame gender related workplace challenges *first concerns the perception of*

women's work in relation to women's domestic roles; (Infante, A., & Darmawan, D., 2022).

Study data supports the Ja-American professionals' dual experience of trying to maintain

family standards like home-prepared meals, clean homes, supporting children's activities

while being professionals and with the absence of the well appreciated domestic help that

is prevalent in many Jamaican homes. This belief also has socio economic implications as

noted by several respondents, one who said, *I was the domestic help*. Most respondents

admitted to some type of home care assistance or the intent to do so. They also expressed

the value of assistance from parents and extended family in caregiving tasks:

> *They recognize that they do not have to do it all by themselves. They alter their*
> *internal conceptions of the demands of their work and family roles and define these*
> *roles in ways that are meaningful and helpful to them…redefined their own norms*
> *for being a good mother and being a leader, making these roles more compatible*
> *than they were under the norms prescribed by the larger society…a good mother is*
> *highly involved in her children's lives and activities, but she does not need to spend*
> *all of her time with them.* (Cheung, F. M., & Halpern, D. F., 2010)

This idea supports the Jamaican professional woman's view with a cultural norm of

delegating much of the daily childcare, meal preparation and home maintenance to

domestic help leaving them with time to devoted to pursuing their professional journey.

The study provides supporting insights to women's growth opportunities expressed

by prior researchers as for the first *time in U.S. history, women are close to surpassing men*

in their employment rate, largely because most of the jobs lost in the recent recession have

occurred in manufacturing, construction, and finance, where the jobs [were] largely held

by men. (Cheung, F.M. & Halpen D.F., 2010). All respondents in this study held traditional

female professions, lawyers, doctors, teachers, etc. There was only one reference to

technology in this sample population. Respondents all held some managerial level

suggesting upward mobility that was coupled with post-secondary education with about 50% of the study's population holding terminal degrees.

The data suggest that Ja-American professionals are doing well in their leadership roles. *Respondents' Leadership Skillsets* documents transformational leadership attributes are widely employed. This study provides evidence of *managers who practice a transformational style of leadership create greater equity ... because they communicate the values and purpose of the organization's vision while encouraging individual employee achievement, (*Turesky, M., & Warner, M. E., 2020).

The issue of under representation is particularly troubling *when women make up 50% of the working-age population but only 25% of management as organizations are failing to achieve gender equality in their most high-powered positions* (Spencer, S. M., et al., 2019). And *women in the United States have less access to the people and opportunities that would advance their careers* (Turesky*, M.,* & Warner, M. E., 2020). Respondents were neither asked nor offered an opinion on that reality. However, their professional titles and/or descriptions suggest upward mobility was not their most pressing obstacle.

A mischaracterization of female contributions to organizational success is not only misleading but perpetuates, inaccurately, the lessened contributions of female professionals in the workplace *for example, that female employees are considered unable to work under pressure and according to targets* (Adhikari, 2014). Data provided by respondents oppose this idea as demonstrated in the levels of job responsibilities held by several respondents with all but three equally managing childcare responsibilities. Interestingly, all three of those respondents described their parent care responsibilities.

Only one respondent provided evidence of dissatisfaction with professional advancement making the proposition that *female respondents also critiqued the lack of advancement opportunities … no career progression track. … no real mentoring opportunities… daily interactions do not necessarily translate to equal leadership opportunities*, (Turesky, M., & Warner, M. E., 2020) a difficult one to defend or refute based on this study. The respondent population tends to serve as agents of change professionally and in their local communities. A confirmation of a prior researcher says, *results suggest that female managers may be disproportionately practicing a transformational leadership style given* that *respondents with female management are more likely to experience gender sensitivity, flexible benefits, access, and equal opportunity, (*Eagly et al., 2003). The study's data concurs *transformational leaders encourage personal development of their staff and help people understand the need for change* (DuBrin, 2013). One respondent explains this as *I'm the kind of leader that likes to highlight the successes, contributions, participation of the other people.* Researchers attribute the nurturing quality to the Jamaican cultural environment.

Another gender related workplace challenge is that of job satisfaction. This study proposes that job satisfaction is a significant subset of success and in the aftermath of the Covid pandemic, employees define job satisfaction differently. The data suggests positive job satisfaction among respondents. When asked, they shared comments about their satisfaction like, *I'm so grateful that I pursued this career path*; *I consider myself successful and very blessed; I have peace; I get excited about my journey.; self-fulfilling, the self-actualization; I'm happy at what I'm doing and ready to do new things.* Analysis of respondents' job satisfaction identifies giving back and showing up ready with skillsets

and progressive mental attitude factors contributing to professional success. Its defense of *job satisfaction includes not only objective conditions such as performance and high salary, but also subjective positive emotional reactions such as sense of achievement, and reputation*. (Chen et al).

Analysis identifies a healthy approach to mental wellbeing, self-care, and emotional intelligence as key factors to professional success. A respondent reported her coping strategy as one that utilized education as a way out and humor to hide the pain. Another respondent acknowledges an unbalanced life as a tradeoff of her success.

In conclusion the study's data suggests influences on women's career advancement are grounded in individual and situational factors. Individual factors include:

> *… women's attitudes towards career advancement, (high self-efficacy, strong desire to succeed, positive approach to mobility and relocation); work-related demographics (including higher education and socio-economic status being more significant than gender as well as extensive work experience, seeking high visibility and challenging jobs, exceeding performance criteria); and early socialization, (parental support and maternal employment),* Aycan, Z., 2004

The study provides new insights to the strategies utilized by professional Ja-American women to succeed in the north American workforce. Respondents credited hard work, strong beliefs/values from a Jamaican upbringing and academic preparedness resulted in their professional achievements. The practical application is a roadmap to success for the next generation and for those who are struggling to succeed. It also generates indicators regarding the need for strengthen family and community support. Academically these findings contribute to existing literature intended to advance this study and encourage similar studies by other immigrant groups.

5.4 Generational comparisons do not reveal significant differences with consistency.

The second research question compares the first-generation Ja-American woman, primarily those born in Jamaica, to the second-generation Ja-American professional. All but three respondents were born and raised in America. The intent is to measure the impact of acculturation on the transfer and continuity of Jamaican norms and values that guide the first-generation professional's success. Prior researchers like Aradhya, et al. theorize *that second-generation immigrants have better labor market outcomes compared to the immigrant generation*, (Aradhya, et al., 2023). They rationalize this as:

> *less access to employment rather than skill ability is a major factor that drives this discrepancy. And lesser human capital (defined as a social construct that encompasses personal attributes such as knowledge, health, educational know-how, etc. that allow individuals to be productive, social contributors) is the driver of this phenomenon.* (Aradhya, et al., 2023).

Analysis of the study's data opposes this theory and suggests practices and beliefs tend to be by age rather than generation as defined in this study. Respondents below 45 years tended to be more adventurous, greater risk takers, have more access to resources, and use unconventional methods to succeed. In both generations, the findings supported prior research that suggests, *female success strategy incorporated finding meaningful work that they loved and climbed one rung at a time as they rose to meet new challenges*. (Cheung, F. M., & Halpern, D. F., 2010). However, second-generation's professional and personal approaches to success tend to reflect Jamaican values that guide behavioral standards.

This information was not easily acquired because respondents struggled with comparing their professional success to that of their parents. They acknowledged differences in work ethics, educational achievement, mentorship opportunities, in assimilation verse acculturation, household responsibilities, changed role of the spouse.

The study provides insights on the comparison between the achievement of respondents with professional versus nonprofessional parents, and where respondent and parent had the same career. Generational differences include the first-generation articulation of a willingness to start at the entry level and work up the corporate ladder. Several second-generation respondents attributed their success to the availability of models/mentors, access to resources, and knowledge of the American educational and corporate structure having being born and raised here. For example, financial challenges cited among first-generation immigrants were accounted for by their having to learn the system. One respondent shared, *financially, growing up, I did not, even when my parents had financial woes, I probably wasn't exposed to it until I was a teenager.*

Respondents also recognized the different stages in the career journey. At the time of the interview several were still growing in their career compared to their parents who have completed their journey regardless of generation. Notable is the idea that professional choices tended to be very traditional may be due to limited post-secondary options *there's so many opportunities versus at that time it was just Uwee [University of the West Indies]. And CAST [College of Arts, Science &Technology] is what it was called in Jamaica [were] the only two options.* The data suggested intentional mentorship opportunities tended to be more prevalent among second-generation professionals. This might be as stated by a respondent who explained *her parents didn't have the formal education to understand the value or even have contacts.* Two respondents, one a doctor the other an attorney, dispute education as the driver because they didn't consider themselves 'mentored' by their fathers, both of whom shared the same profession. One of those respondents described her experience as:

... in terms of mentorship, no, my view of mentorship is more of somebody who's like, you know, my father was more like, you know, which I guess is a form of mentorship, but mentorship for me, because I do mentor people, is much more hands-on…just, follow me around and see what I do and ask any questions if you have any, but I'm just going to tell you directly, … I think a lot of times, as a mentee, you don't even know what to ask, and it can be intimidating too, to ask questions, even if it is your father. So, there was mentorship to a different degree, a lesser scale, or different than I interpret mentorship.

A third respondent whose mother shared the profession and provided guidance, raised the question of gender related mentorship opportunities. Being in the same profession also introduces the question of alignment between availability and usage of mentors and professional success.

Comparisons of childrearing practices might also distinguish generational differences particularly in developing self-reliance. The maternal role remains pertinent in both generations as expounded by a respondent who said about t*he impact of mothering on the next generation, when I had kids, … before I even had kids, I saw the sacrifices my mom made to get me on this pathway, that's when the first seed of success got planted in me. And then it grew into a bigger tree.* The data's recall of the frequently used Jamaican practice of being raised by the grandmother may account for perpetuating customs, norms, values, beliefs. Four respondents' experiences of being raised by their grandparents in Jamaica while their mother pursued life in the United States introduces three generational comparisons: respondent and mother, respondent, and grandmother; respondent and grandchildren expressed as child rearing options. The study supports data on the immigrant mother's balance of childcare responsibilities coupled with being a professional.

Few of the women took career breaks or used any family-friendly policies such as part-time employment or flexible scheduling as they moved through the ranks, in part because these options were not generally available at the time. Their stories

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reflect that they used a blend of "whatever works," (Cheung, F. M., & Halpern, D. F., 2010).

Analysis of generational comparisons in this study opposes the theory that second-generation respondents do better than their first-generation counterparts. The study's data suggests it's age rather than generation that supports the comparisons. When considering the study's aim to provide a developmental guide, this discovery is appreciated because it suggests:

> *...structural integration has now become more difficult than in the past. This increases the risk that the children of immigrants, especially those entering the social hierarchy near the bottom, will fail to climb up the social ladder in the way that the second-generation did in the past*, (Crul & Vermeulen, 2003).

In closing this section, the study presents strategies used by successful Ja-American professionals. Along with their achievements it highlights their obstacles and strategies used to overcome them. These become useful guides not only for Ja-American women but propositions for other immigrant women. The study opposes the notion that the second-generation is doing better than the first but rather that their success indicators may be different and achieved by alternative means. It does align these strategies among age groups, stage in the professional journey and not specifically by generation as defined in this study. These propositions are connected to the study's limited scope (to be discussed in section 5.5).

5.5 Limitations

Given the context of this qualitative study, potential weaknesses, presented as improvement opportunities for future research and/or advancement, are covered in three categories (Design, Methodology, Syntheses):

5.5.1 Design Limitations

1. Use of a deductive approach required the development of Priori Codes before initiating the coding process. During coding it became apparent that codes were based on earlier interviews conducted during the formal and informal pilots and were not reflective of the range of respondent perspectives. This created a significant portion of narratives, *not coded*, and supported the decision to add codes that required the recoding of a few interviews.

2. The study's contextual selection used JWOF members exclusively, limited the representativeness of the sample population to include exploration of nontraditional professions to gain insights into their challenges and strategies. And to explore unique challenges such as additional recent immigrants to gain more knowledge centered around current assimilation issues. A design that includes a control group of other Jamaican women, other immigrant groups and/or non-immigrants might have improved the representativeness of the sample population.

3. Requests for voluntary respondents was initiated by the JWOF president via an email. Generally, responses came from people who know the researcher or by name recognition as a past president and active member. To reduce potential subjectivity created by relationships with respondents, the study employed objectivity through critical reflection and transparency of researchers', coder 's and interviewer's profiles as first or second-generation, successful professional Jamaican women who are JWOF members.

4. Researchers' limited experience with a qualitative study introduces the probability of unintentional bias, mishandling of data and theoretical sensitivity, considered the threshold to determine whether a researcher can do Grounded Theory (GT) studies. *For a doctoral student or early career researchers, conducting GT studies is challenging unless the high level of research capability can be broken down into small parts and described with a well-designed implementation process.* (Yu et al 2021). Use of an interviewer and independent coder were employed to improve inter-rater reliability. Researchers spent considerable time in self-initiated learning and benefited from question-led consultations with the dissertation chair.

5. Completion of a longitudinal study within the DBA dissertation schedule required narrowing the scope and range of the research. Data collected offers propositions towards development of a preliminary theory.

5.5.2 Methodology Limitations

1. Utilization of a virtual interview process focused on audio files and omitted capturing non-verbal clues to inform the data. It is questionable whether or not the interviewer could add to this information without more knowledge of the study. However, researchers conducted a post interview debrief with the interviewer following each interview to gain insights and opinions about the information shared by the respondents. Relevant information was added to the memoing document.

2. Researcher, interviewer, and coder familiarity with the dialect and culture may have introduced omissions through assumptions. This concept of insider-ness as professional Jamaican women and members of JWOF assumes greater access to data and respondents than researchers and assistants who are culturally external to the study. The interview and Coding Protocols recommended probing to reduce potential subjectivity.

