Displaced Women Professionals:
An Exploration of Perceived Learning Processes During Workplace Transition

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Abstract

This study focused on obtaining a deeper understanding of the perceived learning of female professionals during workplace transition. The women's lived experiences were explored through a feminist interpretive lens (Bloom, 1998). The study also drew upon concepts from adult learning such as barriers and facilitating factors to learning, resistance, transformative learning, and multiple ways of knowing.

Five women participated in a 1-hour interview and a focus group activity. The findings are presented under the 2 broad themes of perceived learning and factors affecting learning. The most common theme of perceived learning was participants' experience of increased self-knowledge. Additionally, while learning was thought of as a struggle, it provided either an opportunity for a reexamination of goals or a reexamination of self. Reflection by participants seemed to follow two orientations and other types of perceived learning included experiential, formal, and informal learning.

In the broad theme of factors affecting learning, contradictions and conflict emerged through the examination of participants' multiple subjectivities, and within their naming of many factors as both facilitating factors and barriers to learning. The factors affecting learning themes included personal relationships, professional communities, self-esteem, attitude and emotion, the gendered experience of transition, time, and finances. The final theme explored participants' view of work and their orientations to the future.

A proposed model of learning during workplace transition is presented (Figure 1) and the findings discussed within this proposed model's framework. Additional developmental theories of women (Josselson, 1987; Levinson & Levinson, 1996), communities of practice theories (Wenger, 1998), and career resilience theories
(Pulley, 1995) are discussed within the context of the proposed model.

Implications to practice for career counsellors, people going through workplace transition, human resource managers and career coaches were explored. Additionally, implications to theory and future areas of research are also discussed.
Acknowledgements

There is not only time to contemplate, but also to learn, and uncover the forgotten, the disused, and the buried. There we can imagine the future and also pore over the scar maps of the psyche, learning what led to what, and where we will go next. Clarissa Pinkola Estes (1992)

Death is the ending of all that is known...while physical death, which comes at the end of this temporal life is inevitable...can we live by dying each moment and not carry what is known into the next...freedom is not political or social, freedom is the ability to free yourself from what you have known. j. krishnamurti (1895-1986)

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CHAPTER ONE: THE PROBLEM

Introduction

This study focuses on obtaining a deeper understanding of the perceived learning of female professionals during workplace transition. The women's lived experiences are explored through a feminist interpretive lens (Bloom, 1998). The study also draws upon concepts from adult learning such as resistance, barriers and facilitating factors to learning, transformative learning, and multiple ways of knowing and learning, notably embodied learning, informal learning, and multiple and emotional intelligences.

Background of the Problem

Transition and Continuous Learning is a Way of Life

Careers and lives are in a constant state of change due to pressures from globalization, increased competition, and cost-conscious corporate policies (Mallon & Cohen, 2001). These forces make organizational downsizing a common reality (Nelson & Burke, 1998). A person's initial choice for career rarely continues with her through her entire working life (Foord Kirk, 2003; Mergenhagen, 1991). Cetron and Davies (2003) suggest that people, on average, change careers every 10 years and that lifelong learning will be an important part of everyone's work life, with people taking sabbaticals to upgrade their knowledge for new careers. In order to survive and thrive in the new corporate environment, employees must change their assumptions about work and examine their talents, values, and goals on an ongoing basis, constantly planning for the next job (Morin & Cabrera 2000; Withenshaw, 2003).

Continuous learning, then, is the only way to keep pace with the ever-changing environment and to ensure one remains within the ranks of the career-resilient workforce.
Adult educators and managers within industry are beginning to move from a training orientation to a learning orientation, where the organization fosters continuous growth, problem solving, and development to benefit all (Ilacqua & Zulauf, 2000). Whether one is separated from the corporation, is a survivor who is left, or is a manager who must execute terminations, retraining and additional training are essential to a smooth downsizing and to ensuring those employees who are left feel empowered and able to carry on effectively (Mishra, Spreitzer, & Mishra, 1998).

Women's Increased Participation in the Workforce and Transition

Over the past 10 years women's participation in the global workforce has increased by nearly 200 million and represents 40% of the global workforce (ILO, 2004a). Women's participation in managerial positions ranges between 20-40% of total management positions and their participation in professional jobs rose by just 0.7% between 2000 and 2002 (ILO, 2004b). While these increases show progress, there is still a long way to go. Within the Canadian context, women make up less than 5% of members of private sector boards of directors and senior management (Burke, 1997).

With women's increased participation in the workforce comes their increased participation in workplace transition and outplacement (Phelps & Mason, 1991). Workplace transition can be involuntary or voluntary. On the involuntary side, well-educated women suffered a greater job loss in the most current (1990-1991) US recession compared to the former period (1982-84; Farber & Hall, 1993). Similarly, Berneria and Santiago (2001) have found a strong gender dimension to corporate restructuring, with women faring more poorly than men. Additionally, a four-country study by Zollner
(1999), sponsored by the World Bank, found that privatization tended to lower women's economic status, increase their chances of layoff, and worsen their workplace conditions.

On the voluntary side, women face challenges as well. Occupational mobility is higher for women than men after age 25, and is highest for women within the 35-44 age range due to perceived dissatisfaction with corporate opportunities (Mergenhagen, 1991).

_Careers and Corporations Embrace Male Norms_

Research on career development traditionally paid little attention to women's careers, used male subjects exclusively, and assumed the male path as the ideal (Gutek & Larwood, 1987; Mallon & Cohen, 2001). In practice, women executives still find that established career ladders follow a linear, male trajectory (Linehan & Walsh, 2001) and that their organizational cultures operate under a male construct (Auster, 2001; Bierema, 1999). Hansen (2001) suggests that even within the career counselling arena, the main focus is the linear, technological, individualistic approach to matching people and jobs but sees hope in the growing interest to approach careers in terms of holistic development over one's life, which is a more feminist approach.

_Experiences of Women and Men in Outplacement_

Women's and men's experiences of job loss, transition, and outplacement have been discovered to be different. Phelps and Mason (1991) found that women tend to stay in transition 38% longer than men, experience more emotional fallout, examine their life's meaning not simply the meaning of their jobs, and that older women may decide to leave the corporate world altogether in favour of self-employment opportunities.

Men in transition tend to participate in action-oriented activities like job search workshops (Gowan & Nassar-McMillan, 2001; Leana & Feldman, 1991, 1994), whereas
women tend to focus on systems-focused activities and seek social support (Flynn, 1991; Leana & Feldman, 1994).

In any case, differences between men and women's experiences were found. Women, regardless of their search strategies, had lower job satisfaction, salaries, and quality of work life than men (Eby & Buch, 1994).

It seems that job loss may be experienced differently by men and women. Experience in many ways may lead to learning and development. In fact, John Dewey (1938) proposed a link between experience and learning, saying that learning comes from experience (although he also cautioned that all experience is not educative). With this in mind, it may be possible that the experience of job loss, for some, may provide an opportunity for both learning and development to occur.

Experience, Adult Development and Learning

Within the adult education literature, concepts of adult development and change are sometimes used interchangeably. Adult development has been theorized in many aspects, ranging from biological, psychological, sociocultural, and integrative perspectives (Clark & Caffarella, 1999). Lasting change is what links development and learning (Boucouvalas & Krupp, 1989).

The psychological theories that are most relevant to adult development and education are defined as stage or phase theories such as Erikson's eight stages of development (1959, as cited in Bocialetti, 1982) or Levinson's structure-building and structure-changing (transition) model of life stages (1978, 1996). The other main theories of adult development concentrate on life events, like Schlossberg's concentration on
transitions which trigger growth or Bridges' natural phases of transition which move from an ending to a neutral zone to a new beginning (1988, 1991, as cited in Reeves, 1999).

Women's development can also be viewed in terms of four distinct "identities," which tend to emerge in early adolescence. These initial identities or patterns of learning and experiencing life often continue throughout their life structures (Josselson, 1987).

Adults are more likely to seek out learning when they encounter life-changing events in order to mediate stress, and those with the most education tend to engage in learning as an option more frequently (Zemke & Zemke, 1988). Workplace transition is an event that may lead adults to additional learning.

**Barriers and Facilitating Factors for Women in Work and in Transition**

Women's views of their roles and relationships influence career paths before they even enter the workforce. Young adult females tend to view their career choices in terms of the dichotomy of family and career, which increases their anxieties and frustrations concerning balancing the two, which may also lead them to feel their focus cannot be work (Larson, Butler, Wilson, Medora & Allgood, 1994). Studies of female and male business students have found that female students place greater value on interpersonal sensitivity and expressiveness than their male counterparts, suggesting the important role of relationships in women's career/family choices (Cooper, Arkkelin & Tiebert, 1994). Relationships, it seems, are an important factor in women's career decisions (Tomlinson-Keasey, 1994), or an important part of their overall career decision-making plans (Plunkett, 2001).

For reentry women, that is, women in transition who are returning to school in order to facilitate a career change, juggling family and school responsibilities provides
challenges and obstacles (Padula, 1994). In a nation-wide project of informal and formal learning, Livingstone (1999) found that 40% of nonparticipants in formal learning were not participating because of family responsibilities. When one explores unpaid work (i.e., family responsibilities) for men and women, StatsCan (1998) found that women perform significantly more unpaid work than men. Stresses around work-life balance are heightened for women professionals in mid-career (Auster, 2001). Duxbury, Higgins, and Coghill (2003), in an HRDC study of work-life balance challenges for working Canadians, found that role interference and role overload were major issues of concern and that women found it more challenging to balance work and family. Kanter (1989) and Hotchkiss and Borow (1996) echo parental role as a barrier to women's career achievement. Eby and Buch (1994) concur that work-family issues cause barriers to women in their reemployment phases as well.

A differing view of multiple roles is voiced by Barnett and Hyde (2001) who suggest that multiple roles for women are actually beneficial as long as they are quality roles, not quantity roles. Additionally, Sterrett (1999) found no difference in women's perceptions of barriers or support for job transition versus men's. Perhaps the contradictory findings suggest that a redefinition of the glass ceiling appears to be occurring. While some argue the glass ceiling and the glass wall (Elliott, 1995) continue to exist, and others say they do not (Brady, 2003; Manson & Horrox, 2004), many articles agree that in order to reach the ranks of executive management, women have to sacrifice children, spouses, and personal lives. (D'Andrea Tyson, 2003; Gilbert, 2003; Kelly & Celarier, 2004; Linehan & Walsh, 2001). Korn/Ferry International's 2001 study of executives and entrepreneurs found that wanting more time for family and personal
pursuits drove some women into entrepreneurial pursuits. Life choices, then, seem to define whether one views the glass ceiling as a barrier or not. Elliott's (1995) view is that it is age-related, and that generally women under 35 don't realize its existence because they simply haven't hit their heads on it in their relatively early careers. Others, like General Electric's first female President, acknowledge that her career climb was facilitated by the fact that her husband deferred his career plans and took on the majority of the parenting role (Brady, 2003). While work/life balance may be a barrier to some, many authors concur that mentoring is a definite asset, or facilitating factor, especially to women (Dreher & Ash, 1990; Kleiss, 2004; Linehan & Walsh, 2001; Marmer Solomon, 2000; Sullivan, 1998).

Previous Studies of Transition

Studies have been done on the transition from school to work (Olsen, 1998; Wentling & Waight, 2001). Mercer, Nichols, and Doyle (1989) have studied transition in general for women (i.e., not specifically workplace transition) and suggest that the roles society places on women and men lead to different transitional paths. Julian (1989) studied undergraduate nursing school students, examining academic persistence. When looking at workplace transition, some studies have focused on customized training for unemployed individuals (Torjman, 2000). Others have explored career resilience in both men and women (Pulley, 1995). Additionally, there has been some research on the experiences of older unemployed men (Green, 1998).

When examining women's experiences in transition, many of the studies have focused on women exiting the corporate world for entrepreneurial ventures (Korn/Ferry, 2001; Mallon & Cohen, 2001) or because the corporations no longer aligned with their
values or developmental goals (Brewster, 1999; Silverstein, 2001). While government-wide retraining programs celebrate the percentage of women transitioning from corporate to entrepreneurial ventures (Kuhn & Schuetze, 1998), these studies fail to capture the perspective that entrepreneurship or working from home can be a challenge for women. Women must balance paid work and work within the family because the majority of family and emotional work is still done by women (Mirchandani, 2000). Also, homework may not be viewed as seriously as corporate-based work by customers, bankers, future employers, or even family members (Mirchandani, 1999).

