

## Chapter 30

# Women in Leadership From the Perspective of a Chinese– American Professional

Sherry Cheng

St. John's University, USA

### ABSTRACT

*The purpose of the chapter is to introduce changing roles of women over time, both in the settings of household and professional settings. As analyzed through the perspective of a Chinese-American professional, the chapter is to illustrate the challenges faced by women globally but also from Asian-American women in particular. In this chapter, the concerns of professional women have not only concerned women in general, but also minority women, especially in the United States. The questions of minority women in the workplace have raised critical concerns of professional integration and assimilation. In other words, minority women in general have struggled to seek professional careers with upward mobility. The question of how minority women choose careers and seek stability within their work places are being asked and explored within the current literature. The current literature explores how our psychological has and sociological changes in the society have affected how women understand their places and positions in their workplaces.*

### INTRODUCTION

The growing concern of work and life balance for women has led the academia professionals and policymaking scholars to examine and investigate women's roles in the society-both professionally and personally. More broadly speaking and on a worldwide perspective, the question stems from how women's roles have shifted and changed from predominately-household dwellings to career-oriented work in professional settings. In other words, how does this shift pose problematic issues and discussions of women's roles as well as arguments of societal change? How is the society shifting in reflection of women's changing roles? How are women's roles affecting societal change? How is the society reacting to women's changing roles? What are the positive and negative effects of women's changing roles? How

DOI: 10.4018/978-1-7998-8592-4.ch030

does this directly affect women as well as the outlook of parenting and family hood? How is family structure changing in respect to women's changing roles? Undoubtedly, this shift in women's roles have led to sociological, economical, and psychological changes within the society – both for the better and worse including spoken and unspoken changes.

From the policy perspective, the academia professionals as well as other scholars including policy makers have continuously made efforts to investigate how achievements in women's advancement of professions have made an impact on society as a whole. More importantly, it is to look forward to the possible improvements in policy and work place professions for women as they continue to strive toward excellence both at home and professional settings. For research purposes, the theme of individualistic model of development among women calls for the practice of professional growth as well as balance in professional and personal life. However, this understanding seems flawed on twofold perspectives. One due to the lack of policy framework allowing women to achieve work and life balance. The other is due to the unspoken challenges faced by women, as there are work place issues of harassment and discrimination. In speaking to this particular issue, this would open an assortment of problems and the discussion would lead to a full-blown matter of issues and problematic concerns of women's rights in the professional settings. The purpose of this chapter is to not only lead to women's rights, but also to gear toward the understanding of how there are societal conflicts in arguing for work and life balance. In other words, the main underlying question is to navigate the concern of whether women's changing roles in the society have really spoken to the work and life balance model.

In the discussion of work place issues of harassment and discrimination, organizational psychology scholars have taken the initiative to embark on research as well as fieldwork investigation to deepen their understanding of why this is happening. As a result, the findings can better serve the community in terms of the best practices. Throughout the years of understanding these issues, the field of psychology takes on an important role in shaping the scholarly field of research concerning women's development in the context of culture and society. In the environmental cultural framework perspective of analyzing women's professional and personal development over time, scholars have investigated the relationship of culture and women's professional goals. This leads to further discussion of women's shift in roles, as it relates to culture.

## **BACKGROUND**

The definition of psychology as a whole is to comprise the societal contextual framework of analyzing how individuals have changed, talking directly to their behaviors, thoughts and visions. The research extends to child development and parenting, which eventually circles to the social issues of professional women in their work places. This specifically leads to the development of Psychology of Women or Feminist Psychology. The question is how women have changed professionally in relation to their places and positions in the societies around the world.

The field of psychology comprises a broader understanding of women in regard to shift in roles, especially for the American Psychological Association Division 35 or the Psychology of Women. The Psychology of Women comprises scholars and practitioners who have continuously sought to understand and investigate roles of women in relation to sociological and economic changes. The underlying basis of research in feminist psychology is to gain an understanding of how women play roles in this society to

12 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:  
[www.igi-global.com/chapter/women-in-leadership-from-the-perspective-of-a-chinese-american-professional/278670](http://www.igi-global.com/chapter/women-in-leadership-from-the-perspective-of-a-chinese-american-professional/278670)

## Related Content

---

### Review of Leadership in the Digitalized World

Asma Ayari (2023). *Leadership and Workplace Culture in the Digital Era* (pp. 1-25).

[www.irma-international.org/chapter/review-of-leadership-in-the-digitalized-world/314475](http://www.irma-international.org/chapter/review-of-leadership-in-the-digitalized-world/314475)

### Situated Cognition, Pedagogy, and Self-Development

(2023). *Youth Cultures, Responsive Education, and Learning* (pp. 34-48).

[www.irma-international.org/chapter/situated-cognition-pedagogy-and-self-development/330713](http://www.irma-international.org/chapter/situated-cognition-pedagogy-and-self-development/330713)

### Physician Perspectives Regarding the Use of Electronic Health Records in Public Health Disease Reporting: COVID-19 Reflections

Michelle Stewart (2022). *Business Models to Promote Technology, Culture, and Leadership in Post-COVID-19 Organizations* (pp. 242-269).

[www.irma-international.org/chapter/physician-perspectives-regarding-the-use-of-electronic-health-records-in-public-health-disease-reporting/309483](http://www.irma-international.org/chapter/physician-perspectives-regarding-the-use-of-electronic-health-records-in-public-health-disease-reporting/309483)

### Globally Responsible Intergenerational Leadership

Ceren Aydogmus (2019). *Intergenerational Governance and Leadership in the Corporate World: Emerging Research and Opportunities* (pp. 123-152).

[www.irma-international.org/chapter/globally-responsible-intergenerational-leadership/229125](http://www.irma-international.org/chapter/globally-responsible-intergenerational-leadership/229125)

### Becoming Teacher Researchers: Using English Learners' Linguistic Capital to Socially Re-Organize Learning

Aria Razfar, Beverly Troiano, Ambareen Nasir, Eunah Yang, Joseph C. Rumenappand Zayoni Torres (2016). *Leadership and Personnel Management: Concepts, Methodologies, Tools, and Applications* (pp. 1857-1894).

[www.irma-international.org/chapter/becoming-teacher-researchers/146469](http://www.irma-international.org/chapter/becoming-teacher-researchers/146469)