3. Misrepresentation of words like *worthy = weather*; *quizzing = kissing*; *Caribbean = cabin,* may have contributed to transcription limitations that could change the meaning and/or intent of shared narratives. Use of Jamaican researchers, interviewer and coder who are familiar with certain words/phrases, transitions, rhythm of delivery, tone, interpretation of dialect, intended pronunciation positioning reduced the potential loss of interpretated data by a non-Jamaican. We believe independence was satisfactorily realized for the purposes of this study within acceptable constraints and did not materially change the findings. The researchers believe transcription limitations might have been improved with an external transcriber who was familiar with the dialect.

4. Qualitative coding requires comfort with ambiguity. No right or wrong, various perspective interpretations, lots of second guessing. Subjectivity was reduced by use of a Coding Protocol which was part of the coders' orientation and performance expectations.

5. Researchers' lack of know how to generate constant comparisons may have limited its effective usage. *Lack of detail as to the how for generating constant comparison. This*

could explain why Frame (2013) claims that around one-third of GT studies could not successfully develop substantive theory from their data process, and the problem may be caused by the lack of legitimate use of constant comparison. (Yu et al 2021). Implementation of constant comparison was achieved in this study via reflections in the memoing process.

6. Implementation of data collection processes identified codes that needed subcodes to illuminate trends and patterns that cluster together e. g. self-evaluation (What topics are being self-evaluated? How are they being evaluated? Are there patterns of self-evaluation that identify strategies?). This potential limitation was addressed with the addition of subcodes. For example. the code Beliefs/Values became more specific with subcodes: Faith/Spirituality, Life Practices, Work Protocols, and Parental Standards.

7. Sufficient knowledge to determine theoretical saturation introduced a potential limitation acknowledging that several incompletely researched areas limit generalizability. This study used the application of all the predetermined codes as the standard. Researchers admit limitations in data in the areas of social class issues, family structure, parental educational level, migration stage relative to time in US, professional development in US versus Jamaica. Revisions to the Interview questionnaire might address these potential limitations.

5.5.3 Synthesis of Findings Limitations

1. All respondents held managerial level positions. More than 50% upper management. These demographics introduced the probability of limited issues related to non-

managerial and struggling women not being represented. The study's design did not specify career choices, did not adhere to a specific selection format, and did not specify the inclusion of those at the lower end of the professional strata. Revisions of population requirements might address this potential weakness. Nevertheless, the spread of professional levels, industries and stages of professional journey captured in the purposeful sampled population offered significant challenges and strategies to inform the study's research aim.

2. Similarly, all the respondents had some level of post-secondary education, a limitation created by usage of JWOF members who are generally characterized as professional women and those who responded positively to the request for participation. Potential respondents who declined participation, self-excluded based on their perception of professional relative to their self-evaluation. Professionalism defined in this study intentionally excluded educational level to be inclusive of nontraditional professional paths. Perhaps a more inclusive choice of words might have recruited a more diverse career spread to be inclusive of nontraditional paths to success.

3. While the study's findings offer great insights and reduces the gap of knowledge about professional Jamaican women in the U.S., it is difficult to ascertain definitive conclusions beyond the data introducing a generability limitation. The research is challenging to reproduce (reproducibility) because differences in thought processes and experiences might result in alternative codes and categories which could alter conceptualization resulting in different themes. While this might impact the ability to

derive a theory, a well-executed methodology, such as the one used in this study, still provides acceptable exploration of the topic.

In summary despite these potential research limitations that should be viewed as improvement opportunities, this study increases the literature about professional Jamaican women's success in the American workforce, offers propositions for future research, and provides indicators of success that are foundational to creating a roadmap for struggling and young Jamaican professionals. The final section concludes this study with a recap and recommendations.

CHAPTER VI – CONCLUSION

The existence of struggling and Ja-American women who lack the guidance to achieve professional success, coupled with limited theoretical documentation about the topic were the drivers of this study. The research strived to reduce the notable absence in scholarly literature of relevant theoretical or empirical data to substantiate the success criteria of professional immigrants and significantly less for Jamaican women. While numerous Ja-American women offer exceptional, noteworthy professional contributions, there is little documentation on how and why they succeeded. This absence of strategies to navigate the challenges results in a knowledge gap and leaves present, future Jamaican American women and other immigrant groups without a blueprint to achieve similar success.

The findings produced an extensive list of challenges and success strategies that concurred with the findings of other researchers on other immigrant groups and gender specific workplace obstacles. Comparisons of first- and second-generation respondents found a greater alignment by age regardless of generational categorization as defined in this study. This opposed prior researchers who suggested that the second-generation did better than the first-generation. There was evidence that knowledge of U.S. educational and workplace structures, the value of mentors and presence of role models, access to other resources, gave the second-generation an advantage shown by their earlier acquisition of professional success. However, data from both generations substantiated the significance of cultural values, specifically hard work, persistence, rejection of limitations, integrity. The tremendous support from the family, particularly the maternal role, the extended

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family, and the Jamaican community network fostered high expectations, goal setting and value for educational credentialling. All are contributors to professional Ja-American women's success.

This qualitative study is based on narratives from twelve women, all affiliated with JWOF, an organization for first & second-generation professional Jamaican women. Selection of respondents was largely achieved by purposeful sampling, and then by snowballing, first to capture generational respondents and then to accommodate constant comparison during the data collection and analysis phases of the study. Data collection employed a deductive approach of Priori Codes established before initiating the study. The use of a Grounded Theory research approach was justified by the limited academic knowledge specific to professional Jamaican women in the American workforce, challenging the researchers' ability to develop propositions from the emerging data. The Literature Review generated three concepts that were captured in a Conceptual Framework (p. 36) that guided the research process. The research questions facilitated inquiry about the success strategies and challenges of the professional Ja-American woman. To be able to draw conclusions related to the impact of acculturation, the second question compared first and second-generation Ja-American professionals.

6.6.1 Contributions

Explored documentation of the Jamaican woman's professional success commonalities, including strategies to overcome obstacles of being a female American immigrant offer both academic and practical advantages. These make valuable contributions to address the research gap based on answering the research questions and

comparisons to prior researchers in the Literature Review, and it may be the first scholarly documentation of the phenomenon.

From a scholarly perspective, this study adds to the limited academic literature related to the success of professional, Ja-American women as a stimulus for future research. Contributions include:

- Literature as a starting point to initiate research.

- Propositions as constructs to develop a research model. Researchers suggest themes as independent variables with subthemes utilized to operationalize the variables. Maternal dominance, the impact of beliefs/values, impact of migration are examples of potential moderators and mediators. Control variables might be age, highest educational level achieved, birthplace.

- Data to revise the Interview Protocol focused on dominant elements not previously evident in the existing literature.

For the practitioner, this study proposes performance indicators for success that include strategies, goals, and challenges emerging from the data. Practical applications include how to:

- Inform the empowerment of future Jamaican women, with an emphasis on those who have marginal, low, or no success encumbered by lack of positive examples.

- Harness the immigrant expertise to make positive impact on the community, organizations, and the nation with suggestions to infuse a culture of inclusion.

- Assist agencies tasked with aiding American immigrants' relocation and societal assimilation.

- Provide direction to educate and develop a proficient workforce from among Jamaican immigrants.

6.6.1 Future Research Considerations

The researchers recommend both an advance redo of this study as well as studies of other immigrant groups. An advanced redo of this study, probably with a mixed-methods research approach, would extend the sample size and data collection approaches to elaborate on existing themes and address the unexplored yet relevant topics that were introduced in this study. These might be, (but not be limited to), the impact of teen pregnancy in women's professional success; the ability of Jamaican parent(s), many with limited education and no knowledge of the career requirements who still understand the value of education to propel their children's success. *In many instances, [respondents are] the first attorneys, first doctors, first any kind of professional person, but their parents were smart enough or wise enough to know they need education*; the importance of childhood responsibilities (chores) to initiate an appreciation for perseverance, hard work, and integrity; and the possible correlation between birth order and professional success. A redo might also include research on the outliers of professional journey stages with regard to

respondents whose age and career stage do not align. For example, there are those who work beyond traditional retirement ages, or restart careers, complete a stage early, or remain at a stage beyond the aligned age. Another area for further exploration might be the success strategies used by Black Americans compared to Jamaicans to highlight the probable cultural differences that motivates success. Another research consideration might be determining if this cultural impact is sustained through third generation Jamaicans who are born and raised in the U.S. or those with culturally mixed parentage. It might be interesting to learn if the acculturation to the American societal norms and values enhances or distract from professional success. Implied, but not addressed in this study, yet relevant to establishing an effective workforce, would be a comparison of male and female Ja-American success strategies and challenges.

In conclusion, researchers value the contributions as justifiable acknowledgement of the success of this study. By realizing the research aims it answers the research questions to explain how Ja-American women succeed, and describes how the maintenance of cultural work ethic is preserved in second-generation Ja-Americans. The stated limitations are attempts to be transparent about factors beyond the researchers' control and/or the scope of the design within the DBA dissertation timeframe for a longitudinal study. However, these limitations propose foundational documentation of preliminary theoretical theories to explain the success commonalities of professional Jamaican women.

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APPENDICES

Appendices are listed in the order they appear in the documentation. Pages where they are referenced are also included following the tittle.

Appendix I – Interview Questions

A.   Professional Profile 1st/2nd Generation Jamaican Women

1. How did you start your professional journey? (RQ1)
2. Tell me about an adult(s) who influenced your professional journey during its initiation. Was that person Jamaican? B) Was that person a woman? (RQ1)
3. During your adolescence or early adulthood, did a parent or other adult mentor you or provided access to someone in your community who assisted with your career selection? Or did you stumble into a profession by yourself? (RQ1)
4. Have you had one or multiple careers throughout your professional journey? If you had multiple careers, are they in the same industry? (RQ1)
5. How does your professional success compare to the dominant adult(s) who raised you? (RQ2) a). Do you consider yourself to have achieved, more, less or the same professionally? B). What major factor(s) determined the outcome of your response?
6. What country were you born in? If not the United States of America, at what age did you migrate? (RQ1) (RQ2)
7. Did you migrate alone or in a family unit? (RQ1)
8. Did you always live in Florida? If not, what state did you first live in? What other countries have you lived in? (RQ1)

B. Intersection of Work and Culture

1. Describe your perspective of the American Dream. Have you achieved the goals of your American Dream? What are the challenges to achieving your dream? (RQ1)
2. Think about two or three Jamaican core values that are important to you. Please share how these values are reflected in your approach to professional success. (RQ2)
3. Are the values you stated unique to being Jamaican? Unique to being female? (RQ2)
4. The Jamaican society is considered a matriarchal and one in which women have often worked outside the home across various industries. Have you always worked outside the home for the duration of your professional journey? (RQ1)
5. How does having children impacts a woman's professional growth when compared to men? (RQ1)
6. Professional Jamaican women often migrate with qualifications and credentials that make them college or career ready. From your own experience as a first-generation or as a second-generation Jamaican woman is that true for your and/or anyone in your immediate family? Share a personal example to elaborate on your response to the question about women migrating with qualifications. (RQ2)
7. One of the major differences in managing a household in Jamaica is the availability of domestic help. (RQ2) b). Have you had domestic help during your professional journey? c). Considering that difference when running an American household, do you value working from home at least part of the time? d). How do you set guidelines to switching work and home activities?
8. Do you have an extended family residing less than 20 miles from your home? If so, do they assist with child or home care? (RQ2)
9. Have you had more than one role during your professional career that includes one or more of being a daughter, a wife a mother? (RQ1)

Share as needed: a) How have you adopted different home and work strategies to kind of accomplish your multitude roles? b) Do you have home performance strategies like outsourcing household tasks just as you would outsource work in a busy office?

  c)   How have you altered your conceptions of the demands of work and family roles?

10. Think about who had the dominant maternal role during your formative years? (RQ1) Did she work outside the home or was she primarily a homemaker? a) What character traits of this influencer do you value? b)How did she contribute to the wellbeing of the family and/or community? c) How might these attributes have influenced your attitudes towards your professional growth? d) Did you have similar or different professional choices?

11. Do you remember the chores you were assigned as a child to be gender specific? Were you included in masculine type activities like lawn care, car repairs, taking care of the animals? (RQ1)

12. How do you think those childhood chores assignments influenced your professional success? (RQ1)

13. At what point in your professional journey did being successful become a goal? What influenced that decision? (RQ1)

14. What were some of your professional challenges? Share examples of how you addressed those challenges? (RQ1)

15. How did your Jamaican-based values influence your opinions about hard work, education, and maintaining high expectations? (RQ1) (RQ2)

C. Perceptions of Success

1. How do you define professional success? (RQ1) a) What does professional success mean to you? b) Were you expected to be successful? c) Do you consider yourself successful? d) What key factors contributed to your success or prevented you from being success?

2. Do you believe that your choice of traditional or nontraditional paths to your professional expertise influenced your success? (RQ1) a) Give an example of how your choice influenced your success. b) Can you think of any professional situation where your educational accomplishments didn't make a difference**?**

3. True or false: one path to professional success is through higher education to promote self-efficacy and provide upward mobility. Was that your path? If so, how did your educational accomplishment help your professional success journey? (RQ1)

4. Have you attained the highest professional level for your industry? Have you attained the highest level that you desire? (RQ1)

5. Does your compensation adequately reflect your professional contribution? (RQ2)

6. How has a spouse/partner played a role in your professional success? (RQ1)

7. How would you describe your leadership style? (RQ1)

8. Who was your most impactful mentor during your professional journey? How did he or she influence your choices? (RQ1)

9. Describe your community involvement and/or participation in professional organizations that are aligned to your success? (RQ1) (RQ2)

10. What professional organizations do you have membership? Is this experience helpful to your professional growth? If helpful, explain how does it contribute to your professional success? (RQ1) (RQ2)

Appendix II – Pre-Interview Questions

Professional Success among Jamaican Women living in the U.S. Survey

Thank you for agreeing to complete this survey regarding your professional journey as an interview qualifier for my FIU doctoral research. Completing the survey should take about 10 minutes.