Other studies of women in workplace transition include studies of women's experiences in mid-life career transition (Gordon, 1997), and of women's voluntary (Brown, 1999) and involuntary career changes (Kubicek, 2000). Additionally, there have been studies of women nurses transitioning into another nursing specialty (Rosser & King, 2003). While these studies looked specifically at women's experiences of transition, their focus was not on women's learning per se. Chalmers (2001) studied learning of both men and women transitioning to a self-directed work environment. Finally, while Howell, Carter, and Schied (2002) studied women's training and workplace learning experiences, this study was with employed participants, not those currently in workplace transition.

**Statement of Problem Situation**

While much has been studied to date concerning women's experiences in their careers and in workplace transition, women's learning during workplace transition has not been the focus. Therefore, the problem I attempt to address through this study is this gap in knowledge concerning women's perceived learning during workplace transition. By
exploring women's workplace experiences, many adult learning principles and questions emerge. Specifically, do women perceive learning during workplace transition? How do they perceive their learning? As well, what types of learning do they perceive?

Likewise, do women in workplace transition display self-directed learning? (i.e., take responsibility for their own learning; Hiemstra & Brockett) Knowing that adult learners may display resistance to self-directed learning and that this resistance is linked to self-concept and self-awareness (Hiemstra & Brockett, 1994) or to the fear of the unknown (Long, 1994), how does resistance become a barrier to women's learning in workplace transition? What facilitating factors as well as barriers influence perceived learning during transition?

Realizing that some women may use a more connected knowing approach to learning (Belenky, Clinchy, Goldberger, Tarule, 1986; Gilligan, 1982) and may view job outplacement in a more holistic manner (Phelps & Mason, 1991), does this affect the workplace transition experience and the perceived learning? It appears that much is still unknown concerning women's perceived learning experiences during workplace transition.

**Purpose of the Study**

The purpose of the research is to deepen understanding of women's learning during periods of workplace transition and to explore the learning (e.g., transformative, formal, informal, among others) that women engage in during the process. Other aspects of the study will be to examine the broader experience of transition to see if there are common steps which women professionals in transition move through. Additionally, such things as barriers and/or facilitating factors to learning in regard to family and relationships,
social/cultural expectations and other circumstances experienced during transition will be explored.

Questions to be Answered

The questions to be answered revolved around the following three themes of learning in transition:

1. Facilitating factors and barriers to learning
2. Women's perceived learning during workplace transition
3. Women's experiences of workplace transition

For the interview, participants were asked three open-ended questions to begin the conversation. These questions were:

1. Tell me a story of transition.
2. What have you learned?
3. How or have these experiences been shaped by the fact that you are a woman?

Further sub-questions have been developed under each of the three main questions and can be reviewed in the interview schedule in Appendix A.

The study adopted an emergent research design, and thus, the focus group questions emerged from the personal interviews. As well, the individual interview process was flexible enough to allow for additional questions and clarifications beyond the main questions and sub-questions.

Rationale

The rationale for this study is both personal and professional. On the personal side, I am a female who experienced involuntary workplace transition while on maternity leave from my middle management corporate job. From a feminist research perspective,
Reinharz (1992) suggests that many research projects begin with, or are part of, the researcher's own life, and in fact the personal experience is a valuable asset to the project. Reinharz (1992) continues, saying that by working on a project that concerns the researcher, she is able to merge the public and the private.

I believe this merger will be successful, as I draw from my own transformative and informal learning that occurred as a result of my workplace transition. I believe I also bring a depth of understanding to barriers and challenges of work/life balance as a single, reentry mother of a pre-school child. I also appreciate and value the facilitating factors that mentors can bring to learning and transition in general, as I have had the opportunity to engage as both a mentee and a mentor.

From a professional angle, I have had the privilege at different points in my career to identify myself as an adult educator, a health professional, a corporate manager, and a self-employed consultant. In many of my roles in paid and voluntary positions, my emphasis and delight has focused on learning and continuing education. Now, as I identify myself as a graduate researcher, my rationale for this project is spurred by the hope that it will assist women to better negotiate through their own transitions with enhanced success. Of course, coming full circle, I am beginning to appreciate the wisdom of my advisor in suggesting that the research process itself may assist me to re-story my transition. Reinharz (1992) also suggests that the researcher begins to learn both about her subjects and herself as the research progresses. It seems that again we return home (Estes, 1992) to the private.

Additionally, my rationale for this type of study is that I am interested in exploring the worldviews of a particular set of people -- women in workplace transition.
Precedence for this type of study format has been seen in Levinson and Levinson's (1996) study of women's development as well as Courtenay, Merriam, and Reeves' (1998) study of meaning-making in transformational learning for patients diagnosed with HIV. Additionally, Mindorff (2000) studied the transformative learning of a select population (i.e., graduate students) within a faculty of education.

Theoretical Framework

This project takes a feminist interpretative lens (Bloom, 1998) which acknowledges post-modern nonunitary subjectivity (Bloom; Merriam & Caffarella, 1999). This means that the traditional, Western, rational view of one self is rejected. Instead, the self is viewed as having multiple selves or voices, in contrast and conflict with one another (having many subjectivities).

Additionally, the research is set within an adult learning (Clark, 2001; Dirkx, 2001) and multiple ways of knowing (Gardner, 1985, 1993; Goleman, 1995, 1998) framework.

The orientation to learning is a social constructivist approach, meaning learners construct their own knowledge through experiences. It is a social constructivist approach because on the continuum of multiple constructivist approaches, it recognizes the individual's construction of knowledge, the social interaction with the environment, and the context of the learning to produce knowledge. The adult learning principles most associated with a constructivist approach (e.g., experiential learning, self-directed learning, perspective transformation, and reflective practice) will also be complemented with the adult learning principles manifested in social learning theory (e.g., socialization, social roles, mentoring; Merriam & Caffarella, 1999).
The participant's learning will be explored through her experience in transition. It will take the feminist postmodern notion of nonunitary subjectivity (Bloom, 1998; Merriam & Caffarella, 1999), that it, a "self," is not a rational, linear, never-changing self but a self that is produced relationally, and constantly reconstructed (Bloom, 1998). It will recognize her unique identity and voice (Gilligan, 1982), in fact her multiple voices (Gilligan, Spencer, Weinberg & Bertsch, 2003) and subjectivities (Bloom, 1998).

The product of this analysis will be from a feminist interpretive view (Bloom, 1998) of each woman's constructed knowledge. Feminist interpretation is concerned with analyzing women's experiences, and therefore acknowledges differences in male and female experiences (Bloom). Viewing each woman's unique experiences as well as the women's group learning, the focus group interactions are designed to foster a social web of inquiry type of learning for participants (Brooks, 2000).

**Importance of the Study**

This study will be of interest to women in transition, women who have experienced transition, adult educators, career counsellors and outplacement agencies dealing with women professionals. For women in transition or women who have experienced transition, this study will provide a deeper understanding of some women's learning during the transition phase and will assist them to better negotiate their own transitions. For women who have experienced transition, the study will allow them to reflect and re-story their own learning of the completed transition and perhaps spark some additional learning or allow for a reconstruction of the experience. Hayes (2000a, 2000b) has established the need for more research on women's learning so for adult educators, it provides a deeper understanding of the learning and experiences of
professional women within the context of workplace transition, adding to the body of workplace learning and general transition literature. For career counsellors and outplacement agencies it provides a deeper understanding of the learning and experience of professional women during transition and it is hoped this added knowledge will provide the groundwork for development or modification of current practices and programs to support enhanced learning for women professionals using these services.

**Organization of the Document**

This first chapter introduced the topic of workplace transition, discussed a background to the problem, and provided some information on the problem situation. The purpose of the study and some questions to be answered were detailed. A rationale for the study was provided, as was the theoretical framework that will be used throughout. The importance of the study within the greater environment of women's learning, adult education and outplacement practice was articulated.

In chapter 2, relevant literature is reviewed beginning with adult learning practices that are manifested in a constructivist approach to knowledge. These include self-directed learning (SDL), perspective transformation, experiential learning, and reflective practice. Next is a discussion of literature around multiple ways of knowing, which begins with women's ways of knowing and women's development, moves to multiple intelligences theory (MI), emotional intelligence theory (EQ), imagination and spirituality in learning, and concludes with narrative learning. Next the literature review moves to the informal learning literature. The concluding section of the review discusses barriers, facilitating factors, and resistance within the adult education context.
In chapter 3, the methodology and procedures are explained. A description and rationale for the design are given. The method of participant selection that was used for the study is presented, as well as a description of the pilot study conducted. An explanation of the procedures, data sources, and collection methods used is provided. A more detailed explanation of how the personal interviews and the focus group activity were conducted is then given. Next a section on data management and analysis is discussed. Methodological assumptions and research limitations follow. The chapter comes to a close with a section on establishing credibility and ethical considerations.

In chapter 4, a more detailed explanation is provided for the two-part data analysis methods used. A sample of one participant's analysis is provided to explain the multiple stages of the Listening Guide (Gilligan et al., 2003) analysis. This section of the chapter details the multiple steps of part one of the data analysis phase. A summary of the second part of the data analysis phase is provided based on the analytic hierarchy (Spencer, Ritchie, & O'Connor, 2003) method. An example tracing the stages of how one particular subtheme moved through three indexes and three coding phases, as well as the synthesized broad and subthemes that developed is provided in Appendix I. From these two stages, a model of learning in transition emerged, which is discussed in chapter 6.

In chapter 5, the findings of the study are presented. The contradictions and conflicts inherent within the participants' multiple voices are discussed first. Then findings on perceived learning and factors affecting learning are provided.

In chapter 6, the findings of chapter 5 are discussed within the proposed model of learning during workplace transition (Figure 1). The discussion section contextualizes the findings by adding the developmental theories of women by Levinson and Levinson
(1996) and Josselson (1987). Various themes such as paths of learning and age and stage are discussed. Additionally, Pulley's (1995) model of career resilience is presented (Figure 2), and similarities and differences are discussed between it and the proposed model, specifically within the theme of views of self and work. Wenger's (1998) communities of practice are also explored within the proposed model's professional community dimensions. Next, implications to practice, theory, and further research are explored.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

Organization of the Present Chapter

In the literature described in the background to the problem, many researchers have found that women and men differ in their experiences of outplacement, transition, and learning (Belenky et al., 1986; Gilligan, 1982; Gowan & Nassar-McMillan, 2001; Leana & Feldman, 1991, 1994; Peck, 1986; Phelps & Mason, 1991). The focus of this research is on professional women's learning in workplace transition and as such the literature review will concentrate on adult learning theories.

The view of knowledge for this study is based on a social constructivist theory that knowledge is constructed and that knowledge is a function of the environment, the person and the behaviour (Merriam & Caffarella, 1999). According to these authors, the way that adult learning is manifested within constructivist theory is through self-directed learning, perspective transformation, experiential learning, and reflective practice. In a similar fashion, mentoring is the adult learning manifestation for social learning theory, and for the purposes of this review will be considered under the final section on facilitating factors to learning.

Layering the feminist interpretive (Bloom, 1998) lens on top of this review means it would not be complete without a discussion of adult learning theories that explore multiple ways of knowing (e.g., somatic, narrative, spiritual) and acknowledge the multiple aspects of intelligence (e.g., multiple intelligence and emotional intelligence). Given the historical dichotomy of public versus private life, formal learning traditionally occurred in public life and informal learning occurred in the domestic arena (Hart, 1992). Women's domestic life (Hayes, 2001) and their sharing of experiences as they negotiate
the public and private and back again (McMinn, 1995), provide an excellent context for informal learning. Women in transition may also experience this back and forth between their public (i.e., corporate) life and their personal life, especially, and more acutely perhaps, if the transition has been involuntary. Thus, the next section of the review discusses informal learning theory.

The review will conclude with a discussion of the adult education aspects of barriers and facilitating factors and resistance to learning.

**Adult Learning and Constructivism**

*Self-Directed Learning*

For some adults self-directed learning may be a method that allows them to construct their own knowledge because they may perceive more control over their learning and their environment (Merriam & Caffarella, 1999).

Malcolm Knowles and Allen Tough are credited with the beginnings of theories of self-directed learning (SDL) in the 1960s (Chovanec, 1998). While substantial amounts of literature on SDL developed in the 1980s and 1990s (Stockdale, Fogerson & Brockett, 2001) there was a dip in published literature in the 1990s (Brockett et al., 2000). Stockdale et al. (2001) most recently have been suggesting that some new perspectives need to be added to current research on the subject.

There are many different interpretations of SDL and as Chovanec (1998) points out, no universal definition. Some authors suggest SDL is a *process* of learning (e.g., Knowles and Tough), while others suggest SDL is a learner *characteristic or personality*. Others suggest the multidimensional concept of SDL, encompassing both the process and individual components. Brockett and Hiemstra (1991) developed the "Personal
Responsibility Orientation Model (PRO)" which uses an umbrella term of "self-direction in learning." The personality component of the model is internal and psychologically based. They call this "learner self-direction." The external component (i.e., the teaching-learning process) is the "self-directed learning."