SECTION A. Profile of Professional 1st/2nd Generation Jamaican Women

1. In the following spaces, please enter the initials and phone number you would like to be used as identifying information for this survey.
    a. Initials: _____
    b. Phone no.: _____
2. What is your current employment status?
    a. Full-time
    b. Part-time
    c. Retired
3. How would you describe your type of employment? You may choose more than one.
    a. I am self-employed
    b. I work for a private corporation
    c. I work for a non-profit organization
    d. I work for a public organization
    e. I am retired
4. To which of the following age groups do you belong?
    a. 21 – 40 years
    b. 41 – 60 years
    c. 61 years and older
5. What is your current marital status?
    a. Married
    b. Single
    c. Widowed
6. Check the generation that applies to you:
    a. First-generation (born in Jamaica or born in another country other than America and migrated at age 15 or greater)
    b. Second-generation (born in America or born in another country of Jamaican parents and migrated to the U.S. at less than 14 years of age).
7. How long have you been a JWOF member?
    a. Less than a year
    b. 1 – 3 years
    c. 4 – 6 years
    d. 7 years or greater
8. What is your highest level of education achieved? Check the one that applies:
    a. 8th grade
    b. 9th – 11th grade
    c. High school graduate
    d. Some college, no degree
    e. Associate degree
    f. Bachelor's degree
    g. Professional certification
    h. Master's degree
    i. Professional degree
    j. Doctoral degree

9. Did you participate in the 2020 U.S. Census?
   a. Yes
   b. No
10. When participating in surveys like the U.S. Census, which of the following racial identities do you usually select?
    a. Asian
    b. Black
    c. White
    d. "Other"
11. When participating in surveys like the U.S. Census, which of the following nationalities are you more likely to claim? Check all that apply.
    a. African American
    b. Chinese
    c. Jamaican
    d. "Other"
12. Which of the following reason(s) best describes your motive for remaining in the U.S.?
    a. Personal economic improvements
    b. Educational goals
    c. Proximity to relatives6e
    d. Fulfill workforce requirements (contract programs i.e., nurses, teachers)
    e. Social, legal, and/or political conditions (crime, violence, health care)
13. Which of the following are significant contributors to your professional growth as a professional Jamaican woman in America? Check all that apply.
    a. Educational level
    b. Social support
    c. Availability of mentors
    d. Role models
14. Have you worked as an adult (over 21 years) for 7 or more years?
15. Please write your level of agreement (strongly disagree, disagree, neutral, agree, strongly agree) after each of the following statements:
    a. Work–life balance are key factors that improve women's professional advancement
    b. Gender issues are easy to raise in my workplace
    c. Inclusive communication has been hard to achieve where I work
16. Do you believe women spend more hours weekly on household duties than their spouse/partner?
    a. Yes
    b. No
    Specify whether this is based on personal experiences or from secondhand information. _____
17. How much do you value working from home?
    a. Very important
    b. Somewhat important
    c. Not at all important to me
    d. I do not have the option of working from home
18. Are you a member of any professional organizations?
    a. Yes
    b. No
19. How important is membership in a professional organization to your career advancement?
    a. Very important
    b. Somewhat important
    c. Not important at all
20. To which of the following industries does your profession belong? Check one (1):
    a. Agriculture, Forestry, Fishing, etc.
    b. Architecture
    c. Arts, Entertainment, Recreation
    d. Business/Trade

e. Computer, Engineering, Science
f. Construction
g. Education
h. Government/Public Administration
i. Health Care/Social Assistance
j. Hospitality
k. Information/Media/Communication
l. Finance/Insurance
m. Law
n. Manufacturing
o. Military
p. Transportation/Warehousing

SECTION B. Spousal/Family Support

21. Please indicate your level of agreement (strongly disagree, disagree, neutral, agree, strongly agree) with the following statements as they pertain to women's professional growth.
    a. Spousal support plays a very important role in women's career advancement
    b. Women's careers suffer when they are married and/or have children
22. Do/Did you have a spouse/partner throughout your professional journey?
    a. Yes
    b. No
    c. Intermittently
23. If you have/had a spouse/partner, are/were they your equal professionally or are/were they "trailing" professionally (i.e. lesser education, lower professional status and/or income earning power)?
    a. Professionally my equal
    b. Professionally trailing
24. Please indicate your level of agreement with the following statements as they pertain to your professional success journey. My spouse/partner was:
    a. Supportive of my professional ambitions.
    b. Shared equally and/or assumed a substantial portion of household duties, including childcare.
    c. Provided emotional support?
    d. Provided encouragement?
25. Do you have extended family living near you (within 50 miles)?
    a. Yes
    b. No. Skip ahead to Question 23.
26. Do you rely on extended family living near you for non-financial support (e.g. childcare, household help, etc.)?
    a. Yes
    b. No

SECTION C. Intersection of work and culture

27. Please indicate your level of agreement (strongly disagree, disagree, neutral, agree, strongly agree) with the following statements as they pertain to your professional growth.
    a. I consider myself to be an ambitious person
    b. Being a professional has always been a career goal of mine
    c. Jamaican women have lower expectations regarding pay and promotions than men
    d. Jamaican women take a different approach to career development than men
    e. Jamaican women take a different approach to career development than other ethnic groups

28. On a scale of 1 to 10, with 1 = not at all and 10 = very much, how much were the following values stressed as part of your Jamaican upbringing?
    - Hard work
    - Education
    - Job attainment
    - Highest professional achievement
29. If you are first-generation Jamaican, consider, Jamaican women often emigrate with qualifications and credentials that equip them for career success. Was this your experience when you moved to the U.S.?
    a. Yes
    b. No
30. If you are second-generation Jamaican, are/were there women in your immediate family who migrated to the U.S. with qualifications and credentials that equipped them for career success upon arrival.
    a. Yes   Please state the family relationship (e.g. mother, aunt, etc.) _
    b. No _____
31. Do you invest in support aids to facilitate your personal and professional growth? (e.g. a housecleaning service, personal assistant, technological gadgets, a personal trainer, etc.)
    a. Yes
    b. No
32. On a scale of 1 to 10, with 1 = not at all and 10 = very important, how important are/have been the following work-related issues to your professional success?
    a. Number of hours worked weekly
    b. Evening/weekend work engagements
    c. Work centrality, i.e. the level of importance assigned to work in comparison to other areas of one's life, e.g. leisure, family, and religion, etc.

SECTION D. Perceptions and Experiences of Success
33. On a scale of 1 to 10, with 10 indicating the highest level of satisfaction, how do you respond to the following questions. I am satisfied with the progress I have made:
    a. toward meeting my goals for income
    b. toward meeting my goals for advancement
    c. toward meeting my goals for new skill development
    d. toward meeting my overall career goals
    e. with the access I have to professional social networks where I work
    f. with the access I have to mentorship opportunities
    g. with the success I have achieved in my career
34. On a scale of 1 to 10, with 10 being the highest share your responses to the following questions:
    a. My career development strategy is "whatever works"
    b. I am engaged in meaningful work through my profession
    c. I found meaningful work, climbed strategically, to my current level
    d. Does your current position align with your earlier professional aspirations?
35. Have you attained the highest desired level in your organization/profession?
    a. Yes
    b. No
36. If you have not attained the highest desired level in your career/organization, how many levels do you wish to move to realize your optimal level?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5 or more

37. Research from labor economics and careers literature indicates that returns on educational accomplishments are positively aligned with pay and promotions. Has this been your experience?
    a. Yes
    b. No
38. Was your success achieved in an industry where women tend to be overrepresented like education, healthcare, and hospitality, or in male dominated industries like engineering, technology, construction, and financial services? (Spencer, S. M., et al., 2019).
    a. Industry predominantly women
    b. Industry predominantly men
    c. Some of both
    d. Not sure if my profession(s)

Appendix III – Interview Protocol

Study Overview: Exploratory, deductive inquiry on the perceived lived experiences of successful, professional, first- and second-generation Jamaican women in America.

Research Questions:

1) How do 1st & 2nd generation Jamaican women, in Florida, perceive their professional success journey?

2) How are first and second-generation professional, women alike or different in maintaining the intersection of work and culture?

Respondents (Interviewee): Members of the Jamaican Women of Florida, Inc. who satisfy criteria documented. **Note:** Participation is voluntary; Respondent may elect to stop at any time during the interview

Duration/Location of Interview: 45 – 60 minutes virtually via Zoom,

Interview Format:
- Structured interview (respondents asked all the questions in the order provided)
- Interviewers are permitted to personalize and/or paraphrase the question to elicit the best narrative of the experience.
- Respondent to be prompted to give vivid description (feelings, experience, views)
- Respondent allowed to personalize what to say, how much to say and how to express the response; May choose to acknowledge limited or no recollection.
- Initiate the interview with a greeting to build trust, rapport and explain questions will be presented systematically in the order provided.

Materials Provided:
- Respondent's first name
- Copy of email confirm participation, date & time of the interview, Zoom link
- Interview questions
- Introductory script

Interviewer Deliverables:
1. Proof of test for audio, video, recording
2. Recorded interview
3. Notes (include start & stop times)

Appendix IV – Codebook

Priori Codes	Description of Code
Achievement (C)	Statements denoting success based on effort, skill or determination
Educational	Statements denoting academic success at a stage along the educational continuum (primary, secondary, tertiary)
Personal	Statements denoting success that is neither related to career or education
Professional	Statements denoting career related success
American Dream (B)	Belief that anyone with the right effort can attain social and financial success
Alignment	Statements denoting positive agreement with the traditional concept of the American Dream
Non-Alignment	Statements denoting negative or no agreement with the traditional concept of the American Dream
Beliefs/values (B)	Views/ideas based on cultural origins
Faith/Spirituality	Beliefs or values that are grounded in religious theology or recognition of a greater sacred source
Life Practices	Beliefs or values that guide respondent's daily decisions
Parental Standards	Beliefs or values that are grounded in the behavioral requirements of respondent's parent(s)
Work Protocols	Beliefs or values that guide respondent's work decisions
Birthplace (A)	Country of residence when born
America	Born in the USA
Jamaica	Born in the island
Other	Born in a country other than Jamaica or USA
Careers (C)	Occupational opportunities
Challenges (C)	Attitude to work trials that are perceived as challenges or obstacles to obtain professional success
Personal Challenges	Reference to nonwork-related obstacles
Professional Challenges	Work/career related obstacles
Childhood (A)	Behaviors or attitudes with origins in childhood experiences between birth and 19 years of age
Children (C)	Minor child's impact on women's professional progress

Appendix IV – Codebook

Priori Codes	Description of Code
Chores (B)	Childhood responsibilities that contribute to household management
Compensation (C)	Reference to pay and/or benefits package received as wages
Comparison (A)	Similarities and differences
Country	Statements denoting similarities or differences between Jamaica and the USA
Family	Statements denoting similarities or differences between generations in the same family
Friends/Colleagues	Statements denoting similarities or differences between respondent and nonfamily relationships
Gender	Statements denoting similarities or differences between males and females
Siblings	Statements denoting similarities or differences between respondent and her brother or sister
Community involvement (A)	Volunteer contributions to community that align with professional growth
Community Service (B)	Views about civic responsibility descriptors achieved through community and/or professional organizational involvement that help to maintain a cultural perspective
Contributor (C)	Named or referenced person who provide specific, applicable =resources or directive =, other than mother or spouse, that supported professional growth or success
Credentials (C)	Statements of qualification attained as contributions to professional growth
Other	Statements of qualification for other than respondent of attained qualifications
Cultural Perceptions (B)	Opinions about Jamaican values or beliefs that remain relevant in the USA
Definition (C)	Terms, concepts, characteristics used by respondents as explanation of professional success characteristics
Domestic Help (B)	Reference to paid household assistance
Parent	Reference to paid household assistance for the respondent's parent(s) mostly but not limited to being in Jamaica
Respondent	Reference to paid household assistance for the respondent mostly but not limited to being in USA
Educational Impact (C)	Statements denoting the effects of post-secondary learning on professional success
Development	Statement about learning from on-the-job training or self-taught experiences

Appendix IV – Codebook

Priori Codes	Description of Code
Research	Efforts made by respondent to identify educational opportunities towards career growth
Evaluation (C)	Assessment of professional success characteristics
Others	Assessment of respondent's professional success by others
Respondent on Others	Assessment of respondent's professional success by others
Self-evaluation	Respondent's assessment of own professional success
Extended Family (B)	Articulated access to local family (other than spouse and parents) support within a Jamaican contest to include, aunts, uncles, cousins, in-laws, nonblood relatives, etc.
Goals (C)	Professional or personal targets
Personal	Nonprofessional targets
Professional	Targets related to career/profession
Gender-specific (C)	Assignment of male or female attributes relevant to professional success
Generation	Grouped with others of about the same age, sharing a period of birth and growth into adulthood
Growth (C)	Statements of achieving increased professional level(s) along the professional journey
Hard Work (C)	Statements that support the value of exceptional work effort
Homemaker (B)	Work primarily in the home as a housewife for all or most of the time
Household (B)	Descriptors of how the family is managed along with a profession
Industry (C)	Job classification within the business sector
Initiation (A)	Explanation of beginning a professional journey
In America	Professional journey started in America
In Jamaica	Professional journey started in Jamaica
In Other Country	Professional journey started in other than Jamaica or USA
Influencer (B)	Person(s) who encouraged a decision (parent, teacher, religious leader, colleague, friend, etc.) that had an effect on respondent's professional journey