Candy (1991, as cited in Chovanec, 1998) further breaks down the model into Personality/Goal and Process/Method components, with self-determination and self-management being a component of the first and learner-control and autodidaxy a part of the second. Autodidaxy is individual pursuit of learning (i.e., noninstitutional). Candy (1991, as cited in Brockett, 1994) looks at SDL from a constructivist sociologist perspective, and as cited in Chovanec (1998), critiques previous models of SDL as ignoring context. This means that people may be more self-directed in some situations, and less in others. The constructivist approach to SDL appears to be the best approach to viewing SDL for women professionals in workplace transition. Each woman will have different learning styles and historical experience, and will approach self-directed learning activities (e.g., discovering new career paths, learning new skills during the job hunt, perhaps learning new people skills and selling skills, etc.) from her own perspectives and constructions.

Brockett (1994) clarified and addressed many of the misconceptions about SDL. First, he argues that SDL's humanist roots do not exclude the context of learning, nor do they ignore social justice issues. While he does agree that the individualistic growth component of SDL may be large, he argues that humanism and SDL do have a larger philosophy of common good. Additionally, some of the points he makes that are most relevant to the current study involve the all-or-nothing concept, the isolation concept,
formal institutional focus, social location, and the concept that SDL is the best method for adult learners. Brockett (1994) clarifies that learners should not be thought of as either self-directed or not but should be thought to be on a continuum where in some situations they are more self-directed than in other situations. Continuing along the context line, he suggests that self-directed learning should not be thought of as an isolated activity. While learners should engage in personal reading and reflection, it is when they interact with other learners and colleagues and listen to critiques that real growth occurs. While some have suggested that SDL works best in a formal institutional setting and in free and democratic societies, he argues that SDL holds much promise for experiential learning approaches and that SDL's advantage is that learners who have rejected formal institutional learning can engage in SDL. Finally, while many have suggested that SDL is the best learning approach for adults, he cautions that individual learning styles, experience, and preferences must be taken into account and that such a broad sweeping statement cannot be made.

Most recently Stockdale et al. (2001) have suggested three areas that need additional research regarding SDL. They are concerned with the fact that the "personal responsibility" component of Brockett and Hiemstra's (1991) "Personal Responsibility Orientation" (PRO) model has become politicized within a conservative framework and this was not its original intention. Second, there has been considerable confusion around the terms "self-directed learning," "learner self-direction," and "self-direction in learning" and that reverting back to "self-directed learning" as encompassing the process, the individual, and the context should be considered. Finally, the authors suggest using the
PRO model to assist in further research, admitting it was never a "full-blown" theory but useful as a definition.

Self-directed learning with Brockett's (1994) added clarification to approach the context and individual nature of the learner may be applicable to some of the women's learning in workplace transition. His comments on the applicability of SDL to experiential learning are of particular interest, since much of the learning in transition may prove to be experiential in nature. Chovanec (1998) suggests that SDL concepts have also been linked with the critical perspective, and as such, perspective transformation and critical reflection can be thought of as related to SDL that challenges the formal education system. These three types of learning, perspective transformation, experiential learning, and reflective practice, will be discussed next.

**Perspective Transformation**

Mezirow (1981) talks of perspective transformation in regard to his theories on transformative learning. He draws on Habermas's three types of learning, the technical, the practical, and the emancipatory in order to build his theory of adult learning. Technical learning is based on empirical knowledge and technical rules and relies on assessing and choosing alternative solutions. Practical knowledge involves communicative actions that look at understanding meaning rather than determining cause. Emancipatory learning encourages greater self-knowledge through self-reflection and leads to insights about how one's perspective has been shaped based on one's history, social roles, and expectations. Perspective transformation is emancipatory because it is a process by which one becomes critically aware of how psychological and cultural constructions have constrained one's perspectives. It results in a transformation of a
personal paradigm. Mezirow (1978) speaks of a disorienting dilemma that triggers the process, such as a job loss or death of a spouse. Mezirow (1978) based his theory on reentry women at college and university who returned to learning after a hiatus.

Taylor (1998), who has compiled the largest literature reviews and critiques on Mezirow's theory, talks of three main themes within the theory: the centrality of experience, critical reflection, and rational discourse in the process of meaning structure transformation. In Taylor's (1997) review of 39 different empirical studies, and then 46 empirical studies (Taylor, 1998) on Mezirow's theory, he speaks of seven unresolved issues in transformative learning theory; they are:

- Individual change versus social action
- A decontextualized view of learning
- Universal view of adult learning
- Adult development: shift or progression
- Emphasis on rationality
- Other ways of knowing
- Model of reflective transformation

Transformative learning, while initially envisioned as a cognitive-rational perspective transformation, is evolving into a holistic (multiple ways of knowing) perspective transformation, which must take context into consideration. Regarding context and the universal view of learning, Mezirow (1999) has stated that transformative learning theory does emphasize contextual understanding. He also responded to critiques by saying that learning is a generic process that is interpreted, encouraged, or discouraged by cultures and that all humans have an interest to understand and be connected (Mezirow, 1999). Clark and Wilson (1991) critiqued his original theory by suggesting that the context aids in bringing meaning to the experience of transformation. They also
felt there was an inherent contradiction in the theory between a universal approach to adult learning versus a culturally determined view (Clark & Wilson, 1991).

On the concept of adult development, Mezirow (1994, as cited in Taylor, 1998) has suggested that there are two paths to transformation, the disorienting dilemma and a more incremental change path. Tennant (1993, as cited in Taylor, 1998) has critiqued Mezirow's theory for not distinguishing between phases or stages of life, which are socially normative and transformative changes.

Taylor (1997, 1998) has critiqued Mezirow's (1978, 1981) theory as being rational and ignoring other ways of knowing, as well as the emotional aspect of learning. More recently Taylor (2001) has discussed the neurobiological literature that described how emotions are essential for rationality to occur. Taylor (2001) also discusses the findings of implicit memory, and how learning can occur outside of conscious awareness. Taylor (1997, 1998, 2001) explains that in one particular study from his reviews, individuals living in a new culture can experience perspective transformation without critical reflection. He explains that this is because they were so shocked by the cultural, social, and economic conditions of their new environment, they were in survival mode and had no time to critically reflect. Similarly Kritskaya and Dirkx (2000) have discussed the importance of the emotional and spiritual dimension to transformative learning.

Sveinunggaard (1993), in her study of 6 participants who were asked to write descriptions of critical life events, found that both cognitive and affective learning was involved. In fact, until participants could move through their emotions, they could not move onto their new perspectives. Cohen (1997) worked with learners who had a negative view of their learning abilities because of previous interactions with educators who took a rational and
cognitive perspective on learning. He found that he could encourage transformative learning in his learners by engaging a multiple intelligences framework. This allowed his learners to reconceptualize intelligence and reflect upon their own abilities. Other commentaries of spiritual, somatic, connected ways of knowing have critiqued Mezirow's theories. Some of these other ways of knowing are discussed in subsequent sections in this chapter.

Taylor's (1997, 1998) final question concerns why some disorienting dilemmas lead to transformation and some do not. Taylor (1998) suggests that Mezirow views transformative change from the rational-cognitive perspective. Clark (1993), in her study of 9 adults who identified a learning experience that changed their lives, found that there were two types of triggering events, a disorienting dilemma and an initiating event. The initiating event is more of an orienting event because it invites more exploration by virtue of a conscious or unconscious need for the person to find something that is missing in life. This initiating event originates from within the person rather than being external, so the person feels she is acting, in contrast to a disorienting dilemma where the person feels acted upon (Clark, 1993).

Within the context of women in workplace transition, it is important to take into consideration that simply because job loss is considered a possible disorienting dilemma, participants may not perceive transformative learning to have occurred during the transition.

*Experiential Learning, Holistic Education, Whole-Person Learning and Somatic learning*

Experiential learning provides a way in which adults can construct their own knowledge (Merriam & Caffarella, 1999). Experiential learning is described in many
ways, and can be connected to holistic education, whole-person learning, and somatic learning through the affective, mind/body, and kinesthetic aspects of experiential learning.

Experiential learning is used to describe a variety of ways of knowing, from kinesthetic learning, to life experience knowing, to social action learning, to adventure-based team-building activities (Fenwick, 1999). Yorks and Kasl (2002) argue that experience has traditionally been thought of as a noun in the adult education literature, something that can be reflected upon. They feel a better view is of experience being a "felt encounter...a verb" (p. 184) and that this better emphasizes the importance of affect in learning. They continue by stating that while affect is an essential component of experiential knowing, intuition, imagery, and emotion must all be included in any holistic view of learning. These thoughts are taken from their study of a class they divided into cultural and racial groups in order for students to gain experiential knowledge (Yorks & Kasl, 2002). The critical incident which followed each group's performance of a play allowed for a greater empathic understanding between the two groups, and increased each member's own self-knowledge and identity.

Holistic education looks at the interconnectedness of all life (Miller, 1993). Miller suggests its focus can be summarized in terms of balance, inclusion, and connection. Thus, there is no dichotomy between such terms as rational versus intuitive or technology versus consciousness. Instead holistic education focuses on the balance between the polarities. By inclusion, Miller suggests that the learners interact with the curriculum in many ways, by a transmission of information, by dialogue between the facilitator and the learner, and by enhancement of the individual as a whole. The
connected aspect of holistic education takes into account not only rational learning but intuition, mind/body connections, and relationships the learner has between herself and the community and herself and the earth.

Whole-person learning concepts take the theme of learning-within-relationship by looking at learning contexts that include socially and culturally diverse learners (Barlas, 2001). The learning occurs in intensive cohorts who spend extensive amounts of time with each other, bringing their emotional and cognitive sides, in fact their entire life experiences, with them into the learning environment. In Barlas's (2001) study of 20 adults participating in a doctoral program in transformative learning, it was found that emotions can act as an important catalyst to reflective practice and perspective transformation.

Kerka (2002) views the connection between somatic learning and experiential learning by summing up somatic learning as experiential knowledge that involves mind-body action and involves the senses, where learners interact with the environment. Clark (2001) talks of somatic or embodied knowing, and of the body being a source of knowledge. She suggests that the Scientific Revolution is the source of the split between cognitive and somatic and emotional knowing. The Western notion of the body is a rationalist view of control over rather than accepting knowledge from it.

Whole-person or holistic learning may be experienced by some women in workplace transition, especially if their particular transition is emotionally laden and they have adequate reflection on all aspects of their perceived learning.

Reflective Practice

Reflective practice may be a method that adult learners, especially those in
workplace transition, may use to construct knowledge (Merriam & Caffarella, 1999) and allow them to make meaning of the many changes they encounter during the transition process.

Reflective practice allows learners to make judgements in uncertain and complex situations by bringing in their past experience, and as Merriam and Caffarella (1999) suggest, this can happen in professional practice, and in formal and informal learning. The authors go on to explain that there are three major assumptions to reflective practice. The first is that learners who involve themselves in the practice are committed to finding and solving problems. The second is that there is an ethical component to reflection because assumptions must be made on what changes need to be executed in situations and these decisions involve systems and people. The third assumption is that some sort of action is required. The action may be a choice not to change, or to change, but some action must occur (Merriam & Caffarella, 1999).

Wellington and Austin (1996) suggested five orientations to reflective practice and these are: the immediate, the technical, the deliberate, the dialectic, and the transpersonal. According to the model, those with an immediate orientation are in survival mode and use little or no active reflection. The other four orientations fall under whether one believes in education as domesticating or liberating. The technical orientation is the first to fall under the domesticating view, and uses a systems-oriented approach. The main objective is to reach the goals of the learner in the most efficient manner possible. The deliberative orientation also takes a domesticating view of education but from a people-oriented frame. This means that feelings and emotions are stressed, and the discovery of personal meanings for learners is important. Under the
view of education being a liberating event, the dialectic orientation is systems-oriented and stresses political awareness and activism. Finally, the transpersonal, which approaches the liberating idea of education from a people-oriented perspective, views reflective practice as a personal liberation and incorporates the subjective orientation to knowledge, is introspective, highly personal, and takes spiritual and psychological perspectives into account.

Within the reflective practice literature there are also two orientations, reflection-on-action and reflection-in-action. Reflection-on-action means that the learner looks back at an action and decides how she could have done it better and in the process may re-evaluate her perspectives and plan to change her behaviours in the future (Merriam & Caffarella, 1999). Reflection-in-action, on the other hand, is thinking about what the learner is doing while she is doing it (Schon, 1987).