Appendix IV – Codebook

Priori Codes	Description of Code
Family Influencer	Nonspecific reference to a family member, other than parent(s), who had an effect on respondent's professional journey
Maternal Influencer	Nonspecific reference to mother or matriarch who had an effect on a professional journey
Nonfamily Influencer	Nonspecific reference to nonblood related person who had an effect on respondent's professional journey
Parental Influencer	Nonspecific reference to both parent's effect on respondent's professional journey
Parental Influencer	Nonspecific reference to father or patriarchal effect on respondent's professional journey
Inspiration (C)	Expressions on other's role in building self-confidence towards professional success
Jamaican (B)	Direct reference to people, values, practice, things with origins from the island
Leadership (C)	Methods of people management
Maternal Dominance (B)	Effects of primary maternal role in formative years
Mentorship (C)	Person providing guidance, support, assistance during professional journey
Migration (A)	Movement from one country of residence to another
Age	Number of years at the time of movement to the US
Impact	Statement of consequences related to migration
Location	References to place(s) lived during the migration process
Process	Migration done alone or with other family members
Nontraditional Path	Non-conventional, other than academics, way to achieve professional success
Pay or Promotion (C)	Alignment of educational achievement with compensatory recognition
Valued	Statements of appreciation or acknowledgement of respondent's professional contribution(s)
Perception (A)	Opinion(s) about characteristics related to a person or an event
Others	Another person's expressed opinion about respondent as a person or associated with an event

Appendix IV – Codebook

Priori Codes	Description of Code
Self	Respondent's opinion(s) about characteristic(s) related to a person or an event
Prediction (A)	Forecast and/or affirmations based on reason or calculation that expressed the likelihood of a successful professional journey
Primary (A)	Reference to main adult, other than mother, who was responsible for upbringing during respondent's formative years
Professional Level (C)	Hierarchical levels within a job family
Professional organization (C)	Reference to membership or affiliation in an organization as a support of professional success goals
Reflection (A)	Shared thoughts about past experiences directly or indirectly related to the professional journey.
Directly	Reflections related to professional success
Not Directly	Reflections without alignment to professional success
Reliance (A)	Accounts of dependence on extended family for non-financial support
Remote Work (C)	Explanation of the value of working from home as essential to a Ja-American household and work/life balance
Role (A)	Expectations based on gender
Satisfaction (C)	Statements that indicate gratification with the professional journey's progress
Spouse (A)	Husband or partner's presence and contribution to professional journey
Strategies (C)	Approaches used to realize professional success
Success (C1)	Respondent's acknowledgement of professional accomplishments
Superwoman (B)	Statements that denote overachievement of female household role blended with professional accomplishments
Traditional Path (C)	Established or non-conventional success routes to professional success
Work/home (A)	Strategies to manage the balance or unbalance of work and home tasks
Women at Work (A)	Examples of work traits that are unique to females

Appendix V - Approved IRB

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Office of Research Integrity
Research Compliance, MARC 414

MEMORANDUM

To:	Dr. Amin Shoja
CC:	Camille Edwards
From:	Maria Melendez-Vargas, MIBA, IRB Coordinator
Date:	May 5, 2023
Protocol Title:	"C45 - Edwards - Success Journeys of Professional Jamaican Women: A Qualitative Study"

The Florida International University Office of Research Integrity has reviewed your research study for the use of human subjects and deemed it Exempt via the **Exempt Review** process.

IRB Protocol Exemption #:	IRB-23-0210	**IRB Exemption Date:**	05/05/23
TOPAZ Reference #:	113018		

As a requirement of IRB Exemption you are required to:

1) Submit an IRB Exempt Amendment Form for all proposed additions or changes in the procedures involving human subjects. All additions and changes must be reviewed and approved prior to implementation.
2) Promptly submit an IRB Exempt Event Report Form for every serious or unusual or unanticipated adverse event, problems with the rights or welfare of the human subjects, and/or deviations from the approved protocol.
3) Submit an IRB Exempt Project Completion Report Form when the study is finished or discontinued.

Special Conditions: N/A

For further information, you may visit the IRB website at http://research.fiu.edu/irb.

MMV/em

Appendix VI - Volunteer JWOF Respondents Matrix

Identifier	Unique Code	Employment Type	Age Range	Marital Status	Generation	Highest Education	Motivate to Stay	Contributors	Industry
AB	0572	Self-employed	41-60	Divorced	1st	Bachelors	Social, legal, political	Role Models	Info/Media
AH	2777	NGO	61+	Married	1st	Some College	Personal Economics	All	Healthcare
AL	6460	Private	21-40	Never Married	2nd	Bachelors	Education	Education	Healthcare
ALM	5632	Retired	61+	Married	1st	Masters	Proximity	All	Law
AMC	5707	Self employed	61+	Married	1st	Prof. degree	Personal Economics	All	Law
AMG	2074	Public	61+	Never married	1st	Masters	Education	All	Computer
AR	4360	Public	41-60	Married	1st	Masters	Proximity	Education	Finance
AR	0215	Public	61+	Married	1st	Doctorate	Proximity	All	Education
AS	9075	Private	41 -60	Never married	1st	Doctorate	Other	All	Law
CAT	5314	Self Employed	41-60	Never Married	1st	Bachelors	Other	Social Support	Info/media
CM	5743	Private	41-60	Married	1st	Bachelors	Personal Economics	Availability of mentors	Education
CWH	1797	NGO	41-60	Married	1st	Masters	Personal Economics	Education	Business
DAS	9251	Public	21-40	Never married	2nd	Bachelors	Other	Education	Computer

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Identifier	Unique Code	Employment Type	Age Range	Marital Status	Generation	Highest Education	Motivate to Stay	Contributors	Industry
DC	9604	Private	21-40	Married	1st	Bachelors	Personal economics	All	Hospitality
DJ	6445	Private	61+	Divorce	2nd	Doctorate	Personal Economics	Education	Healthcare
DMG	4433	Public	21-40	Married	2nd	Bachelors	Other	Education	Finance
DHC	9449	Public	61+	Divorced	1st	Associate	Personal Economics	Social support	Business/ Trade
DKH	8211	Public	41-60	Widow	2nd	Masters	Other	Education	Government
JGC	2404	Public	21-40	Married	2nd	Bachelors	Personal economics	Education	Health
JM	8380	Public	41-60	Married	1st	Masters	Other	Education	Government
JPT	2377	Self employed	41-60	Married	1st	Bachelors	Proximity	All	Transportation
KEM	6766	NGO	21-40	Married	2nd	Masters	Proximity	None	Government
KMP	1188	Self employed	21-40	Never Married	1st	Doctorate	Education	Education	Healthcare
KNW	4884	Private	41-60	Divorced	1st	Masters	Personal Economics	Education	Transportation
LC	3469	Public	61+	Married	1st	Doctorate	Social	Social	Education
LCB	6945	Private	21-40	Divorced	2nd	Masters	Personal economics	All	Education
MAB	6750	Self employed	61+	Married	1st	Bachelors	Social, legal	Social support	Business
MBR	9256	Public	21-40	Married	2nd	Doctorate	Social, legal, political	All	Education

Identifier	Unique Code	Employment Type	Age Range	Marital Status	Generation	Highest Education	Motivate to Stay	Contributors	Industry
MJ	6190	Public	21- 40	Married	2nd	Masters	Proximity	All	Education
MMD	6856	Private	61*	Divorced	1st	Doctorate	Personal economics	Education	Health
MW	9172	Self employed	41-60	Married	1st	Bachelors	Social	Education	Hospitality
NA	5359	NGO	41-60	Married	1st	Doctorate	Personal economics	All	Health
NCR	7691	Private	41-60	Married	1st	Masters	Proximity	Education	Law
NHR	8825	Self employed	21-40	Married	1st	Masters	Other	Education	Transportation
SB	2104	Public	61+	Married	1st	Masters	Personal Economics	All	Education
SG	7558	NGO	41 -60	Divorced	1st	Doctorate	Personal Economics	All	Education
SH	1491	Retired	61+	Divorced	1st	Prof. degree	Personal economics	Education	Healthcare
SRL	7430	Public	41-60	Married	1st	Masters	Personal economics	Education	Finance
TF	0586	NGO	41-60	Married	1st	Bachelors	Personal Economics	Education	Healthcare
TK	3685	NGO	21-40	Married	2nd	Masters	Personal Economics	Education	Education
TL	8579	Self employed	41-60	Married	1st	Masters	Personal economics	Education	Business/trade

Identifier	Unique Code	Employment Type	Age Range	Marital Status	Generation	Highest Education	Motivate to Stay	Contributors	Industry
VS	5019	Public	61+	Never Married	1st	Masters	Proximity	All	Info/Media

Definition of Labels for Respondent Selection Matrix

Identifier	Respondents two or three letter initials, e.g. CE
Unique code	last four digits of respondents' cell phone number. E.g. 6749
Employment type	Type of work category (public, private, NGO, self-employed, retired)
Age range	Defined as [21- 40]; [41 – 60]; [61+]
Marital status	One of being: married, widowed, divorced, separated, never married
Generation	First (1st) or second (2) as defined in the study
Highest educational level	HS, Certification, some college, AS, BS, MS, Professional degree, PHD
Motivation to stay	Reason for remaining in the U.S.
Contributors	Significant contributor to professional growth
Industry	Dominant professional industry during professional journey
Spouse	Spouse or partner during professional journey
Children	Dependents as minors during professional journey
Satisfied w/professional level	Attained highest desired professional level
Desired Addi'll Level	Additional number of organizational hierarchical levels desired
Pay/Promotion	Satisfaction with compensation/promotions
Predominant Industry	Success achieved in industry considered male or female B=both; NS=not sure

Appendix VII – Approval From JWOF's President

Re: Notification of Intent to Use JWOF Members for Doctoral Study

Janice McIntosh <jmcintosh2000@yahoo.com>

Thu 4/13/2023 11:08 AM

To:Camille Edwards <cedwa054@fiu.edu>
Cc:profmoniqueblake@gmail.com <profmoniqueblake@gmail.com>

Note: This message originated from outside the FIU Faculty/Staff email system.

This is awesome Camille. We will wholeheartedly support you and this Study!!

Janice

Sent from my iPhone

On Apr 13, 2023, at 7:46 AM, Camille Edwards <cedwa054@fiu.edu> wrote:

Good day President Dr. Blake & President-Elect Mrs. McIntosh,

Congratulations to both of you on your outgoing and incoming presidencies!

My doctoral study of professional Jamaican women is grounded in the mission of mentorship and development of young ladies that provides purpose for the Jamaican Women of Florida. Over the next year I will be conducting a qualitative study to determine the drivers of this success. I think it is fitting that I use JWOF members for my study population as they are first- and Second-generation women of Jamaican descent.

This will be a purposeful sampling of women in the organization that are personally known to me, whose participation will include voluntary consent and they will have the option to opt out of the interview process if they so choose to do so. The only information that I will ask you to share is data to complete the chart below after the 2023 conference.

Category of Members	Number of Members	Type Membership		Membership Status in 2023		County of Residence			
		Full	Assoc.	New	Return.	Dade	Broward	WPB	Other
Now Gen members 40 years or more									
Next Gen members less than 39 years									
Totals:									

*FIG. 1 provides demographical data on the membership of the Jamaican women of Florida synthesized from the new membership and renewal application data as of **April 25, 2023**.*

It is my hope that results from this study will include beneficial information for JWOF particularly to assist the mentoring role, which I will gladly share with the organization.

Thanks for your continued support. Your confirmation of receipt of this email is appreciated. Please let me know if there is any reason that this study may have a negative impact on the organization.

Fond regards,
Camille

Appendix VIII - Coding Protocol

Study Overview: Exploratory, deductive inquiry on the perceived lived experiences of successful, professional, first- and second-generation Jamaican women (Ja-American) in America.

Research Questions:

1. How do 1ˢᵗ & 2ⁿᵈ generation Jamaican women, in Florida, perceive their professional success journey?

2. How are first and second-generation professional, women alike or different in maintaining the intersection of work and culture?

Respondents (Interviewees): Volunteer members of the Jamaican Women of Florida, Inc. who satisfy criteria documented.

Coding Process:
- Transcribed interviews are prepared for coding by placing them in a table
- Line-by-line (each sentence) coding of each narrative. Occasionally a few sentences or even more seldom a paragraph will be coded together to preserve the essence of the meaning.
- Assign a code from the Codebook
- Note: only one code for each line
- Utilize the following codes:
  - *Repetitions* for repeated words or phrases offering no additional information or when used for emphasis to stress a point.
  - *Not Relevant* for unnecessary statements that are transitions, clarifications, unrelated to the professional journey.
  - *Not coded* statements without an applicable code for future consideration
- Each coder completes the coding process individually then collaborates with other codes to reach consensus regarding the assigned code.
- Transcribed codes are transferred to an Excel spreadsheet for collaboration between coders to reach consensus on the code assignments.