**Multiple Ways of Knowing**

Many of the original studies in adult development were conducted on male participants and developed male norms. More recently, it has been found that some women may tend to have a more connected way of knowing and their path of moral development may differ from that of some men (Gilligan, 1982). As well, generally the Western concept of knowing has taken a rational and linear view. While intelligence quotient or IQ has traditionally been a measurement of intelligence, more recently the concept of multiple intelligences or MI (Gardner, 1985, 1993, 1995) as well as emotional intelligence, or EQ (Goleman, 1985, 1998) have begun to be acknowledged as other ways of knowing. These other ways of knowing may encompass affect, kinesthetic, and connected aspects and may be experienced by adult learners during workplace transition.
Women's Ways of Knowing and Development

Some women may tend to have a more connected way of knowing than some men (Gilligan, 1982). Furthermore, women's developmental models and careers tend to be influenced by relationships (Josselson, 1987; Levinson & Levinson, 1996; Peck, 1986). Multiple ways of knowing, therefore, may be found in women's perceived learning during workplace transition, since the displacement may affect work relationships, family relationships, career, personal development, and learning.

Feminist pedagogy, which draws upon humanistic and psychoanalytic psychology, treats a woman's life experiences as valuable and educative (Merriam & Caffarella, 1999). Feminist sociologists suggest that the dichotomization between public and private lives, and the value placed on public life devalues private (i.e., home) roles for women (Hart, 1992). Public life has traditionally been rational, hierarchical, and dominated by males, with domestic life dominated by females. McMinn (1995) suggests that much of women's informal learning is accomplished through shared experiences and feelings of commonality when women move to and from the private to the public arenas. Hayes (2001) suggests that domestic and motherhood roles provide significant informal learning themselves.

Carol Gilligan's (1982) work on the moral development of women looked at men's ethic of justice versus a woman's ethic of care. She also explored the connectedness of women's coming to knowledge by suggesting that women come to know themselves through the interaction of others, whereas men feel if they know themselves, then they know women. Gilligan (1982) also spoke of 'coming to voice,' which means that a woman gains agency and speaks from the core of self.
Belenky et al. (1986) examined five ways of knowing in which women view the world, knowledge, and truth. These five are silence, received knowledge, subjective knowledge, procedural knowledge, and constructed knowledge. In silence the woman feels she has no voice and is subject to the whims of external authority. In received knowledge a woman views knowledge as derived from an expert, externalized authority and she is not capable of producing knowledge in her own right. In subjective knowledge, women have a personal, intuitive knowledge of their own. Procedural knowledge is objective knowledge which women learn and apply. Finally, constructed knowledge is contextual and a knowledge which the woman creates herself. When a woman acknowledges she can be her own authority, and can value both objective and subjective ways of knowing she believes she can construct knowledge.

Baxter Magolda (1994) developed the Epistemological Reflection Model, which defines four levels of knowing from absolute knowing to transitional knowing to independent knowing to contextual knowing. In each level she defined two dichotomies and determined the gender quality of each. For example, in absolute knowing she defined a receiving versus a mastering pattern and found that women more often exhibited the receiving pattern and men the mastering pattern. Severiens, Dam and Nijenhuis (1998) tested her model. While they found that many of the gender patterns did conform with their participants, many learners were mixtures of different levels (i.e., partly absolute and partly transitional knowers). Additionally, they suggested that context and culture account for differences. Severiens et al. studied adult learners (different context) from a Dutch (different culture) educational system.
Peck (1986) developed a model of women's development that was influenced not only by the social context but also by a woman's relationships with her family, children, and spouse. With connectedness and relationship having an important aspect to some women's ways of knowing (Belenky et al., 1986; Gilligan, 1982), it is interesting to note that a female's behavioural response to stress has been characterized as "tend-and-befriend," not "fight-or-flight" (Taylor et al., 2000). Workplace transition can be a stressful time for many and Phelps and Mason (1991) have suggested that women tend to encompass family, friends, and community into their job search strategies compared to men's single focus on the search for reemployment.

Levinson and Levinson (1996) studied women's development in terms of stages or phases. This work followed upon the original study of men's development. One of the most challenging developmental periods in a woman's life is the "age 30-transition," which is between ages 28 and 33. This is a stage where major life events are occurring. For example, a woman may get divorced or married. She may start a family or a new career or she may begin or end a serious, committed relationship. The next stage is the "Becoming one's own woman stage," which is generally ages 36-40. In this stage the woman is becoming more independent, is enhancing her life structures, and is, as Gilligan (1982) would suggest, "coming to voice."

Around age 40 the "mid-life transition" stage begins and life structures come into question. Many women experience divorce or remarriage at this stage. A woman who has devoted her life to her career to this point may find work has lost its meaning.

Another significant stage change is the "age 50" transition, where a woman will explore herself more fully.
Josselson's (1987) view of female development suggests that the formation of identity is one of the most important developmental tasks because this forms the basis of her life structure. Josselson suggests that generally this formation occurs in adolescence but some shift may occur after this point, sometimes precipitated by a crisis. Josselson interviewed 60 female college students in the early 1970s and then re-interviewed a subset of these women again in their mid-30s. She found four identities, or psychological profiles into which each woman could be categorized.

The first she described as "Foreclosures." These women tended to carry their parents' views of their lives, or their childhood dreams, into their adult life structures. They tended to be the least flexible, but most hardworking and responsible of all the identities. They emphasized closeness with their families, needed a feeling of security, and were dominated with the need to feel loved and cared for.

The second she described as "Identity achievers." These women tended to be more flexible than the "Foreclosures," had a stronger internal sense of self, and had forged their own path for life structure. They tended to be more demanding of their work, and more frequently changed careers. They seemed to be able to integrate their need for relatedness and their need for self-assertion. They spoke of self-confidence gained or lost and how they had learned about their capabilities and always had a positive view of the future.

The third identity Josselson (1987) described as the "Moratoriums." These women were aware of uncertainty but also felt that "anything was possible." Some "Moratoriums" committed to a life structure and moved towards "Identity achievers" following college.
The final identity was the "Identity diffusions." These women tended to have the most difficulty in forming relationships. While they tended to have no crisis stage, they also tended to have no commitment to a life structure. Some did move towards a "Moratorium diffusion" or a "Foreclosed diffusion" after college.

While women's and men's experiences of development differ, one cannot conclude that all women's or all men's experiences are the same; context, social factors and history provide multiple facets of difference and individuality of experience within each woman's and each man's experiences (Ross-Gordon, 1999).

Much of the research on women's ways of knowing (Baxter Magolda, 1994; Belenky et al., 1986; Gilligan, 1982) suggests that relationships and connection, as well as subjectivity and emotions are preferred ways of knowing for some women, in some contexts (Hayes, 2001). In this respect, it is important not to essentialize all women (Ross-Gordon, 1999). Within the context of professional women in workplace transition, some women may perceive a more connected, emotional, and subjective learning but others, by virtue of their professional, positivist educational training or linear and rational corporate career climb and organizational culture, may not acknowledge this way of knowing at all. On the other hand, some women's preferred style may be a linear mode of learning.

Multiple Intelligences

While the linear mode of learning is often thought of as the most predominant, more recently other types of intelligences, such as spatial and bodily-kinesthetic, have also been recognized. Women in workplace transition then, may experience not only
rational, linear ways of knowing but may also tend towards other aspects of multiple intelligences (Gardner, 1993).

Howard Gardner introduced his theory of multiple intelligences (MI) in 1983 (Gardner, 1985, 1993, 1995). He originally thought that his theory would appeal to psychologists and the lay public interested in psychology, when in fact educators took up his theory in droves (Gardner, 2004). Kerka (2000) suggests that most studies and practical applications of MI theory have been in the K-12 arena, but MI theories are beginning to be tested in the adult education field. Morris (2002) explains that the MIDAS scale (Shearer, 1996) was developed and has been used by adults for career exploration classes and as teacher training tools, and is a measure of multiple intelligences.

Initially Gardner identified seven multiple intelligences (Gardner, 1995). These intelligences (Gardner, 1993) include: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, intrapersonal. Gardner (1995, 2000) is quite clear that although secondary sources have suggested an eighth spiritual intelligence, he has never endorsed it, and feels that a spiritual intelligence is problematic. In 2000 he was considering an eighth naturalist intelligence, which encompassed a person's ability to recognize patterns in flora and fauna in the wild, as well as considering an existential intelligence that would encapsulate some of what other authors have classified as spiritual intelligence. Part of his critique on refuting a spiritual intelligence is in his analysis of the difficulty in determining what is sacred, as well as trying to show definitively how one can draw upon spiritual resources (Gardner, 2000).
Gardner has further clarified his definition of intelligence by stating it is a biological potential which is activated (or not) by the culture (Gardner, 1995, 2000). He further elaborates that we all possess certain core abilities in each of the intelligences (Gardner, 1993).

Gardner's theories are applicable to women in workplace transition, in that by better understanding one's strengths and abilities in the various intelligences, new paths and career opportunities may be explored.

*Emotional Intelligence*

Within the North American context, traditionally, intelligence has been thought of as reason and cognition. More recently research by educators and neurobiologists has shown a link between reason and emotion and that emotion can affect training outcomes (Imel, 2003). Within the workforce, job search, and transition context, emotions can block the job seeker's effectiveness and adversely affect the transition process (Chope, 2001).

Daniel Goleman (1995, 1998) introduced the concept of Emotional Intelligence, arguing that cognitive intelligence or IQ was not enough to predict success in life. Similarly, expertise, which he defines as the specialized information plus the practical skills and experience, is important, but still is not the total answer to success (Goleman, 1998). Those with high emotional intelligence (EQ) are more effective in life. Emotional intelligence determines one's potential for learning and is based on the five elements of empathy, adeptness in relationships, self-awareness, motivation, and self-regulation (Goleman, 1998). Goleman's emotional competence framework (1998, pp. 26-27) is divided into personal and social competence:
Personal Competence

1. Self-Awareness
   - Emotional awareness (recognizing one's emotions)
   - Accurate self-assessment (knowing one's strengths/weaknesses)
   - Self-confidence (sense of self-worth, capabilities)

2. Self-Regulation
   - Self-control (keeping disruptive emotions, impulses under control)
   - Trustworthiness (maintaining standards of honesty, integrity)
   - Conscientiousness (taking responsibility for personal performance)
   - Adaptability (flexibility)
   - Innovation (comfort with new information, novel ideas)

3. Motivation
   - Achievement drive (striving to improve, meet standards of excellence)
   - Commitment (aligning with goals of group)
   - Initiative (readiness to act on opportunities)
   - Optimism (persistence in pursuing goals)

Social Competence

1. Empathy
   - Understanding others (sensing others' feelings/perspectives)
   - Developing others (sensing their needs and bolstering their abilities)
   - Service orientation (anticipating, recognizing, meeting customers' needs)
   - Leveraging diversity (cultivating opportunities through different people)
   - Political awareness (reading a group's emotional currents/power relationships)

2. Social Skills
   - Influence (using effective tactics for persuasion)
   - Communication (listening openly, sending convincing messages)
   - Conflict management (negotiating, resolving disagreements)
   - Leadership (inspiring/guiding individuals and groups)
   - Change catalyst (initiating, managing change)
   - Building bonds (nurturing instrumental relationships)
   - Collaboration and cooperation (working with others toward shared goals)
   - Team Capabilities (creating group synergy towards collective goals)

Goleman (1998) suggests that in order to have outstanding performance, one must have strengths in at least 6 of these 25 competencies, and that they should be spread across the five areas of self-awareness, self-regulation, motivation, empathy, and social skills. He also suggests that these capabilities are interdependent in that they draw upon
and interact with one another. They are independent in that they are all unique. As well, they are hierarchical; for example, "self-awareness" is a building block for empathy. Furthermore, "self awareness" is generic in that it is applicable to all jobs (pp. 25, 28). Finally, he suggests that having the particular ability does not necessarily mean the person will display or develop the competencies but that context and personal motivations also play a role (p. 28).

Much of Goleman's intelligences should come into play during workplace transition, especially in light of Chope's (2001) comments that during the job search period, clients tend to learn more about themselves, suggesting a greater self-awareness level.

Some have linked Howard Gardner's interpersonal and intrapersonal-introspective intelligences to certain aspects of Goleman's self-awareness and empathy competencies. Gardner himself has a few critiques of Goleman's work (1999, 2000) and suggests that his own interpersonal and intrapersonal intelligences are better characterized as "emotional sensitivities" rather than Goleman's term of emotional intelligences (Gardner, 1999, p. 75). Additionally, Gardner (1999) suggests that the emotions are part of all cognition, so Goleman's labelling of some intelligences as emotional intelligences suggests that some intelligences are non-emotional, which Gardner feels is false. Additionally, Gardner (1999, 2000) states that Goleman does not make the distinction between emotionally intelligent people who use their gifts for good or for evil. While I would agree with Gardner's critique towards further defining the use of emotional intelligence for purely good social intentions or for personal gains, I am not convinced the business world is as interested in this distinction. Many caught in the throes of
workplace transition may be more interested in applying the theory to their own self-interest (i.e., getting re-employed in the corporate world) than in societal good. Nevertheless, I must admit that some in transition may decide to make a life choice and not return to the corporate world, interested instead in following the "path with heart" (Drake, 1991, p. 51) and want to make a contribution at the larger societal level.

*Imagination and Spirituality in Learning*

Dirkx (2001) suggests that emotions are a way to develop self-knowledge and a way to experience the contradictory and multiplistic subjective reality of self. Tisdell (1999) says that traditional discussions of spiritual development have focused on the psychological lens and focused on faith, while it is the sociocultural context of spirituality, where knowledge is constructed through symbol and image and one's spiritual path connects with community, which allows adult learners to give meaning and coherence to their lives in ways beyond conscious awareness. Dirkx (1997) explains that soul work is more than just emotions in learning: It is the relationship between the individual and her broader world. Further, because constructivist and experiential forms of learning are highly ambiguous, uncertain, and full of contradiction, the wholeness of the learners' lives is brought into engagement with the learning. Journal writing, dance, art, storytelling, poetry, movies, and ritual are all methods to foster images in adult learning (Dirkx, 2001).

Much of spiritual learning involves a transformation process as well, but not a cognitive, rational transformation as Mezirow (1978, 1981) envisions. Scott (1997) involves the soul level in terms of a grieving process that she describes as both rational and extrarational changes that lead to transformation.
Adding to the transformative learning theory that was discussed in the earlier perspective transformation section, Dirkx (1998a) has developed a four-lens approach to transformative learning, with one lens encompassing the spiritual dimension. Dirkx's first lens is taken from Freire's (2000) emancipatory philosophies that he developed while working with illiterate poor in Brazil. Freire's consciousness raising allowed the people to reflect on their lives and empowered them to embrace change. Dirkx's second lens is the cognitive-rational approach to transformative learning, which follows Mezirow's (1978,1981) perspective transformation where rational thought and reflection lead to changes in their perspectives and assumptions. The third lens is the developmental approach, which follows Daloz's (1999) ideas on the learner's search for education and learning in order to make meaning in his/her life. His approach to transformation is narrative, contextually-based, holistic, and intuitive. The fourth lens links spirituality with learning by way of imagination and the soul. Dirkx (1998b, 2000) talks about a mytho-poetic view of transformative learning. When one becomes aware of the various selves within the psyche, through the imaginative engagement of different parts of one's own unconscious life, transformative learning occurs. Dirkx (1998b) suggests that the journey of the soul is a process of self-knowing through image and fantasy. Our understanding of our world and ourselves has a centrality within the soul. By becoming conscious of the internal soul's workings, adults will become less willing to be tossed about by the forces and contradictions within our psyche and will instead derive a deeper meaning and a more satisfying relationship with the world. The learning allows adults to freely accept paradox and to accept rationality and extrarational life as present in their lives.
Similarly, Healey (2000) is pursuing studies with adult educators who teach Buddhist insight meditation to look at how meditation, which enhances a deeper awareness and relationship with self, accelerates growth, connectedness, and self-knowledge in its transformation process.

Within the context of women in workplace transition, spirituality in learning could be applicable to women who embrace spiritual ways of knowing and accept that cognitive-rational approaches are not the only paths to knowledge and development.

**Narrative**

Adult development may be understood in terms of the stories and experiences adults move through and learn from (Rossiter, 1999). Women may story and re-story their workplace transition in many ways, and may make meaning of their perceived learning as they narrate these experiences.

Clark (2001) and Brooks and Clark (2001) suggest that as humans, we are natural storytellers and that when we are conveying teachings to one another, we are constructing and reconstructing narratives in the process. Narratives have a potential for both personal change and social change. The social change occurs because the culture shapes the narratives (Clark, 2001). Additionally, since narrative connects past, present and future, it is dynamic (Brooks & Clark, 2001). Narrative is holistic in that it includes affect, spirit, embodied, and cognitive aspects of the person (Brooks & Clark). Rossiter (1999) adds that narrative focuses on the subjective meaning of life and emphasizes context and experience. Furthermore, it gives learners agency and expertise because they are experts in their own lived experience. By telling one's story, one becomes more aware of the themes that dominate one's life, and this leads to reflection, development, and questioning.
of one's next steps (Rossiter). Narrative may be particularly applicable to professional women in transition should they view their transition as a story, or journey. If the woman is willing to re-story this narrative by reflecting, connecting, and intuiting, she may perceive a considerable amount of learning, and she may feel more agency concerning her present situation.

**Informal Learning**

Jeffs (2001) suggests that informal education pre-dates formal education since dialogue and conversation occurring in groups and public forums existed in ancient Greek and Roman times. Women have been doing informal learning through domestic and motherhood roles (Hayes, 2001) since the beginning of time. McMinn (1995) suggests that it is that movement from private to public and back again (e.g., a mother moving from that first public mom/tot group and back home), along with the sharing of experiences between women that leads to informal learning in women.

As more research into informal learning in adults has begun to take shape, adult educators are realizing its importance. Informal learning is what Livingstone (1999, 2000, 2001) calls the "iceberg"; that is, 80% of adult learning is informal (i.e., underwater and unseen, like an iceberg). In a cross-Canada study over 6 months in 1998, results concluded that nearly 95% of Canadians are involved in some sort of explicit informal learning (Livingstone, 1999, 2000, 2001). Informal learning is non-institutionalized learning and differs from socialization because the learners recognize that their new knowledge, skills, and attitudes were acquired because of their initiative and they can recognize how this learning was acquired (Livingstone, 2000). In the study respondents were asked about four aspects of informal learning, employment related, community
volunteer work, household work, and general interest. Respondents spent about 6 hours per week on employment-related activities, 4 hours per week on community volunteer activities, 5 hours per week in household-related learning, and 6 hours per week in general interest informal learning (Livingstone, 2000). It is interesting to note that Livingstone (1999, 2000) found that Canadian respondents spend about 15 hours per week in some sort of informal learning, including those respondents who said they don't do informal learning of any kind. This points to the fact that many people do not recognize their informal learning activities as learning.

Marsick and Watkins (2001) further define informal learning and incidental learning. Informal learning is intentional but not highly structured, such as coaching, mentoring, networking, or self-directed learning, whereas incidental learning can take place and learners are not always conscious of it. Marsick and Watkins developed a model of informal and incidental learning in 1990, and modified it in collaboration with Cseh. The model starts with a centre circle representing the idea that learning grows out of everyday experience, encounters, and context. New life experiences offer challenges and problems to be solved. An outer circle represents the context of the experience, the cultural, social, and personal aspects that affect a person's interpretations of and solutions to challenges. The progressive meaning-making is a back-and-forth activity, which is not linear. Incidental learning is constantly occurring and may or may not be conscious. A learner's worldview is essential to the model because it is this lens that determines the triggers to learning to which the person will respond. Context affects interpretations and can be a challenge when the learner is learning something new. As well, emotional factors can intensify what Marsick and Watkins (2001) call "blind spots." Choices,
solutions, and learning are guided by the ability to interpret the context, by past experiences, by the emotional capacity of the learner to take on the new situation, and many other factors. Because informal and incidental learning are unstructured, one's lens and one's social context naturally affect one's framing of the situation, and thus one's solutions and learning. This may lead to learners favouring their own assumptions and needs and not critically analyzing their thinking processes. Furthermore, power dynamics may influence interpretations and outcomes (Marsick & Watkins, 2001). In order to stimulate informal learning the authors suggest critical reflection to uncover tacit beliefs, encouragement for the learner to develop multiple solutions and learn new skills to put the solutions into action, and stimulation of creativity to ensure multiple solutions are created and examined.

When looking at informal learning within the workplace, Boud and Middleton (2002) have suggested a link between communities of practice (Wenger, 1998) and informal learning. Their study looked at four work sites within an organization in the Sydney metropolitan area. Each group was unique. For example the strategy planners were a specialized unit, the HR group was more diversified and the tile training group consisted of a unified group of tile trainers and one training director. Within each community, the researchers found that the way informal learning occurred differed, that is, each work group exhibited a unique context and learning experience. For example, the tilers' community of practice was almost always face-to-face, while the HR community of practice was a virtual network. While this study looked at informal learning within the workplace, the applicability to women in workplace transition is possible. With the advent of groups such as Happen, which are groups of workers in
transition meeting monthly for networking and guest speakers, one could characterize these groups as communities of practice (Wenger, 1998) of people in transition. If women in transition involve themselves within a formal group such as Happen, or an informal group of colleagues in transition, similar informal learning may occur.

Informal learning could be a considerable amount of the perceived learning for women in workplace transition in other ways as well. If the woman's particular preference is connected knowing (Belenky et al., 1986), then networking may be a way of learning about job opportunities or future career paths. Similarly, a woman in transition may learn from a mentor or from other colleagues moving through transition. Other women may approach informal learning in a more solitary way and research opportunities on the Internet, or engage in a self-study project in order to learn a new skill they feel will be applicable to their newly defined path. Many, through interaction with various headhunters, potential employers, and interviewers may experience incidental learning but may not be able to acknowledge this type of learning at the moment. Depending upon the stage of transition and the emotional state at the time, the blind spots that Marsick and Watkins (2001) speak of could very much affect transition learning.

**Barriers, Facilitating Factors, Resistance**

Adult learners may face barriers to learning. For some, lack of time and money provide these learners with challenges which may inhibit or slow down their learning goals. On the other hand, adults may experience facilitating factors. Resistance to learning may become a barrier to learning when the source of resistance is emotionally or psychologically based. Self-esteem, especially for women who have just experienced the loss of their career, may be an important aspect of resistance to learning in transition.
Furthermore, these women's incomes have been radically modified, therefore money may be a barrier to learning. As well, time spent looking for alternative employment may reduce the time available for learning activities. Personal and professional mentors may be a facilitating factor for women in transition, as these mentors may assist the women in learning new skills, negotiating the job market, and exploring new industries.

**Barriers to Participation in Adult Learning**

Merriam and Caffarella (1999) suggest there are two socially acceptable reasons for adults to not participate in adult education: lack of money and lack of time.

Livingstone (2000) also found similar material barriers to adults participating in formal education programs, with 40% of respondents citing inconvenient locations or timings, 40% citing family responsibilities as a barrier, and a third of participants citing courses were financially prohibitive. Similarly, Rice and Meyer (1989) acknowledge the psychological and familial barriers for women regarding returning to school, adding that reentry women display more role strain than stay-at-home mothers.

Johnstone and Rivera (1965, cited in Merriam & Caffarella, 1999) categorized 10 barriers into 2 types: external/situational and internal/dispositional barriers. External barriers are external to the person and beyond his/her control, such as the cost of the program. Situational barriers are internal attitudes. Older adults and women, they found, are more prone to situational barriers, for example thinking they are too old to learn.

Building upon the psychological components to participation is Patricia Cross's Chain of Response Model (COR; 1981). An adult's personality and self-perceptions influence her involvement in adult learning activities. If the adult feels anxious or insecure about her learning abilities, or fears negative judgement will occur when
engaging in these activities, she will be likely to not participate. An adult's attitude toward education and her perceived success or failure is also influenced by past experience and peer group and family attitudes. As Merriam and Caffarella (1999) point out, the COR model is the first to incorporate life transitions and events. Magro (2001) suggests that according to the COR model, life transitions such as job loss can be a catalyst for participation in learning activities. While the model appears rather linear, its intent is reciprocal in that participation in adult learning will affect how one feels about the experience, which may affect one's ideas of oneself as a learner. Merriam and Caffarella (1999) suggest that the COR model is particularly suited to explaining self-directed learning activities. With this in mind, the COR model should be applicable to women in workplace transition. How the woman views herself as a learner, and her ability to learn new things should be an important component to her perceived success or failure in learning during the transition. Additionally, the very fact that a life event such as job loss has occurred may spur the woman to participate in learning. Women in transition may choose to learn in a formal or self-directed manner. Taking into consideration particular family and financial pressures which may occur during a workplace transitional period, some women in transition may perceive a barrier to more formal learning, and may in fact feel self-directed learning is more applicable in their situation. Either way, the COR model may have applicability not only to whether the women participates in learning during transition but also in how (i.e., formal or self-directed) she participates.

Mentoring as a Facilitating Factor

As discussed in the background to the problem section in chapter 1, for
working women, mentoring is a definite asset, or facilitating factor (Dreher & Ash, 1990; Kleiss, 2004; Linehan & Walsh, 2001; Marmer Solomon, 2000; Sullivan, 1998). In the context of women in workplace transition, maintaining mentors from previous work situations, and in different industries, as well as establishing new mentors during transition may facilitate both an easier transition, and considerable learning and development during the transition period.