Materials Provided:
- Codebook
- Updates as needed
- Transcribed interviews

Coder Deliverables:

- Codes assigned to each interview
- Reflections related to coding
- Time to collaborate after initially coding each interview

Appendix IX Code Distribution by Concept

A. 1st & 2nd Generation	B. Intersection of Work & Culture	C. Perception of Success		D. Other
Birthplace	American Dream	Achievement	Industry	Not coded
Childhood	Beliefs/Values	Career	Inspiration	Not Relevant
Community Involvement	Chores	Challenges	Leadership	
Comparison	Community Services	Children	Mentorship	
Expectation	Cultural Perceptions	Compensation	Nontraditional path	
Generation	Domestic help	Contributor	Pay/Promotion	
Initiation	Extended family	Credentials	Professional level	
Migration	Homemaker	Definitions	Professional organization	
Perception	Household	Educational Impact	Remote work	
Primary	Influencer	Evaluation	Satisfaction	
Prediction	Jamaican	Gender Specific	Strategy	
Reflection	Maternal dominance	Goals	Success	
Reliance	Superwoman	Growth	Traditional path	
Role	(13)	Hard work	(27)	
Spouse				
Volunteer				
Women at Work				
Work or home				
(18)				

Appendix X # of Respondents & Code Count by Codes

Codes	Subcodes	# Respond.	Code Count
Achievement include statements denoting success based on effort, skill or determination	Education	10	27
	Personal	10	23
	Professional	9	54
American Dream codes respondents' definitions aligning or not aligning with the traditional concept	Alignment	6	10
	Nonalignment	8	30
Belief/values include views, personal truths named as important guides for the respondent's life practices, work principles, religious values, and/or parental standards	Faith & Spirituality	7	40
	Life Practices	11	93
	Work Practices	12	111
	Parental Standards	12	45
Challenge refers to temporary or permanent obstacles impacting professional success or cultural assimilation	Personal	12	112
	Professional	12	131
Comparisons are statements that denote similarities or differences	Country	9	22
	Family	12	62
	Friends/colleag.	9	22
	Gender	6	13
	Siblings	6	12
Credentials professional qualifications	Respondent	8	17
	Others	6	17
Domestic help refers to household assistance	Respondent	12	28
	Parent	6	14
Educational Impact are statements that denote the effect of an academic experience on professional success	Development	11	60
	Research	7	13
Goals are professional and personal target	Personal	12	59
	Professional	11	81
Influencer is one who had impacted respondents' journeys	Family	5	15
	Maternal	8	31
	Nonfamily	11	27
	Paternal	6	17
	Parental	10	29

Appendix XI Continued

Codes	Subcodes		# Respond.	Code Count
Influencer is one who had impacted respondents' journeys		Family	5	15
		Maternal	8	31
		Nonfamily	11	27
		Paternal	6	17
		Parental	10	29
Initiation explains where each respondent's professional journey began		United States	9	16
		Jamaica	2	6
		Other	1	1
Migration statements about moving to America		Age	8	8
		Impact	8	23
		Location	10	17
		Process	8	14
Perceptions are respondents or other's opinions about characteristics related to a person or event		Self	11	28
		Other	3	7

Appendix XI – Goals (*Organized by frequency of quotes related to the goal*)

Goal	Evidence
Educational Credentialing **(9)**	*I spoke to the manager, and I told him, you know, I want to go to Barry and finish up my degree.*
	At the University of Florida, it dawned on me again, oh, maybe now you can go and pursue this career to become a lawyer.
	...then I decided I was going to do my master's in business and entrepreneurship since my goal is to take over my mom's store at some point.
	I actually do plan to go back to school eventually and get my credential in project management.
	I wanted to become a dietitian. And so I did the sciences and I did all of the home economic courses and I was dead set.
	I need to I need to further my education.
	...wanted to further my education. Don't ask me why.
	educational success is really important and has helped me tremendously
	Get [my] degree and get [my] job. That was success growing up. Oh, I totally, totally blew that goal out the water.
Career Choice **(7)**	*I always wanted to be a doctor,*
	I aspire to be a servant leader. You know, one who we foster ideas, I'm very much a team player.
	My American dream is owning a business.
	I was working at Macy's. And that's where I had the bright ideas to be a buyer.
	I was like, yes, HR is what I wanted to do.
	I want to use my strengths and my talents to do what I do, which is selling and marketing. And I want to focus on those things to be able to really leverage the company and get it to where it needs to be. So I want to get the lawyers and the accountants.
Work/Life Balance Family **(6)**	*I don't live to work, I work to live, you'll, you'll figure it out, because you'll start to reshuffle everything in your life.*
	to obtain the credentials needed ... balancing that as a mom of two small kids, that have sports and school, and I'm very invested in both. And again, I have a full-time job.
	...you have to create the environment that's going to work for you.
	...just having not just working a nine to five for my own business and trying to influence people in other ways.
	I would love to be able to work from home more

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Goal	Evidence
	I'm so motivated to make sure I'm successful because I want, I recognize and I understand know that that means that I have to be really stable myself and my family to be able to extend to like my mother and father, even like my in-laws, you know, where everybody's comfortable.
Realizing Success (5)	*even as a child, I was very interested in being professionally successful.*
	I always wanted to be successful
	I keep trying to do things and figure things out, build a plane while I'm flying it, …I've always wanted to be successful. I am now a little more focused on strategy and money than I may have been in the past. I've always wanted to be successful.
	I want to be successful. I just want to be the best that I can be in what I do. And that's, and that's been evolving.
	I want to be successful in anything that I do.
Helping Others (5)	*I would love to inspire and motivate people to strive hard, to reach for the stars, to do more, to achieve more, to not feel limited in what they're doing.*
	it also aligned with what I believe is my purpose, which is to help others become better persons or better versions of themselves than yesterday.
	I like to create successful people
	… in my company, we are an international company because it's a part of our vision. Our legacy is to make sure that we leave something that impacts not only our family, but others in a positive way.
	It's a part of our vision and it's a part of our mission to ensure that we are pouring positively, not only into us, the founders and the stakeholders, but pretty much our community and environment and just blessing others
Financial Security (5)	*I pursued them to make more money.*
	I figured I can apply some business aspects and my love for fashion and make pretty decent money off of that.
	…from the perspective of an entrepreneur, that we have sufficient business coming in, that we know where our revenues is coming from for the next X number, the next three to five years, cause we have contracts in place at that level, that I am able to figure out that balance and have a personal life and my business life that I have sustained and a prestigious business relationships with movers and shakers and influential people…that my business is paying the staff, I have that works, with excellence and integrity that they're being paid well to stay with the company and to make sure that it runs and functions with the integrity and excellence that we want to maintain.
	getting to a place where I can afford to put more aside to reach my quote, unquote American dream of becoming financially free.
	I'm a project manager for a brand, I would like to be a project manager, like out in the field, they make more money.

Goal	Evidence
Professional Growth **(4)**	*I told him what I was doing and what I was working on is going to be national television.* *...thought that …, it's the hierarchy of the practice that I'm in…at one point thought that I would like to have been the, managing partner of, of our group.* *...go further in my professional career* *I want to be able to have a project and take this project or product to fruition, see it launched to the market. And that's still for me, something I want to see, because I feel like I've had these different positions, or I've had these different projects ...*
Self-Actualization **(4)**	*Next, I want to finish my next book and that's what I'd be happy to do.* *I know that there's much more to accomplish.* *... trust me, the goals and ambitions, I cannot wait to be able to be like, yeah, we're at the top of the game.* *Because to every attorney, in law school, that's your, that's like the penultimate goal, I need to be a partner in my firm*
Impact the Caribbean Region **(3)**	*I want to come back and work in the tourism industry.* *my goal and ambition is to definitely lay the foundations that will make this company a proper, successful international brand from Jamaica and the Caribbean.* *Be able to employ specifically single mothers. And so we're going to launch, we call the project the Caribbean, the premier Caribbean internship program.*
Success Planning **(3)**	*...when I go, if I, whatever I, whenever I leave a place, I'm hoping that the person behind me can step into my shoe and, and there's a seamless transition. There's no disruption to the function of the organization.* *my work speaks for itself to where no, now I'm trying to define my own path for the next 10 years or 15 years* *Get into a professional space where [I] can be the best, where [I] can continue to grow a little bit, [I'm] not done yet.*
Professional visibility **(3)**	*I want to be in the forefront where people see me.* *t's a clean slate. It's a new, clean everything. So I want to create that here and start talking to the relevant bodies like tax offices and so on to see how when you're a proper international company, as we all know, even though we're micro, I still want to know what are the nuances.* *I'm going to implement these things.*
Professionalism **(2)**	*...when you see something that comes out of my stable or my team, it should rep, I should be proud to say that came out of my team and it should be representative enough that I can bring it to another client and say, this is why you want to hire me. I don't need to talk to you. This is, of course I'll never say that, but the work should, the work should speak for itself. I'm going to be that team player, I'm going to make sure that I identify everybody's strengths and play to them*
Creativity Opportunities **(2)**	*...became my thing that I could pour my creativity into.* *... facilitate others' creativity ... a space where the community can come and tell their stories and express themselves in a way that enriches all of us and that becomes a home for the community at large.*

Appendix XII – Strategies

Strategy	Evidence
Action Orientation **(5)**	*I did not let that sit. I escalated the situation. I'll do my best to let my voice be heard.*
	I've been really laser focused on my company and on my activities has been focused and centered and really around that.
	I also wrote for the college newspaper and, you know, because I needed something to kind of keep me focused and earn credits while I was trying to get on a path to kind of up the ante for scholarship for the second year of my journey. Wrote for the BCC newspaper.
	I delayed some things because I was so driven to achieve other things.
	I've done teaching, as you know, and there are different education. Let me call it that because there are different career ladders that I went through there. Of course, on the other side, I'm a realtor, I have a license and some other things.
Affirmations **(6)**	*I'm a runner and its simple run to live, you know, that's it. That's what I put on all my emails and everything, run to live because I've been running all my life to stay ahead of the game.*
	... know your own self-worth first.
	One of my beliefs is to always aim high, regardless of it's a goal that I think that I can achieve. And I'm always aiming high because if I do fall short, I will still have something to fall back on.
	You have to be really laser focused and really have to have a big why. Because there's so many reasons and so many ways that you can get led astray,
	Nurture a positive mindset. Just be grateful all the time.
	If one resource is not working out, then I find another.
Challenge Management **(10)**	*I look at the, outcome ...if there's something in my way ...when the challenge was in front of me. I just saw it as something to go around or cross over to get to where I needed to go.*
	I kick them aside and I walk around them and keep going.
	I don't dwell on the spot. Take your time.
	So I think that's really helped to shape me to know that there are going to be storms. It's how I navigate them.
	... always bouncing back and always keeping your head above the water.
	I journal a lot to declutter what's in my mind.
	... one of the things I've learned from very early is to sit with, be comfortable with myself.
	I did it in a way that made him think about what it is that he did. I mean, he was very upset, but I thought that was where I got his respect after that. And so everything he would come to me for.

Strategy	Evidence
	I have boundaries, my clients know after 8 p.m., I do not pick up the phone, I am with my children, I will not answer, it doesn't matter what's going on, you can call me tomorrow
	Sometimes I bite off more than I can chew. And that's something I've made a conscious effort. And that part of me being successful and defining that journey or that path for me is saying no more often. And it doesn't necessarily have to be a hard no, it can be like, not now.
Destress Management Practices **(14)**	*I love to dance. I just try to be positive and not try to burden myself down with, I can't pay my bill. Well, I don't pay this one…*
	If I am exhausted to a certain point, I just turn the phone off and, or, or, or, um, you know, stop answering calls and just watch television for an afternoon and lay in my sofa or in my bed and not do anything for a while.
	I actually like to clean. And so I do use it as a positive way of unleashing the days craziness… I channel negativity into positive duties instead.
	… once I'm done crying, I can bounce back pretty easily and keep it moving
	I will check myself. So I will allow myself to ball and everything, because I'm human. I'm supposed to feel.
	I allow myself the space without any judgment to be myself, because I know at the end of the day, my values and the core of me is my God, who is always protecting me and blessing and walking with me
	… went and got a Pedi. I did a little massage … a little half an hour…I honor my body and look after my body.
	I think humor is so important…forgive me if I laugh at myself or laugh at things. I make jokes and say I'm harassed in my heart.
	one of the things that I try to do is when I go out the door and I hit the parking lot at wherever I'm working, whatever is going on in my personal life, I leave it in the car.
	… a creative balance also. You gotta have it all.
	my out was to further my education.
	You have to stop and spend some time on you.
	do something to balance the mental, the physical, the emotional, so I don't get burned out. I try to enjoy my life.
	And then get myself emotional healing.
	… see mental health professionals, help through just normal life. It doesn't have to be because it's a death or something else. It could just be for life's challenges that we don't have to do it even all for that, for our psyche.
	We could actually seek mental health professionals.

Strategy	Evidence
Educational Value **(7)**	*… let's go get the master's…now I have the masters. I only need so many more credits to get the specialist. Oh, well, just go get it. I got the specialist. I need 30 credits to be, to get a PhD.*
	what is going to make you stand out from those thousands and thousands of people? It is your educational success.
	… not good enough to just graduate from law school… graduate magna cum laude, graduate summa cum laude, be the graduation speaker, get honors awards…
	I believe that education was my vehicle. And it was driven by totally, you know, you have to come out and be something, you know, make sure that you know what you have to do.
	And I'm like, I just need to learn how things work here.
	I need to learn what's important. I need to learn about investments.
	I love learning about cultures, it helps me to understand people and just a different exposure, it leads to a different and a higher level of understanding, I believe a different mindset. And what better way to do it than becoming totally immersed.
Fiscal Responsibility **(6)**	*… get a job to help me with the finances, because by this time, the foreign exchange availability was really now getting smaller and smaller in Jamaica. So I had to find a job. And I got a job at Winn-Dixie as a cashier. So, I was going to school full time in the days and I would work full time at night after school at Winn-Dixie until 11 o'clock. And, you know, I did not get discourage.*
	I dual enrolled from high school so that I took some of that pressure off of my parents.
	So, my new mind, my new approach to money is that I don't have to work too hard. I don't have to kill it myself.
	I'll keep reinvesting our money.
	You know, you could do stocks,
	I used to go help my mom clean hotels on Saturdays so I could make money
Flexible Work Schedule **(2)**	*… decided that I was going to change my work week to four days a week… only work Monday to Thursdays, but I work longer days because I don't leave till like 6.30pm, but Fridays I don't work. I will check remotely on the voice messages. I do work from home if I have something big in litigation…*
	…open up my own business, and then I have my own hours, and I can control things
Goal Setting **(7)**	*I always make my goals kind of like over the top and something that I don't even think is realistic.*
	… set up certain things to make sure that we start hitting the goals we want, our personal goals outside of business goals.
	… we sit down from early days and talk about, we are not going to be attached by the hip forever. So what are your goals? What are your aspirations? And we will have these conversations.

Strategy	Evidence
	I can't wait to really announce that. But we have a lot of things in our pipeline and we're just pushing them out one at a time, you know.
	I've achieved [by] hoping from one goal to the next.
	... follow my dreams, keep going, and not let anything get in my way of my dreams.
	... everything that I've set out on my plan that I have written down,
Likeminded Affiliations (8)	*Being in professional organizations not only introduces you to many important people who can help your career by giving you resources or access to other people who can help you, but it makes you want to just work harder and be better because too many people are watching what you're doing. It's very important to be involved.*
	I formed my tribe with JWOF and I'm looking for more tribes like that, like-minded women who are successful, who are, you know, doing their thing that I can learn from, like an auntie friend, you know, a sister friend.
	.... these community service projects are actually helping me to network.
	I try to affiliate with people who can only pull me up. I just don't affiliate with people who just don't have anything going on.
	And at a certain point, I joined forces with my business partner.
	... helps to keep me grounded ...I'm able to speak with like-minded professionals who are in the same industry. As we talk about the changes in the times and ways that we can overcome challenges before they even become challenges.
	I can say that in terms of connections and relationship building and network and what have you, I'm developing my own independent network of influential people.
Negativity Management (4)	*.... combat the naysayers.*
	I've learned very early in the game to guard your ideas and guard what you hear.
	... just thriving notwithstanding those negative people.
	... cannot allow naysayers to bring you down, and to direct your path.
Organization Practices (7)	*There has to be a structure in place.*
	Another belief that I have is to be organized. Even at work, I have the cleanest office. But I'm more productive because my office is clean, because I have these goals set out and I know that I'm going to tick them off and not have all 30 things on top of my desk, trying to finish them all at one time.
	I wake up and I think about what it is that I have to do today.
	I try to schedule and organize myself.

Strategy	Evidence
	... try to map out my routine and do my little schedule thing.
	... organization is really key when you're trying to get stuff done and you're on a time schedule.
	just make sure I schedule and set my thing so I can get stuff done. Because on Saturdays is when I really like to listen and pray and meditate and kind of, that's my day to, like, honor God especially and stuff.
People Management (13)	*Get to know their strengths. You get to know where, you know, their areas that they need to grow. You don't expect them to be everything at all times ever.*
	This is why you have teams and people with different talents. So I think that's one. So one value, you know, people first.
	How do you get people like this to move for you? Because we do what we say we're going to do. We do what we say we're going to do. And we don't exhaust people.
	He always knew because I've always prepared him because it's always been in my intention. And I've always been honest about it to him. So, we have these honest conversations, you know, we have these honest conversations.
	... had to learn how to speak, how to use my voice.
	My relationships. Every single time. It's a win. It's the only way you can connect with people in a way where you can correct them. You can scold them.
	... intentionally found people that really assisted me ....
	... thanks to my team, because I know it's not just me
	Or let me redirect you.
	You can nurture them to be even greater than they already are. Right. You gotta learn how to build relationships with people.
	Even the folks who are the most difficult to move. Once you build a certain level of relationship with them, you'd be surprised what you get out of them.
	It's very important to stay focused on your own game. It's very important to be able to celebrate other people because when you train yourself to do that, you're able to be really happy for other people.
	I always want to try to find people who can do it better than me so I can walk away…find people who do something well and leave them to do it.
Persistence (5)	*... as you grew and as you grow in your personal professional life and you realize, man, I have no choice now. Make it happen. Make it happen.*
	Regardless of what's going on, I was going to figure out
	I'd love to retire, but, you know, if I can't, then I, you know, I got to keep moving.

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Strategy	Evidence
	And we're doing, we're taking our steps and we're doing our thing.
	You have to be intentional. So you need to make a choice.
Planning Forward (7)	*... maybe there's certain things that I can acquire at 20 that I would don't have to wait to acquire at 50.*
	My tool kit is always full.
	You learn, you grow, you take advantage of whatever situation you're in.
	I'm going to stock up. I'm going to prepare.
	I definitely know that progress takes time. And because I've done it so many times before, I'm doing my work.
	... you have to know what is important to you and you have to be focused on those things and just try to balance them out as much as you can.
	I became a mom later on. My son is just like four, going on five. I'm in my early forties.
Positive Practices (4)	*I try to see the positive in me and extend that to the people around me, no matter what's going on emotionally or mentally.*
	I stay positive is that I always express gratitude because there's always at least one something to be grateful for.
	... can't take everything personal.
	And even when you feel like you don't want to do something, but you know you're supposed to do it, just practice the discipline of doing that. I think discipline and gratitude are like the most underrated. Maybe like we talk about that when you really understand it because and every day I feel like I do this or do that. But if I know that I have to do it, I just press forward and do it anyway.
Seek Expert Advice (6)	*I will look for somebody who I admire the way that they do something and ask them about that thing.*
	I actually called my mentor.
	... the fact that there are opportunities here to get that done, you know, we're just planning and praying to God,
	As much as possible when you can get support in every aspect, you should get it. Good quality support, you should get it. So that is important.
	I needed to surround myself with people that were greater than myself to influence me.
	So, I tend to reach for the experts in specific things.
Work/Life Balance (5)	*... trying not to carry work home ... I tried not to do that because I wanted home to be home... try to keep things on a level where there's balance.*
	What are the important things? What is it, you know, that my mom needs to get accomplished today? Do I need to take her to the doctor?

Strategy	Evidence
	... put a load in the laundry ... go back to work... It's not an issue to balance.
	try to work it out so that I can have some kind of balance.
	Do I need to support him for something? So, then therefore, even though if I'm busy at work, I will still make time once, you know, if it's crunch time or if it's really something that is important to them, I will make time for that.
Work Standards And Protocols (11)	*Transparency helps me a lot because I communicate, I over communicate, you know, I talk to my firm, I talk to the people I work with, I tell them exactly what's going on, you know, my expectations. I ask about my obligations so that we can be on the same page.*
	My presentation is important from the way I look to the things I carry, to how I speak, to how I advocate. Everything is important and part of the package that you're presenting to the world.
	You have to prepare and make sure you're well-prepared that when you present yourself, it's like a wow effect on those around you.
	There's a time for seriousness and work and there's a time for play. Time management is key.
	... just block our calendars as needed.
	So if there's a task that I have to do, I have three or four ways that I think that I'm going to accomplish it. And then I'll pass on to each person.
	... it's better to get the help ... versus me just doing it all by myself.
	I will call if somebody is upset about something or there's something wrong or something went the wrong way, I will call them. I will apologize. I will make it better.
	Sometimes you can't make effective changes if you're not seeing your customers... being able to see them observe certain things, behaviors I'm able to make changes.
	People who might say, use terms like micromanage, because if you are not doing things in a way that is going to, that are going to represent, um, myself or our organization or team or whatever, well, I will step in...
	And we allow that to be our compass as we move forward in this path, especially in patient care. And not to be apologetic

Appendix XIII -Self Evaluation

Issue	Quote as Evidence
Sense of self	*I've never allowed myself to ever be really swayed.* *Yes, I am bullish. And I am stubborn. So, there are certain things that I can't let go. I am like that little pit bull... If there's something that does not feel morally right for me, I'm not going to let it sit. I'd rather say my piece and then walk away. But knowing that you know where I stand.* *[I'm] a country girl from Jamaica who just barely come here to teach and I never knew so you could have even become …* *I was okay with him talking because I was already firm.* *I think humor is so important. So, forgive me if I laugh at myself or laugh at things. I make jokes and say I'm harassed in my heart.* *I love myself. I think it's so important to know yourself.* *I'm always daydreaming. I dream a lot and I think a lot.* *I know I'm a positive person. And I know what my struggle is…* *I know I'm a brave girl and I can put on my big girl, you know, I'll get there.*
Collaborative approach	*I do try to be collaborative and, you know, listen to everyone and accept everyone's input. It's easier if I just do it myself. And so those, those structures that you need, you need a team to do things.* *I've never minded to do anything completely on my own…it's not, it hasn't worked out to do things all alone.* *…in all my professional activities, I am somehow the center of the universe as well. That's how I seem to function with the people that I am around. I end up often times being the decision maker, or the center point.* *.*
Self-doubt	*I don't have a recollection of me knowing in doing something or taking credence for something that we've done as a team.* *I am still learning that I don't have to do it myself. And it's not that I don't know I can ask people.* *I'm adept at certain levels of structure. I crave structure, but I also assume structure.* *I think I'm non-traditional in a lot of ways,… I'm very transparent*

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Issue	Quote as Evidence
	...am I still valuable? What value am I going to bring?
	...most of the times when I look back, I'm like, did I really do this?
	I don't lie very well. I don't deceive very well. I don't go around bushes very well.
	I always have this fear that I'm going to mess up.
	I do the best I can, but that's something that's always...a source of stress for me, a better friend, better person in the community, ...I've never learned to balance that, I can get sucked into my job 300%. So, no, I'm not very good at that. I couldn't give anybody any guidance on that at all, other than it's important to do.
Feeling accomplished	*I don't need to pack my resume. I don't need to put anything more on it. It's too long already,* *I think I've settled for many years, and maybe it's because if you think about it professionally, I've done everything the right way.* *I know what my skills are, you know, I am a thinker.* *I'm very, very good at redirecting that credit to the people who actually deserve it, who actually did the work. Because I'm just there as a face, like taking pictures and shaking hands and kissing babies. But I didn't actually do all of this stuff.* *I think that's how I've been able to be successful is that I've been transparent, real and authentic*
Response to advice /support	*If I probably had listened to them, I would have done more of a straight-line career.*
	I'm gonna probably have to agree with her in that regard, especially the lazy part.
	I tell that story all the time because I think he saw something in me that I didn't even realize I had in me or because I didn't know the system.
	I have to learn to like, it's okay when somebody gives you help or lends you a hand or whatever
Complacency	*It's funny how you start to advance professionally, and you start, you reach a certain place in terms of financially, ... you're complacent. I'm not complacent by far. I'm comfortable is what I like to say. I'm not complacent because I'm comfortable, but at the same time, I don't like this comfort.*
	I must continue my success. It's not like a once it's not something that you just, you, when you get to that point, you just stay there. You have to continue to grow that it changes over time.
	I'm definitely hungry for more. I cannot describe this insatiable appetite that I have for accomplishing things. And I think it's because I know it's important. Recently I've learned that it is more important to make sure that I'm stable because I don't know if at one point in this ultimatum and I had to concede.

Issue	Quote as Evidence
	I think even doing that right now is as a result of my current situation where I've actually embraced this, this, you know, process for a career change.
People skills	*I was always good with people very personable; I've always had, still have, a soft spot in my heart, for children in particular.* *I recognize that I could still help people, even not being at the forefront of patient care, right, I could still make an impact.* *I'm one that can pull people together around common causes and goals. I can grow people. I'm not a micromanager.* *I really take on the role, I'm your guide, I want to give you genuine, meaningful input, because I want you to make a really informed decision about what you want to do.*
Defining success	*Good question. I've never thought of it like that. I have to think, think back …start to do a job and then when did it being successful? I just, I don't know what success is.* *And so, those things resonated with me. I can even say to this day, sometimes they still creep up. Am I successful? I'm not the CEO. I'm not a doctor. I'm not a lawyer. But, I've come to the place where I can pivot from those, you know, that talk, that chatter. And again, like I said, success is, it's changed for me.* *I'm so motivated to make sure I'm successful because I understand now that means I have to be really stable myself and my family to be able to extend to my mother and father, even my in-laws, where everybody's comfortable.*
Setting boundaries	*I really was not good at setting boundaries when I was a young lawyer, I just had no boundaries. I mean, it was just like, okay, I mean, call me, don't call me, text me late at night, you know, when it's, like, literally not even an emergency.* *As far as personal, I have always been able to separate the two…I definitely knew how to take care of the personal.* *I remember the first time, I was so traumatized… I was not doing any more charity.*
Dependency	*…it's not just attending, but I don't do anything just sort of like, I'm just there, I just showed up.* *…ends up making me be the most reliable person, which is why I'm still at work and everyone is gone.* *I think there was an expectation that I would figure it out. And maybe I nurtured foolishness because of that. Not on purpose.*

Issue	Quote as Evidence
Service Rewards	*It makes you want to work harder. You know, lots of people are seeing it. The more that your profile is raised in your community, the more you feel compelled to succeed, to do better, to continue to do better in what you're doing.* *... growing up you feel like you can touch and reach more people and become more respected and heard, whether within your community or any community at all, and the influence you can possibly have from doing it. And it opens the door and the opportunity for reaching more people*
**Professional – direct work related obstacles**
Corporate sealing	*don't even think about going past that cap, because it's not going to happen, because people are going to be in your way, and they won't let you.* *probably getting less money because you work for yourself was a sacrifice I made because I wanted to facilitate balancing the demands* *now I need to work, I'm out of college, need a job, I applied to all the radio stations, all the TV stations, couldn't get in anywhere. when you go into broadcasting, those people die in those seats.* *I was trying to become a principal and had to go through all the interviews and things like that and felt deflated when I didn't get selected sometimes.* *what I do right now, I think I've kind of capped at the salary. And so I think the challenge is now just moving from where I'm at right now into something that I could make more money.*
Negativity	*the biggest struggles I've had to deal with are people on the outside telling me I couldn't do something, not believing in me, trying to discourage me as much as they possibly can, and figuring out how to end run those kind of negative, negative, negative comments and narratives.* *naysayers, like the person, you have that belief in yourself, that you can do anything, and you know, you're confident.* *I had external factors trying to limit me all the time, you can't do this, you can't do that, not so much within my firm, but just people on the outside*
Potential discrimination	*I have maintained my accent for more than one reason. So that also stands out* *I was the only Jamaican on staff.* *being a black female professional has been a challenge. Being a black woman in the legal world, it's not unusual to walk into court and there's no one else like you. It's the quote unquote, all Jewish boy networking that you'll see a courtroom of 60 attorneys waiting to go before the judge for a hearing or a motion. And you look around, you might see one or two other Caucasians or Hispanic females. And you're lucky if you see another black female attorney.*