Resistance

Within the adult education literature there is considerable discussion around resistance among learners, administrators and instructors in regards to self-directed learning principles and techniques (Brockett, 1994). Long (1994) suggests that resistance can be defined as good or bad, depending upon the definition. If one looks at resistance as friction, that is, a force that makes it more difficult for the learner to take control of her learning, then the learner who resists self-directed learning is giving in to friction's force upon her. Long (1994) continues by proposing that resistance to learning is influenced by the emotions, values, and understandings of the learner. Much like psychological or dispositional barriers to learning, emotionally based resistance makes itself felt through fear and uncertainty in relation to the learning process as well as a lack of confidence in the learner's perceptions of her ability to learn. Hiemstra and Brockett (1994) point out the historical nature of resistance. An adult's previous experience with institutionalized education does not provide her with the ability to realize that she has the power to control her own learning because she has never engaged in any self-directed learning activities in this type of environment. Knowing that resistance is linked to self-awareness and self-concept, Hiemstra and Brockett (1994) suggest some strategies for adult educators to
address resistance would include journal writing, discussions and sharing with peers, interviewing techniques, self-reflection, and peer reflection.

Within the context of women in workplace transition, resistance to learning and/or self-directed learning may be an issue, especially since job loss may affect self-concept. On the other hand, if the woman progresses through job outplacement services, many times these services provide considerable opportunities to increase self-awareness (Chope, 2001), which may reduce resistance to learning.

Allowing the women learners to learn from others in nonthreatening groups may aid in reducing resistance to learning. Such group learning may assist when individual women must plan informational interviews, where people in transition request to speak with the currently employed to find out more about particular opportunities, and where the transitional employee may be able to leverage his or her skills. Finally, throughout the transition process, reflection upon progress and learning to date may be a useful strategy to overcome resistance.

Summary

This chapter reviewed the literature beginning with adult education practices within a constructivist worldview. This included self-directed learning, perspective transformation, experiential learning, and reflective practice. The review then proceeded to multiple ways of knowing and women's development. It then progressed to multiple intelligences (MI) theory and emotional intelligence (EQ) theory. The ways of knowing section ended with a discussion on imaginative, spiritual and narrative learning. Next, the literature was reviewed for informal learning. The final section of the review discussed barriers, facilitating factors, and resistance within the adult education context.
CHAPTER THREE: METHODOLOGY AND PROCEDURES

Overview

This chapter describes the methodology used for the study. The chapter provides an explanation of the methodology and rationale for the selection of a qualitative research methodology. It discusses how the pilot study and participants were selected, as well as the procedures for the personal interviews and the focus group activity. Data collection, management, processing, and analysis are explored, as are methodological assumptions and limitations. The chapter closes with some words on ethical considerations and a chapter summary.

Research Design

The overall design of the research was a qualitative study, using methods borrowed from phenomenology to explore the meaning for a group of women professionals of the lived experience of their perceived learning during workplace transition. It took a social constructivist approach to learning (Phillips, 1995 as cited in Merriam & Caffarella, 1999) in that the meaning was constructed by the women through their experience, and it also acknowledged the social learning theory aspect in that learning took place within the context of relationship. Further contextualization of the learning drew upon the adult learning and workplace knowing of the participants.

The overarching lens was a "feminist interpretive" one (Bloom, 1998), in that it was concerned with women's experiences of their perceived learning during workplace transition. I did not attempt to deconstruct the dichotomies or differences between the male and female experience. The feminist concept of nonunitary subjectivities, or
multiple voices (Bloom, 1998; Gilligan et al., 2003) informed the initial individual interviews.

Nonunitary subjectivity challenges the Western, rational, masculine concept of a unitary self and attempts to acknowledge the complexities of female identity (Bloom, 1998). Subjectivities are produced relationally, that is, through the interaction with others, and also through contradictions and conflict, and through positive and negative emotions (Bloom, 1998). This method, therefore, allowed each participant's voice (Gilligan, 1982), or more appropriately, voices (Gilligan et al., 2003) to be heard individually amongst the overarching themes and interpretations. This was much like the individual resonance of the string of a guitar feeding into the overall tune produced by all.

Throughout the research process, I aimed at working collaboratively with my participants in a nonexploitative way (Creswell, 1998). I approached the creation of meaning as something that has been co-created by the participant and myself (Schram, 2003).

**Description of Research Methodology**

The research methodology involved a two-step process. The first step entailed individual interviews with participants and these interviews were analyzed using the voice-centred relational method developed by Gilligan et al. (2003). Next a focus group was conducted. The second step in analysis followed Spencer et al.'s (2003) analytic hierarchy method for qualitative cross-sectional data analysis. This means that all data sources were indexed and coded and emergent themes were explored. The data sources included the individual interviews, the focus group transcripts, and the self-reporting exercise documents which participants created during the focus group.
The first step, Gilligan et al.'s (2003) listening guide method, explored each participant's nonunitary subjectivities (Bloom, 1998) by reviewing the participants' multiple voices within their transcripts. It took a feminist, psychological approach to the participants' voice(s) and selves (Bloom, 1998). This method had the following four steps:

1. Listening for the plot
2. "I-Poems"
3. Listening for contrapuntal voices
4. Composing an analysis

Step One involved listening for the plot and the researcher's responses. When listening for the plot the main themes, absences, contexts, and landscapes were attended to. The next stage was the creation of the "I-poem," which involved moving through the text and underlining each "I" and verb and/or associated bit of text in order to construct a poem. The "I-poem" assisted in developing the overall interpretation. Step Three involved at least two additional listenings for contrapuntal (multiple) voices. In some participants more than two voices emerged. The final product used a feminist interpretive (Bloom, 1998) lens on each participant's perceived learning in workplace transition.

The second step took Spencer et al.'s (2003) analytic hierarchy to index, code, and produce themes across all three data sources (i.e., individual interviews, focus group interviews, self-report documents from the focus group). The analytic hierarchy moves from data management to descriptive accounts to explanatory accounts and is intended to be a back-and-forth type of analysis, rather than a linear upward climb, as the model tends to suggest (Spencer et al., 2003). In the data management area, raw data are indexed. In the descriptive section the data are coded, categories are refined, and data are
further classified and synthesized. In the explanatory section, patterns are detected, explanations are developed, and applications to wider theory or policy are explored.

A model of learning in transition emerged from the data and is discussed in chapter 6.

**Selection of Participants**

*Participant Criteria*

All of the participants I interviewed were adult females who have had at least 2 years of professional work experience prior to the beginning of their workplace transition. This criteria of a minimal amount of work experience was intended to allow participants to provide their professional perspective to the transition experience instead of being in the midst of adjusting to the initial phase of becoming a professional (e.g., coming directly from university graduation). Participants were women who had experienced workplace transition within the last 6 years (i.e., were laid off, or their job eliminated, or they chose to leave that employment position no earlier than September 1st, 1996). This criterion was intended to allow for an experience that was still fresh enough for them to provide more description, meaning, and feeling to the research.

Participants were women who had been in the transition process for at least 6 months prior to conducting their personal interview. This may have provided participants with sufficient time for an appropriate depth of learning and experience towards transition, as well as allowing some time for reflection. Also, having been in transition for at least 6 months, they had a larger view of the overall process, and it was anticipated that they would have tended to be less in "crisis intervention" mode. The participants
interviewed varied in their transition time (as described by the participants) from 1.5 years to 4 years.

Stages of Selection

A hybrid of both convenience sample (Ritchie, Lewis & Elam, 2003) and snowball sampling (Creswell, 2002) was used to select participants. Ciara¹, my pilot study participant, and Alexandra, a colleague in my adult education network, had been displaced from their workplaces and were eager to discuss their experiences. These convenience sample (Ritchie, Lewis & Elam, 2003) participants we asked to provide names of other people who may be interested in participating, thus providing a snowball sampling effect (Creswell, 2002). Of the 3 potential participants they suggested, none fit the criteria for selection.

While I had my pilot study participant I sent out via e-mail and personal greetings (i.e., telephone and note cards) a general update to my network in order to obtain potential participants. Initially, I received no response from my networks. After completion of the pilot study and my second interview participant, I was contacted by a former colleague who told me of a woman whom I should speak with. Unfortunately this woman declined participation due to time constraints.

Dara, my third participant heard through a mutual contact that I was doing research on women in transition and asked for more information. I spoke with her about the time commitments and she agreed to participate. She also provided me with a potential candidate. I contacted Dara's colleague by phone and she declined due to the

¹ "Ciara" is the participant's chosen pseudonym. All participants are referred to by pseudonym.
time commitment and babysitting issues. My final participant, Samantha, was obtained through my business networks.

Description of Participants

Following feminist research methodology, I was interviewed (Schram, 2003). Samantha was gracious enough to take on the researcher role and tape my interview. I analyzed my transcripts in the same manner as all other participants, and answered all focus group questions (after all other participants had a chance to voice their opinions.) All participants chose their own pseudonyms, and as such, I also decided to take the pseudonym of "Maya," which is how I refer to myself whenever I present data from my own transcripts.

Participant # 1: Ciara. Ciara is in her mid-30s. She has a BA degree and additional certification and training. She worked in retail and healthcare prior to beginning her career in the corporate world in the technology and e-commerce fields in her early 20s. She worked her way up the ladder within the corporation over 8 years and continued to pursue additional training and certifications. Her corporation was acquired and restructured and massive layoffs occurred. During her transition time she returned to part-time schooling to obtain an additional certificate. Also during her transition period her common law partner lost his job and went through transition. Single again, she is reemployed in a related industry.

Participant # 2: Alexandra. Alexandra is in her late 40s, early 50s. She has worked in a variety of industries ranging from stationery supply to information systems, to financial services. She has specialized in adult education and is a highly skilled, bilingual, technology-savvy trainer. She describes herself as a "life-long learner," always
taking courses. She has approximately 30 years of professional work experience to date and characterizes her transition as beginning 4 years ago. Her company at the time was restructuring and she took the initiative to leave. She describes her current profession as a female-dominated one.

Participant # 3: Dara. Dara is in her early 30s and has been in transition for 2 years. She has worked in a variety of positions within the service industry, teaching, personal business, administration, entrepreneurship, and emergency services. She had worked her way up to an administrative job, reporting directly to the owner when the company restructured. This necessitated a major move across the country and a change in her career goals. She returned to school and took part-time work and various other jobs. She is still in transition and is moving towards her eventual career goals of a full-time permanent job in the emergency services.

Participant # 4: Samantha. Samantha is in her late 30s. She has worked her way up the corporate ladder, focusing primarily within the technology field. While she was single in her early 30s she pursued and completed her MBA. She has always been career-focused and describes herself as a "good corporate soldier."

Samantha has worked for different companies within the technology sector. The transition period that she speaks about in this research is her transition experiences within the same company in various departments and restructuring efforts. She has been in transition for about 3 1/2 years. During this time she has gotten married. She has become dissatisfied and perhaps a bit disillusioned with the corporate environment to which she feels she has given so much. She is beginning to shift and redefine her focus from solely career to include a more balanced family-inclusive perspective.
Participant #5: Maya. I am in the thirties age range. I am trained as an MBA and as a career-oriented person I worked my way up the corporate ladder prior to getting married and becoming a mother. I would describe myself as a "continuous learner." I began courses in Adult Education while still in the corporate world and have taught courses at the community college level. My transition began in early 2002 when the company restructured while I was on maternity leave. I have explored many and varied employment opportunities which would complement both my role as mother and wife, one of which is self-employed consultant. Currently, I am pursuing graduate level education towards another career transition.

A summary of participants who were interviewed is provided in Table 1.
### Table 1

**Description/Summary of Participants**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age Range</th>
<th>Years of Work</th>
<th>Time in Transition</th>
<th>Current State</th>
<th>What Prompted The Involuntary Transition</th>
<th>Activities During Transition</th>
<th>Work Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ciara</td>
<td>35-39</td>
<td>11</td>
<td>1.5 years</td>
<td>Reemployed, full-time related industry</td>
<td>Corporate restructuring due to takeover</td>
<td>Increased assertiveness and growth</td>
<td>Corporate (male/female composition not specified)</td>
</tr>
<tr>
<td>Alexandra</td>
<td>50-54</td>
<td>30</td>
<td>4 years</td>
<td>Reemployed, full-time similar industry</td>
<td>Corporate restructuring due to industry factors</td>
<td>Reemployment as goal</td>
<td>Female-dominated, majority female</td>
</tr>
<tr>
<td>Dara</td>
<td>30-34</td>
<td>6</td>
<td>2 years</td>
<td>Reemployed, part-time significantly different industry</td>
<td>Corporate restructuring</td>
<td>Reaching dream; still in process</td>
<td>Male-dominated one of very few females now &amp; previously</td>
</tr>
<tr>
<td>Samantha</td>
<td>35-39</td>
<td>17</td>
<td>3.5 years</td>
<td>Employed in different role, full-time same industry</td>
<td>Corporate restructuring due to competitive state of industry</td>
<td>Redefining goals; still in process; more emphasis on personal, less on career in future</td>
<td>Environment has become more &quot;male&quot;; more competitive in recent years</td>
</tr>
<tr>
<td>Maya</td>
<td>30-34</td>
<td>13</td>
<td>2 years</td>
<td>Reemployed, part-time different industry, graduate student</td>
<td>Corporate restructuring due to takeover</td>
<td>Reaching dream; still in process</td>
<td>Increasingly male-dominated at higher levels</td>
</tr>
</tbody>
</table>
Pilot Study

Ciara was the pilot study participant and was provided with three-open ended questions (in her information letter) prior to her interview (Please see Appendix A for the interview schedule). I used the subquestions in the interview schedule to guide Ciara through certain aspects of the three main questions. The pilot study participant received and signed the informed consent (Appendix B) and information letter (Appendix C) prior to the interview.