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Issue	Quote as Evidence
	the color of my skin or my gender made me any less of a professional person than my counterparts. So I think that would be the main thing I would say. And also being from a Caribbean descent, those three factors.
	It's tough being a professional woman, still trying to be at the top of your game. And then, you know, you always think you've got to just do that little extra bit, you know, to, because you're competing, you know, with the men, the, the, the, the white.
	t was a very dismissive type of tone …, so I'm dealing with that patriarchal type of mentality
	I definitely and I think that's why sometimes I get frustrated when I don't hear someone amplifying my voice when they can, because I do my best
	As we talk about the society and challenges there, you know, whether we believe it or not, there are societal, there's currently still a lot of societal issues in terms of like being a female of color, who's of a Caribbean descent, who's in, who's in like a, you know, a leadership.
	I want to make sure that it's documented when I say struggles…the Caucasians probably don't know how to engage with you because of color.
	also the reality that there's differences between males and females in the workplace … there are differences or how we're viewed as females when we step into the room …
	I find that it was very difficult to assimilate and get employment in that field.
	believe it or not, some of the Jamaicans gave me the hardest time in many of my roles.
Negotiating challenges	*when you make that sort of proclamation, you have to be prepared that it may not go over very well, and your firm may say thank you very much for your services, and let you go, but you have to have the confidence in yourself that if that happens, what's my plan B?*
	if you have a situation where you have kids, and your company, or your firm, is not allowing you to thrive, you shouldn't be there
	And the challenge was for me to figure out that the financial aspect of what I do, and that I had to fight for what I deserved, and learning how to navigate that whole other section of any business, making sure that you have the tools to be able to protect yourself, your assets, be paid what you deserve to be paid, knowing your own worth, okay, and fighting for your own worth.
	the biggest part for me is just learning the culture and how to integrate the two, knowing when to be strong and when to pull back,

Issue	Quote as Evidence
	Really consider if this is something you want to do, because everybody in your family has to be on board, you're going to make lots of sacrifices, particularly in the early parts of your career.
	the first challenge was, you know, how am I going to, turn my life around so that I can do what I have now professed that I wanted to do.
	But it's taken me a long time also.
	It almost seems like it's, it can never happen,
	for a further success is really just me and not taking a leap of faith. Like I feel like I could do so much more.
	That is something I think I need to work on. Um, just getting over the fear of what could be and just do it.
The hustle	*when I say to you, it was by accident, I had been kind of just hustling my way along and doing whatever little creative project would bring me a little bit of money.*
	when I, when I had decided to embark on this television journey, didn't know how I was going to do it.
	been a challenge for me to, to, to develop and, and create the type of structure that would perhaps make a business thrive.
	don't think that I've spent enough time in life building those systems to create that big infrastructure.
	I'm back, you know, to, you know, those 12-hour days outside of home, which is not healthy.
	how do you transition what you know, and do to something else? Cause I don't want to stop, you know, living as part of living, but you know, not necessarily what I do every day.
	people who were in line to help me get that position, they all retired or had, they'd been moved to another department because Macy's was downsizing.
	I had to pivot because of the barriers, which really just had to be overcome. With the differences in rules from one country to the next.
Team expectations	*It hasn't worked out thus far to really be in a team environment and thrive in that way just yet. I'm working on it.*
	I found that when I work with people who do not have that level of integrity, it does not end well.
	I have a real problem when I'm asking someone to help me and I tell you what I want and you do what you want. And now I have to go back behind you and do it. So I find myself quite often, almost always just doing it myself.
	when I have a problem, I kind of just let it go. Like it didn't happen. Which isn't good, because once it happens, I explode. And then people are like, what is wrong with you?

Issue	Quote as Evidence
	It's my money at the end of the day. And I don't have to do what the group wants. I can always turn around and purchase my own gift. That might make me look like I'm not a team player. So that's another option I have to think about. Do I want to go with the group and be a team player or do I want to do my own thing?
	one of the challenges is building a team here. I've not been able to find that the right accountant, the right legal advisors, in Jamaica, I do have an advisory board. And I do have people in these roles that help
	One of my challenges is to delegate.
Skillsets	*there are certain things that I do find to be chores in, in business, um, things like bookkeeping, things like keeping track of the receipts and the mileage and kind of those, those things that are just supposed to be and built into, um, keeping good house in a business. And, um, I fall very flat trying to keep up with those things.*
	I decided that costume design was not for me. I don't like the long hours. It's crazy. And I can't deal with actors and their egos.
	when you come to the US, it seems as if you have to kind of like start over. And you're starting with a clean slate, as opposed to them looking at your experience. I'm not saying it's that for all employers. I was told, hey, you do not have enough experience here in the US, even though you have a lot of experience, and you could be a good candidate, and you have all the right skills, you know, we can't move forward because you have no experience here in the US.
	so managing down can be rough. I've never had to manage up. Then I get into a situation with someone who must know everything. I mean, everything. So I failed to manage up,
	I've done that, of course, moving to this country now and literally starting a company from scratch because that's how it feels.
Balance	*I do tend to put a lot of focus on work, and that's not what I want to do.*
	I was scared at first, because I'm like, okay, can I really balance this?
	I actually found myself in that situation earlier this year, especially with a community JWOF, where I really wanted to do something, but between my pregnancy and work, and it was really demanding at work, I just couldn't.
	m the acting CEO and I'm primarily, my portfolio is marketing, PR and sales. And one of the challenges so far is, you know, making sure that I balance my resources.
	especially as an entrepreneur, don't try to do everything yourself.
	just scheduling myself, understanding whenever my blackout times, Because that's when everybody don't is when I want to work. And I have to know how to start balancing that.

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Appendix XV Professional Challenges

Challenges	Supporting Evidence
Getting Hired (12)	*...now I need to work, I'm out of college, need a job, I applied to all the radio stations, all the TV stations, couldn't get in anywhere.* *I was trying to become a principal and had to go through all the interviews and things like that and felt deflated when I didn't get selected sometimes.* *...literally, when I say to you, it was by accident, I had been kind of just hustling my way along and doing whatever little creative project would bring me a little bit of money.... when I, when I had decided to embark on this television journey, didn't know how I was going to do it.* *And people who were in line to help me get that position, they all retired or had, they'd been moved to another department because Macy's was downsizing.* *And I was out of a job.* *I find that it was very difficult to assimilate and get employment in that field.* *... for a further success is really just me and not taking a leap of faith. Like I feel like I could do so much more.* *something I think I need to work on. Um, just getting over the fear of what could be and just do it.* *when you come to the US, it seems as if you have to kind of like start over. And you're starting with a clean slate, as opposed to them looking at your experience. I'm not saying it's that for all employers.* *with a bachelor's, I was looking to work in the med tech field. But that did not work out.* *Can't get the experience because you don't have the license, can't get the license because you don't have the experience.* *... moving to this country now and literally starting a company from scratch*
	if you have a situation where you have kids, and your company, or your firm, is not allowing you to thrive, you shouldn't be there, because, like I said, I have thrived.

Challenges	Supporting Evidence
Aligning Job Setting Appropriateness (11)	*... getting less money because you work for yourself was a sacrifice I made because I wanted to facilitate balancing the demands because if I did the firm thing for other people and they want you to be billing 60 hours a week and all of that. It was just too much. Couldn't handle that.* *Schools are like, sometimes they're like terror zones, you know, you go in and you can't turn your back. You have to sit with you ... so teachers deserve combat paid. It's not, at least that, because now it's like you go to, some days it's like you go to war and it, and it doesn't matter what school you're in.* *I have an issue with working in a corporate environment. It makes me uncomfortable. I put a jacket on and I want to, I feel like I'm suffocating.* *...to develop and, and create the type of structure that would perhaps make a business thrive.* *there are certain things that I do find to be chores in, in business, um, things like bookkeeping, things like keeping track of the receipts and the mileage and kind of those, those things that are just supposed to be and built into, um, keeping good house in a business. And, um, I fall very flat trying to keep up with those things.* *I find that in a position of leadership, the way that I have my own people right now, um, people are happy to say, well, that's, that's kind of your call, your decision, your problem.* *Here's my career, I finished training. And I had the challenge of, you know, the naivety that I had, oh, I was going to work, and this is wonderful.* *It's that risk of like, okay, I'm going to put my all into this, but I could fail completely and then have nothing.* *I decided that costume design was not for me. I don't like the long hours. It's crazy. And I can't deal with actors and their egos.* *it depends on the organization that you are, because if you are in an organization who places value on people, rather than seeing you as yes, you're female, you're a male, you're black, you're white, you're Hispanic, etc.*
	And the TV station said, you know, you're going to do this, but we need you've created this pilot and these few episodes and they look nice. And we're happy to green light the rest of it, but we're going to need, I think it was $28,000, something like that to for as broadcast fees. And I had no idea where I was going to get this from.

Challenges	Supporting Evidence
Gaining Resources (9)	*I found that when I work with people who do not have that level of integrity, it does not end well. And we should know that we shouldn't work with those people from morning.* *... because I have not gone the traditional route of becoming an expert in one thing, but being kind of a Jane of all trades in a few different things, it is hard to find somebody else who would have been successful in that way.* *there's the business of what I do. And the challenge was for me to figure out that the financial aspect of what I do, and that I had to fight for what I deserved, and learning how to navigate that whole other section of any business, making sure that you have the tools to be able to protect yourself, your assets, your, you know, be paid what you deserve to be paid, knowing your own worth, okay, and fighting for your own worth. So that was a challenging time for me.* *I'm not very confrontational. And I probably don't communicate my feelings that well.* *, in the American society and how they view things, if it's not from America, then you have to do additional this and this.* *They forgot to tell me that if you did not, if you went that route with the natural science or, you know, you would also need to have three years of work experience.* *... now I'm the acting CEO and I'm primarily, my portfolio is marketing, PR and sales. And one of the challenges so far is, you know, making sure that I balance my resources.* *one of the challenges is building a team here... I've spoken to different people, but I've not been able to find that the right accountant, the right legal advisors,*
	I told my parents eventually, I was like, I cannot do medicine *And don't even think about going past that cap, because it's not going to happen, because people are going to be in your way, and they won't let you. They will absolutely not let you.* *the biggest struggles I've had to deal with are people on the outside tell me I couldn't do something, not believing in me, trying to discourage me as much as they possibly can, and figuring out how to end run that kind of negative, negative, negative comments and narratives.*

Challenges	Supporting Evidence
Overcoming Limitations Imposed by Others (8)	*...naysayers, like the person I spoke about, you know, you have that belief in yourself, that you can do anything, and you know, you're confident. just dealing with people who don't believe in you, and not only that, it's one thing for them to not believe in you, but like kind of tell you, like discouraging, or discouraging words, and people who are constantly telling you, you can't, you can't, you can't, it's not possible.* *I had external factors trying to limit me all the time, you can't do this, you can't do that, not so much within my firm, but just people on the outside…* *… when you go into broadcasting, those people die in those seats. So, that was out of the story.* *I become a little bit frustrated because I'm like, here am I with a master's degree in the United States with lots of experience. And so also to, you know, to hit my goals and my targets and where I want to become.* *You have the people, believe it or not, some of the Jamaicans gave me the hardest time in many of my roles.*
Acquiring Support/Approval (7)	*Really consider if this is something you want to do, because everybody in your family has to be on board, you're going to make lots of sacrifices, particularly in the early parts of your career.* *When you, when you make that sort of proclamation, you have to be prepared that it may not go over very well, and your firm may say thank you very much for your services, and let you go, but you have to have the confidence in yourself that if that happens, what's my plan B?* *I definitely and I think that's why sometimes I get frustrated when I don't hear someone amplifying my voice when they can, because I do my best to write, I do my best to give your voice. Sometimes I'll cut you out. If I'm like, I need to get this done.* *I have a real problem when I'm asking someone to help me and I tell you what I want and you do what you want. And now I have to go back behind you and do it. So I find myself quite often, almost always just doing it myself.* *Now that might make me look like I'm not a team player. So that's another option I have to think about. Do I want to go with the group and be a team player or do I want to do my own thing?* *… especially as an entrepreneur, don't try to do everything yourself.*
	So, what she did was when I was given the role interim, she called the human resources department to verify if I had the appropriate qualifications. And so for like maybe a week or two, they went back and forth, not because I have the, I have the appropriate education, but like, I'm talking about like management history. They're like, Oh, we don't think you have enough management history or whatever.

Challenges	Supporting Evidence
Maintaining symbols of Jamaican-ness (7)	*And then I have maintained my accent for more than one reason. So that also stands out.*
	I was the only Jamaican on staff.
	...whether we believe it or not, there are societal, there's currently still a lot of societal issues in terms of like being a female of color, who's of a Caribbean descent, who's in, who's in like a, you know, a leadership
	And then the persons who are considered as African Americans or Black Americans don't know how to engage with you because you're considered as a Caribbean person, right? So, you kind of fall in the middle or whatever, and you're then not necessarily alone, but you have to hold your own, which is fine.
	... learning the culture and how to integrate the two, knowing when to be strong and when to pull back,
	So, in recent times, the culture, the way of communication or communicating the for me, the different tone and how I use my voice.
	I had to pivot because of the barriers, which really just had to be overcome. With the differences in rules from one country to the next.
Maintaining Work/Life balance (6)	*I focused a lot on work, right? And I do tend to put a lot of focus on work, and that's not what I want to do.*
	I struggle. I will admit to that. So, I know we're overtime. So, I'm gonna just make it quick. In terms of that, I really was hybrid before…
	I was scared at first, because I'm like, okay, can I really balance this?
	The other side of it is that I was always accessible, right? There's no commute time.
	... having a job where I couldn't take my children with me, I can see how that could clearly be a problem
	just scheduling myself, understanding whenever my block out times,
Overcoming the isolation of Race and/or Ethnicity (5)	*It was probably about 35 in that office. There were probably about three other Black clerical persons. There was no one in the professional capacity as an insurance adjuster.*
	... being a black female professional has been a challenge. Being a black woman in the legal world, it's not unusual to walk into court and there's no one else like you. It's the quote unquote, all Jewish boy networking that you'll see a courtroom of 60 attorneys waiting to go before the judge for a hearing or a motion.
	And you look around, you might see one or two other Caucasians or Hispanic females. And you're lucky if you see another black female attorney.
	Proving that the color of my skin or my gender did not make me any less of a professional person than my counterparts. So, I think that would be the main thing I would say.
	And also, being from a Caribbean descent....

Challenges	Supporting Evidence
Allowing Time to Succeed (5)	*But it's taken me a long time also.* *It almost seems like it's, it can never happen, you know.* *it makes it so that rather than taking the time to build a system that relies on an infrastructure of people or human capital or a team… and you build a rhythm and, you know, all of that stuff. And unfortunately, I don't think that I've spent enough time in life building those systems to create that big infrastructure.* *I made a lot of zigzags and non-straight line turns.* *…actually, found myself in that situation earlier this year, especially like with a community like JWOF, right, where I really wanted to do something, but between my pregnancy and work, and it was really demanding at work, I just couldn't.*
Keeping practices and techniques current	*I couldn't do the new, the new type of, um, um, job, job, uh, interviews.* *how do you transition what you know, and do to something else? Cause I don't want to stop, you know, living as part of living, but you know, not necessarily what I do every day.* *… managing down can be rough… I've never had to manage up. Then I get into a situation with someone who must know everything. I mean, everything. I failed to manage up* *I've never had to really job hunt.* *One of my challenges is to delegate.*
Adequate compensation (2)	*always having to fight for your, you know, for your, for your self-worth, and what your worth, and making sure that you get what you're, what you deserve.* *I think I've kind of capped at the salary. I think the challenge is now just moving from where I'm at right now into something that I could make more money.*
Addressing Gender (1)	*And there is also the reality that there's differences between males and females in the workplace that, you know, or even in society, there are differences or how we're viewed as females when we step into the room …*

Appendix XVI Personal & Educational Achievements

Challenges	Supporting Evidence
Personal – as related to professional performance	
Role Conflict Relationship Building	*We're so many things, you know, we're daughters, and we're mothers, and we're sisters, and we're lawyers, and we're doctors, and we're teachers, and we're, you're so many things.* *...there's so many things on the, on your, on the purview, on the, you know, on the perspective of trying to get to that target.* *how can I strike that balance? How can I be a great player on the field, but also at home* *...can't be healthy, whole, and happy, when you're only very mediocre in your efforts to build the relationship.* *one day your job will stop. And, you know, you might be alone because you haven't taken the time to develop relationships with your kids or with your parents or your community or your friends. I try hard, but it's tough.* *I'm a night person. I tend to be a night person. And my husband is a morning person. So, when I jump up out of excitement, I'm like, yo, calm down. You need to, like, don't rush me with all these questions in the first thing in the morning. And then in the night, he's like, babe, can you please stop working and come into bed?*
Financials	*In my senior year of college, of high school, I was still had that on my mind and applied to Broward Community College because my parents couldn't afford to send me away to a four-year college.* *I like, I don't have the money to go. So what am I going to do?* *So that's what I would say is just an increase in salary so that I can put away more. It's not that we're not saving, but I'm not saving at the rate that I would like to at this point.* *if you haven't from middle or high school, the seed hasn't been planted again with those resources in you about the importance of pursuing certain accolades and things like that. When you're going to college, you're not going debt-free, right?* *kind of hesitant even to pursue the financial aid processes, right? And so maybe even if you do, you're not, you're shy about applying for scholarships. And again, it depends on it, you know, the surroundings and the support that you've received.* *because of monetary constraints, I couldn't get there. And then I had to be pivot and I had to start working.* *he the bill structure in America, I do honestly think that if I if I had better mentors or even when I married my husband, who was who was born and raised here and he had I guess I picked wrong. But if he had advised me better because he knew the system, I had to learn the system. I didn't understand what credit meant.*

Challenges	Supporting Evidence
	even the financial burdens still rested on me,
	It's with the finances that, you know, the financials that are not coming together.
	even after my divorce, it was the same thing. The girls would literally look at me and tell me, well, daddy don't have no money. Why does he get a free pass? And then I have to provide, I have to produce it.
	It's with the debt and the getting out of debt and it's the, it's everything. You know, it comes with all of it,
	The other day I was talking to my husband about financial changes and we had to do a couple of surgeries. It was a very unpredictable and very rocky year for the entire family. ...And the medical expenses and all kinds of stuff.
Misguided academic choices	*Now I have a portfolio built on that experience and nothing really in the background of law because they didn't have magnets and all that then for me to pursue that path.*
	I went to school at Uwee for two weeks for business management or something like that. And I cried every day because, because it felt so devoid of artistry that I literally felt like I was suffocating. I was going to die. I could not stand that place.
	...those were some that was probably the biggest challenge, deciding that I wanted to do it.
	trying to obtain those credentials and the skill sets, trying to invest in moving is posing an issue because of time.
	I'm talking about if you don't have support services in place, understanding that post-secondary education planning needs to start from that level from that age, then when you graduate, you probably don't have the appropriate diploma to transition into post-secondary education.
	aren't you tired of going to school? And I said, no, I said, because I don't want to be doing this when I'm 50. And the person was like, Oh, because the person who was saying this to me was a Caucasian female and she was 50. And I wasn't saying it to be rude to her,
	When I was finished with my degree, I actually was misguided in terms of my academic advising because my college professor said to me, instead of doing medical technology at FAU, FIU, I think I transferred from Miami to Fort Lauderdale, do a degree in biological sciences because you have all the basic sciences already. So one route to getting certified by the state is doing medical technology, which comes with a licensure and the ability to take the exam and all of that. Do a biological science.
	The fall came, I should have gone off University of Florida, didn't use the scholarship, still hanging back in Fort Lauderdale thinking, well, I don't know, I'm going to get there.
	I get there and because I have a scholarship, now I have to, the scholarship is in journalism and communication, now I have to, I'm kind of tied to that particular major
	You know, as a young person, you don't listen to your parents,

Challenges	Supporting Evidence
Family Impact	*I got married that year, a year or so months into the marriage, I get pregnant. And now I'm like, well, I guess I'm done right here.*
	I got pregnant in my senior year in high school.
	Put a lot of burden on me because the people that the siblings coming behind me, my nieces, my nephews, some of us were all the same age.
	I had a divorce. I had my first child, experienced some physical abuse while I was pregnant from my husband.
	My brother spent 20-something years in prison. He went to jail when he was 10 years old. And from another school, he joined, he started a gang at Parkway. He's still one of their leaders.
	the professional life, a lot of the time takes over everything, but there are times when I feel I need to be with my parents or when my parents need me, I will put everything down and pay attention to them.
	I had a son when I was young. And I just before I started medical school. So I delayed starting medical school for a year. So that was a challenge to have a child go to medical school.
	It's hard. I have a child that has a disability. it's a lot with the schoolwork…he has schooling when he comes home because there's a lot of things that aren't completed or finished. And so, we have to spend time doing that.
	how do you make sure that your children are, they feel heard, they feel seen, and that they know that they can be comforted, but they also know that it's okay to go out on their own?
	I think that if there was one thing I think I had a cheat on and I call it a cheat, by having, by being in such a horrible marriage, I hate to say that. And because of my ex's situation or circumstances, I don't call it a situation because that sounds like something that happened to you that you couldn't control. So I'm going to call it choices.
	It's very new for me because, you know, my relationship has been one where, you know, my partner was going back and forth. We were doing a distance thing. And then the baby came,
Transportation	*don't have a car, I don't have this. I guess my career is my path to become, to the future is kind of ended here.*
	the challenges is I need to move about…I've visited New York and other states, and like New York is much more advanced, like Paris, for example, and so on, and London with the undergrowth and so on, and like a railroad.
	In Florida, because it's more hinged on our older population, everything, the infrastructure reflects that. So I don't have a car yet. So it makes it a bit challenging to, to move around, to get to events and stuff like that.
	It's intimidating driving on the highway
Social issues related to Cultural/Racial	*it's kind of crazy. The whole race thing wasn't in your face in Canada …I don't know if it's changed because I've not been there living, but at that time it wasn't there. It wasn't until I brought myself back here that I really was faced with the, you know, the racism.*

Challenges	Supporting Evidence
	And then the other is just the culture and the diversification of like how things are in the U.S.
	As a Caribbean immigrating here to the U.S., people tend to misread or misunderstand your way of communicating or how it is you're communicating. I have to tailor what I say, because everything is considered to be offensive.
	so it's just learning the different cultures and the food.
Navigating life	*the truth is that there are single employees who are colleagues who have more challenges than I have, and I have three children, it's how to navigate through life.*
	I'd have class, I'd have papers due,
	it also takes knowing what you want, knowing what is important, prioritizing
	multitask, you know, be the one to be resilient, no matter what's going on, you have to figure it out.
	...there's different reasons why one reason is it's the United States. The cost for such type of support is a little bit different. The second reason is, can I trust this person in my home when I'm not there?
	You came home and you cooked and so forth. But at some point you realized, you know, you just didn't have to do it all on your own.
Mental sessors	*We don't have to keep them in and heal our own selves.* *I remember that like students were like, oh my goodness, one of the nerds is pregnant. You know, and it's like, yeah, I'm not human.* *that is why you may have a lot of kids who grow up feeling distant from their parents or husband who may feel distant from their wives, because it's always go, go, go, work, work, work. And there is no time to just sit back and just relax and enjoy each other because there is always a bill here, something is due here and everything is, oh my God, is blown all the way out of proportion.*
	think the though I think the responsibilities of the hustle, just the grind
	there's some tears, there's some tears that, if I could sell every tear for a dollar, I would be retired right now and very rich
	I realized I was mourning the loss of my freedom and my independence. I'm not used to this.
	I am so concerned about taking care of everybody.
	I try working out like three times a week.

Appendix XVI Personal & Educational Achievements

Personal Achievements	Quotes as Evidence
I'm single, I have children, I'm a single mom, I have kids, and I feel like I'm free financially. I'm able to provide for them. I have a nanny, they have a private school instructor, they have a concierge physician that takes care of them.	
I was able to send my two girls to college and not have to worry about them struggling, able to have a roof over my head and a few little things out there.	
We built a house and we moved.	
I can cook. I can do laundry. I do a lot of things that my peers don't do as a wife.	
I was able to purchase a home while being a college student, because I started saying, wait a minute, what am I, what about my debt income ratio?	
I can do it no matter what the circumstances. I mean, I think about even my personal challenges through marriage, divorce, you know, being the primary breadwinner and still having to figure it all out.	
I do think I'm in this space now where my life is a little bit void of some of that chaos, thankfully.	
…we end up buy a house, even though [a fixer upper], we're still coming to the game. And we were able to buy something from our hard work.	
All my vehicles, I bought cash and they're reliable vehicles	

Educational Achievements
I was the graduation speaker from at law school, and I was in like the top of my class and all of that.
I've got through doors for interviews as a first-year lawyer, because of what my transcript looked like, because I was, I did very, very well in school.
… what should have been a two-year course, I actually did in a year and three months because I was just adamant.
I was able to finish Miami-Dade with a 4.0 GPA. And then I was like, OK, fine. Got a job at a company. And there I decided to continue working and I applied to Barry University.
did my business management at Barry University
I went to Barry at night and did the other two years, got my bachelor's in management.
I was able to even go beyond what I set out to do from an educational standpoint, because as I told you, I can do an associates. Then it went to a bachelor, then it went to a master, then it went to a Juris doctor degree.
I applied for this scholarship and lo and behold, I get the scholarship to go to University of Florida to major for broadcasting and communication.
First, one in my family to get a high school diploma. First one to get a college degree.
…when I got my bachelor's, I had almost enough credits to get a master's. So, it says, well, I only need 20 credits.
I moved to a fellowship in my specialty, and finish that.
I remember getting my report card, and it was always something I wanted to show my parents.

Educational Achievements
I was allowed to do the sciences, because at least when I was in high school, you had to be awarded to do all three sciences, you couldn't just pick it, and it was granted… You had to show that you had the aptitude to move forward with that.
I went to college, I did the placement exam for Spanish, etc. And placed out,
… with most of my grades being a C for that semester I still passed the class with a B plus.
I got a full scholarship on the spot during the competition even though I did not place.
she has a business plan now because I was able to go to school for that.
I was privileged to get education that my other friends, my peers, my neighbors didn't get.
I've been able to achieve my degrees early
was the second ever in my family to go to university.
...when I migrated here, I got my bachelor's after my diploma in Jamaica.
I went to CAST and studied medical technology and came here to do a bachelor's in medical technology.
I feel like by educational standard, I have accomplished the most in my whole family.
[Didn't]get pregnant. Finished school

VITA

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