Ciara mentioned just prior to starting the interview that she had pre-read the three questions and felt she would not have enough to talk about in 1 hour. I mentioned that I also had some subquestions which we could use, should the need arise, and the interview method was open-ended enough that I interjected probing questions throughout, as appropriate. Having known the participant for quite some time, I felt this was not an issue. Perhaps, partly because it was my first interview (so I was a bit nervous) and partly because I was not exactly sure how long each question would take to thoroughly answer, we ran through the questions early, taking about 45 minutes.

Subsequent interviews, which will be discussed in the procedures section, averaged between 1 and 1 1/2 hours in length. I had wondered if my final subquestion had been too long for interviewees to grasp. Ciara had no problem with the length of this question, nor with any of the other questions, so I decided not to modify the interview schedule for the remainder of my participants. Given this experience, I was not concerned with the number of questions and with subsequent interviews not being lengthy enough. I felt that by allowing each participant space and silence, as well as a little additional probing, each subsequent interview would be at least 1 hour in length.
Procedures

The research proceeded in a two-part process. The first part was the personal interviews; the second part was the focus group activity. The personal interviews, and their analysis (discussed in subsequent sections) were purposely chosen in order to gain an understanding of each participant's unique voice/s (Gilligan, 1982; Gilligan et al., 2003) and subjectivities (Bloom, 1998). The focus group was chosen in order to discover commonalities or themes among the participants. A feature of the focus group was the spontaneity that arose due to the social context of the method (Finch & Lewis, 2003). Additionally, the focus group was chosen in the hope of providing a method of reciprocity (Legard, Keegan & Ward, 2003) for participants, as they learned from each other, and in so doing reinterpreted their own transition processes (Brooks, 2000). In this respect, I was striving for research that was respectful and reciprocal and accrued benefits to all (Tilley, 1998).

Dara's comments following the focus group suggest that she learned from the other participants' experiences, and this assisted her with her transition:

"I want to thank you guys for the insight I've gained from all of you and for sharing your personal experiences...I've learned a lot through doing this project with you."

Participants participated in one personal interview that lasted from 45 minutes to 1 1/2 hours. Ciara's interview lasted for about 45 minutes. Alexandra's and Samantha's interviews were closer to 1 1/2 hours, and Dara's was just over the 1-hour range. Maya's interview was within the hour range as well. I typed up all the transcripts myself and used the transcription convention (Appendix E) for typing all personal interviews and the focus group transcripts. The personal interview transcripts and listening guide
interpretations (Gilligan et al., 2003) were provided to all participants to be verified, modified and added to, by each participant (see chapter 4 for an example). Each participant returned, with applicable changes, her package with a signed member checking form (Appendix F). Field notes were taken before and after each interview and I recorded other thoughts periodically in my research journal.

After the Phase One analysis was delivered to all participants, the focus group was scheduled. I rented a community centre location that was as central as possible geographically for all participants to drive to. Later, a summary interpretation of the themes that emerged from the focus group was given to all participants to member check. (Padgett, 1998). All interpretations took the feminist philosophy of co-creation of meanings and interpretations. As a general rule, participants changed very little in the member checking phase of their individual interviews, although I reminded them at the focus group that I did want their feedback, modification, or added interpretations.

Finally, as another form of reciprocity, participants have been informed that a copy of the final report will be made available to them, should they like to receive one (Lewis, 2003).

Data Sources

My data sources for analysis were the following:

- One individual interview, taped and transcribed from each participant and myself
- Focus group transcripts
- Self-report documents from the focus group activity exercises for each participant
- Researcher fieldnotes
Additionally, I used my ongoing research journal to periodically record my reflections and the observations of my participants as well as record my recoding and classifying of data during the analysis phase, and to remind myself of additional emerging patterns and connections to explore as I analyzed.

**Data Collection and Recording**

By obtaining the four data sources above using different methods, I worked towards ensuring data and method triangulation (Lincoln & Guba, 1985) which enhanced the trustworthiness (Lincoln & Guba) of the study.

All individual interviews were audiotaped and took place at a mutually agreed-upon location, which ended up being each participant's residence. The focus group activity was audiotaped at the community centre room.

As a matter of protocol, before beginning the focus group, each participant was asked to give the other time to express herself in order to minimize talking over each other, which would have made the taping more difficult. Participants were very considerate in this regard, and the overlapping (i.e., cross-talk) was minimal on the focus group tape and transcripts. I wrote fieldnotes into my research journal before and after the focus group activity.

I completed all the transcription work myself because of the potential interpretive influence a transcriber may have on the transcription and thus on the researcher's analysis of the data (Tilley, 2003). I realize I too have an interpretive influence, but by transcribing the tapes myself, I have only one layer (my own) of interpretations to be concerned about, not two. Additionally, I believe by transcribing the interviews and focus group myself, it allowed me to become more fully immersed in the data. A
working transcription convention (Lapadat & Lindsay, 1999) was used for all transcripts and can be found in Appendix E.

**Personal Interviews**

The interviews were open-ended (Creswell, 2002; Appendix A), face-to-face, and followed a feminist interview philosophy in that I endeavoured to be reflexive and interactive (Legard et al., 2003). I attempted to reduce the traditional power hierarchy of researcher and respondent, instead presenting the interview with my participants as a reciprocal conversation of experiences (Fontana & Frey, 2000).

Each participant was asked to co-construct meaning with the researcher through continual clarification of responses throughout the interview, as well as member checking (Padgett, 1998) following the interview. I self-disclosed (Creswell, 1998) during the interview to encourage collaboration, and only as I judged appropriate to each participant's comfort and response. This approach is similar to Bloom's (1998) research and responsiveness to her participants. Additionally, while a traditional view would position the researcher with more power than the participant, I took Bloom's (1998) view of fluctuating power which "...may fluctuate and vary depending not only on who is in the relationship, but on what is going on in both the researchers' and participants' lives and in the research process" (p. 40).

In order to make my assumptions more explicit and to ensure reflexivity (Schram, 2003), I requested that Samantha, my fourth participant, put me through the same interview processes as my participants. I subsequently transcribed this interview.

The average length of the personal interview transcripts was 19 pages (single-spaced).
Focus Group Interview

The focus group interview was conducted following an initial analysis and interpretation of the personal interviews. Krueger and Casey (2000) provided an excellent and practical source in the development of the "questioning route" (Appendix G). I developed the questioning route following the sequence they suggested: an easy opening with introductory questions, moving to transition questions, to key study questions, to the ending questions. My guide included many of the typical questions suggested such as a picture drawing question, a "think-back" question, an "imagine" question, a listing question, a "1-minute" question, and a section where I summed up the information and asked participants if I had missed anything (Krueger & Casey, 2000).

This focus group of 5 participants was classified as a mini group (Greenbaum, 2003), which has essentially the same characteristics as a regular focus group (i.e., 8-10 people) but containing fewer participants.

As all of the participants came from a workplace environment, most were unfamiliar with terms such as "perspective transformation" (Mezirow, 1978) or adult learning terms such as "critical incidents." Since I was interested in maintaining a collaborative, feminist perspective throughout the research, I used lay language whenever possible while maintaining a link to the theoretical foundations.

I arranged the circular table with the participants' pseudonym place cards around. The circular table was recommended for better eye contact between the moderator (myself) and the participants (Stewart & Shamdasani, 1990). Based on the individual interviews, I placed the most talkative individuals off to the side and the least talkative directly across from myself, as Wells suggests (cited in Stewart & Shamdasani, 1990).
Prior to beginning the focus group, I reread the purpose of the study, emphasized anonymity and confidentiality, and requested my participants re-sign the confidentiality form specifically for the focus group content. I then suggested to them that all opinions were welcome, and all experiences were equally important (Morgan, 1997). At the start of the focus group, I asked participants to introduce themselves (by their pseudonym). This allowed participants to become a bit more familiar with each other, as well as getting them used to speaking in the group (Finch & Lewis, 2003). To "break the ice," I decided to introduce myself and briefly explained my choice of pseudonym as it relates to my workplace transition. I initially intended this as a small bit of self-disclosure to make everyone more comfortable (Creswell, 1998). Dara liked the idea so much, she jumped in and asked each participant to describe how she had chosen her particular pseudonym. This emerging strategy seemed to warm the participants up and get the focus group off to a good start.

In general there was a good balance of participation throughout the focus group. One participant was a bit more dominant than others were, and I was polite at turning and requesting others' opinions on the topic (Finch & Lewis, 2003) when required.

The questioning route contained four questions that involved drawing, "thinking back," rating or listing and so participants were provided with a printed package with these exercise sheets (Appendix H). These are referred to as the "self-report" documents throughout this study, and were used as data. All participants were asked to share only what they felt comfortable with in each question, and they could skip or "pass" on any question they wanted. On question 3, which was a "think back" (Krueger & Casey, 2000)
question concerning any particular learning moment during transition, 2 participants chose not to share within the group.

I participated both as facilitator and participant. Prior to the focus group, I had put myself through all the questions: answering, drawing, "thinking back," and "imagining." This was for two reasons, to ensure reflexivity (Schram, 2003) and for time factors. I figured that if I had my questions completed prior to the actual event, this would free me up to be more attentive to the responses of participants and to make field notes and to pay attention to the other logistical and practical (e.g., taping) requirements. I told participants prior to beginning that I would be answering the questions as well but would answer only after everyone else had adequate time and space to present their own voices and opinions. My thoughts were that I did not want to influence any participant's response by responding first.

At the end of the session, participants were asked if they felt comfortable to leave behind their "self-report" activity packages to add to the research. All participants chose to leave their full package with me. This provided another data source for analysis and coding.

The focus group "feeling" ended on a very positive note with one of the participants expressing her thanks to all the participants for what she had learned from them all. Another participant mentioned that she had been asked by a colleague at work where she was "running off to" on a Friday evening. When the respondent mentioned a "focus group," the colleague said to the participant that she "always does the coolest things." These types of comments were most welcome. I was glad to know that some of
the reciprocity (Legard et al., 2003) had in some small way been fulfilled with at least a few participants.

**Data Management**

Data management took on a two-part process, as did the data analysis. The first part followed Gilligan et al.'s (2003) listening guide method for each individual interview transcript at the first stage (see chapter 4 for a full example). The second part involved creating an index for all data sources and then proceeding to a more traditional qualitative coding and themes analysis. I used the analytic hierarchy (Spencer et al., 2003) as my guide, which moved from data management (indexing) to descriptive accounts (sorting by themes, synthesizing data, establishing topologies, if applicable) to explanatory accounts (detecting patterns, developing explanations, seeking applications to wider theory). This method was not linear, and is not intended to be. Instead, one moves up and down the analytic hierarchy throughout the analysis phase (Spencer et al., 2003).

Precedence for combining these two methods of data management and analysis has been documented. Mauthner and Doucet (1998) describe a similar approach to their doctoral dissertations in that they used a modified version of Gilligan's (2003) listening guide in their first stage, and then a thematic coding approach in their second stage.

In the first stage, the approach to data management was non-cross-sectional data organization and in the second stage the approach was cross-sectional, across all data sources, to index, code, and create themes (Spencer et al., 2003).

Data management in the first stage involved physically marking up each individual participant transcript with different colours of pencil crayon for each
"listening", or voice encountered. Interpretive summaries and notes documented each of the four (sometimes more) listening stages (Gilligan et al., 2003).

In the second stage, a common system of categories (the index) was applied manually to all data sources (e.g., individual transcripts, focus group transcript, self-report documents). The initial concepts and labels assigned to the data attempted to retain the language of the participants, or be "in vivo" (Spencer et al., 2003) but also remained flexible enough to allow for emergent concepts and labels at each level of analysis. Memos (Spencer et al., 2003) were used to log data analysis stages and were written in my research journal. As well, each index was typed into a data processing program, so an audit trail was apparent of which categories had changed and been revised.

The overall process of data management and analysis for the second phase followed the analytic hierarchy method (Spencer et al., 2003), which was well suited to cross-sectional analysis based on interpretations of meaning. The data management portion of the method involved identifying initial themes, labelling the data by theme, sorting the data by theme or concept, and synthesizing the data. This process involved reviewing the data for themes and devising an index which had a number of broad themes and subthemes, each identified with numbers (Ritchie et al., 2003). This index was applied to the raw data (i.e., the data were indexed) and the data were then sorted by theme. The index went through multiple revisions, as each data source was reviewed. The method is summarized in the next section, with a sample following a theme through the process shown in Appendix I.
Data Processing and Analysis

I found while moving through the data processing and analysis that data analysis was not a discrete phase but rather an ongoing process (Mauthner & Doucet, 1998). Spencer et al. (2003) also captured this concept by suggesting the back-and-forth, up-and-down nature of their analytic hierarchy method.

Throughout these phases, I found myself going back and reviewing, re-analyzing, revising patterns and connections in my mind, and contemplating meanings. Sometimes it was after I had left a particular theme or subtheme and thought I could not possibly find another connection, that a connection emerged and the "big picture" began to solidify. Perhaps because of my intense efforts in the first phase, and my in-depth review of each individual transcript through the listening guide, I was "mired in the minutia" and the process of stepping back to see the large picture of connections was a gradual process.

Stage One: Listening Guide Analysis

The first section of analysis followed the listening guide method (Gilligan et al., 2003). As mentioned previously, the first step involved listening for the plot and my responses to the text in terms of my social location in relation to the participant, the connections and disconnections I felt with the material and why I thought and felt this way (Gilligan et al., 2003).

In the second step I created an "I-poem." I underlined the "I" plus associated text on computer, and cut and pasted these sections into an "I-poem." In the construction of the "I-poem," different stanzas emerged and this assisted me in developing the overall interpretation.
The third step involved at least two additional listenings for contrapuntal voices (Gilligan, 1982; Gilligan et al., 2003) using coloured pencils to differentiate each voice. As per the method, I found that in some case different statements within the transcripts were underlined more than once, which in many cases pointed to multiple meanings. What I also found during this stage of analysis was that for some participants more than two contrapuntal voices appeared, so I went with that and identified more voices using different coloured pencils.

The final step involved a synthesis of all steps in relation to the research question and a final interpretation was composed for each participant (please see chapter 4 for a full sample for one participant).

It should be noted that I also added to this stage of the analysis a metaphor of transition, which I felt summarized my responses to the reading from Part One of listening for the plot. The metaphor was an emerging strategy that came out of my intensely emotional response to Samantha's interview. Her experience seemed so overwhelming to me that I felt "shell-shocked" after reading it. In essence the metaphor of "war zone casualty" sprang from the page, hitting me in the face. This led to describing a metaphor for each participant, and including this in my package of analysis and interpretations for each participant to member check (Padgett, 1998).

While I moved into creating metaphors more out of an intuitive sense, it was quite coincidental that during the second analysis phase, I happened upon a chapter by Laurel Richardson (2000) explaining metaphor, which adds more credence to my spontaneous use of this device in my interpretation. Richardson describes metaphor's use in this manner:
Like a spine, it bears weight, permits movement, is buried beneath the surface, and links parts together into a functional, coherent whole. (p. 926)

For a full summary of the metaphors and voices for participants, please see chapter 5.

Stage Two: Analytic Hierarchy Analysis

This second stage in the analysis was completed for all individual interview transcripts, the focus group transcript and the self-report documents that participants completed during the focus group session. The focus group transcript was analyzed as a whole because this maintained the context of the data (Ritchie, Spencer & O'Connor, 2003). Any group interactions or specific individual contributions that occurred during the focus group were noted in fieldnotes and in my research journal.

The second stage began with indexing first the focus group transcripts, then revising this index when adding the self-report documents, and finally having the third index revision when doing the cross-sectional indexing of all individual interviews (Spencer et al., 2003). My rationale for indexing the focus group transcripts first was that they would provide the broadest and most comprehensive categories since they included all participants' voices. I kept all indexes in the participants' original voices and language (Ritchie, Spencer & O'Connor, 2003) and with each revision, if participants had similar responses, these original phrases were also be added to the same sub-index item.

My first step in devising the index for the focus group was to read and reread the focus group transcripts and highlight specific areas or chunks of data from the 4 participants in yellow. If there was a particular index chunk which was derived from Maya's conversations (mine) alone, this was highlighted in pink. My thoughts at this stage were if there was a particular index item that was only common to myself, I wanted to be
able to distinguish that in further steps in analysis. In the first draft of the index two sub-indexes were derived from my comments alone and were identified with an asterisk (*).

As I began expanding the index by analyzing the self-report documents and the individual interviews, I renamed, reclassified, and collapsed some of the categories, going back and re-indexing the focus group and self-report documents as I went. I maintained the soft (computer) and hard copy (paper) with my changes and re-classifications as an audit trail on my thinking. Additionally, I entered any specific thinking or struggling with classification of categories into my research journal to capture my thinking in the moment. Moving through each successive index and all the data sources, I began to find some similarities, commonalities, and linkages between data and individuals, which is essentially a move up the analytic hierarchy (Spencer et al., 2003).

The original index consisted of 10 categories and 78 subcategories. This then was revised to 15 categories and 112 subcategories. The final version of the index contained 16 categories and 382 subcategories (Appendix I). The index expanded as each data source was added. This was partly due to the "in vivo" (Spencer et al., 2003) indexing of using the participant's own words, and partly due to the fact that each participant had sections of their transition which were uniquely their own that they did not share with the other participants.

While I was reviewing the self-reporting documents, I began to notice some similarities, and have some hunches about patterns emerging between participants. To clarify these issues in my mind, I charted each participant and their relationships and roles.
Next, I decided to summarize the learning documented by participants in their self-report documents. While Ritchie, Spencer and O'Connor (2003) were very clear to suggest that numerical counts of recurrence have no statistical value in qualitative studies, they did comment that recurrence and numerical counts of recurrence should not be ignored because they may point to the significance of a recurring phenomenon.

Moving back and forth between paper data sources and computer spreadsheets to document the occurrences of codes provided me with more depth within the data, or familiarization (Ritchie, Spencer & O'Connor, 2003). Also, I began to notice more connections across all the data. I completed various data sorts of the spreadsheet focusing on the individual interviews and focus group data. I next went back to paper, printing the entire spreadsheet. In manual mode, I read and reread each category and subcategory, making notes in my journal to linkages, and contemplating themes, subthemes, codes, and categories that would make sense.

After a few more days of contemplating, I next began to move up the analytic hierarchy (Spencer et al., 2003) from data management to descriptive accounts on a larger scale. I began to re-sort the data by theme and concept, and began summarizing and synthesizing the data by physically writing my tentative themes and subthemes down the right side of my printed spreadsheet. While the third index was there to provide me "historical" information of my original classification, each sub-index was looked at in a fresh light, not confined to the original index at all. In most cases, the newly assigned subtheme took many sub-indexes from multiple "historical" sub-indexes. Throughout this process, I referred back to the source of the subtheme, the original section of
transcript or self-report document, to ensure the subtheme I was creating accurately reflected the meaning in the original. This produced 85 subthemes.

There are three steps involved in the descriptive analysis section and they are detection, categorization, and classification (Ritchie, Spencer & O'Connor, 2003). Since I already had all the subthemes and data source examples in the spreadsheet, I realized that my thematic charts were available within the spreadsheet. By looking at a particular subtopic in the thematic chart, I began to highlight data on the computer using different colours to represent different representations of the phenomenon. Patterns began to emerge from the highlighting and I sorted the data in various ways to further check assumptions of other patterns.

Initially, I began to sort by subthemes, and determine which major themes best fit the phenomenon across all data sources. Again I returned to paper, reviewing the major themes, subthemes, and "historical index" to detect patterns and developing explanations, which marked the beginning of the explanatory accounts phase (Spencer et al., 2003).

Ritchie, Spencer and O'Connor (2003) talk about the creation of a summary chart constructed from all the thematic charts, containing 30-40 abstracted classifications. This was created after the third reclassification of themes and codes (which is the sixth derivation from the original data management indexing, which had 3 versions as well). This produced 16 broad themes with 80 codes or subthemes.

I continued to contemplate connections in the data and a proposed model of learning in transition emerged, which is discussed in chapter 6.

**Methodological Assumptions**

One assumption in this study was that participants would be able to identify their
perceived learning. While it is possible that participants may not have had any learning during workplace transition, it was assumed that they believed they had experienced learning and would be able to describe it. Additionally, participants would be able to describe other perceived learning experiences beyond the cognitive realm.

Since workplace transition may be a disorienting dilemma for some participants, it was assumed that they would reflect during the process and that they may experience perspective transformation and transformative learning (Mezirow, 1981).

Finally, it was assumed that that workplace transition could be distilled or partitioned from other transitions in participants' lives.

**Limitations**

A potential limitation of the qualitative study is its applicability and generalizability to all women in transition. This study provided greater insight into the process of transition by the 5 participants (including myself). As well, all of my participants were obtained through business networks within Ontario only. Thus, the study provided an insight into the experiences of 5 women in transition in Ontario and applicability to other regions in Canada, or other countries, may not be valid.

Another limitation is that I was experiencing my own workplace transition during the study, so my own lens and experience in transition provided the context for interpretation of the findings. Thus, I realize this may have impacted on the way I framed and heard my participants' voices.

Since an open-ended interview style was used, some participants were more naturally inclined to providing extra information than others did. This limitation was
mediated by use of the focus group, and by my attempt to engage everyone with equal opportunity to participate and provide their own voice to the discussion.

Furthermore, since the pilot study participant was a friend and colleague, this may have affected the interaction and data collection, as she may perceive me as a researcher but also as an "insider" (Acker, 2000). This may have inhibited her narrative in some aspects, especially concerning people or circumstances known to us both. On the other hand, since we worked together in the same industry for many years, this may have led me to inadvertently "fill in" gaps or interpret data with this history in mind. This may provide a positive aspect, as it adds to the contextualization of the data.

Moreover, I am aware of the difficulties of using myself as a participant. Maya's voice will be somewhat different than an external participant's voice might be.

As well, while the study's aim was to explore learning from a holistic perspective, it was by no means exhaustive in this regard, as it was limited to an individual interview and a focus group activity. As well, much of each participant's learning was self-reported, reflective, and constructed and thus was couched within the participant's perspectives, history, and social positioning. Also, a participant's learning style would have affected how she interpreted, gathered, organized, and thought about the information and learning.

A final potential limitation is my beginning experience as a qualitative researcher.

**Ethical Considerations**

Participation in this study was voluntary and participants could elect to withdraw at any time without penalty. Pseudonyms were chosen by all participants and participants member checked (Padgett, 1998) all individual interview transcripts and summary
interpretations, and could have elected to remove any identifying items or characteristics that may have affected anonymity. The tapes were transcribed by the researcher and maintained confidentially within the researcher's residence in a safe and secure location. Labels on the tapes referred to the participants by number only and their pseudonyms were used during the focus group taping session. A copy of the informed consent, information letter that was given to participants, and the ethics approval form can be found in Appendices B, C, and D, respectively.

**Restatement of the Problem**

While there has been considerable research on women and men in organizations, as well as a confirmation of the different approaches that men and women take to workplace transition and outplacement, studies have not focused on the perceived learning of women in workplace transition.

Moreover, while research has examined women's experiences in workplace learning, mentoring in the workplace, and work/life balance challenges on the job, these facilitating factors and barriers have not been explored in depth for women in workplace transition.

This study was undertaken to provide a deeper understanding of the perceived learning of professional women who experienced workplace transition and to explore the facilitating factors and barriers to learning as experienced by these women in the context of their work/life, relationship, family, and community environments.

**Summary of the Chapter**

This chapter began with a brief overview of the research design by explaining the two-part research methodology. The first part explained the listening guide (Gilligan et
al., 2003) that draws upon relational, psychological, and feminist roots. The second part summarized the analytic hierarchy (Spencer et al., 2003) used to index, code, and develop themes across all data sources with additional detail contained in Appendix I.

The chapter then proceeded to explain the method of participant selection used as well as providing descriptions of the participants. The pilot study was presented, as well as the overall procedures, data sources used, and the method for data collection. Additional detail was given on the individual and focus group interviews. Next the data management and data analysis sections were outlined.

Study assumptions, limitations, and ethical considerations were addressed in the final sections of the chapter.
CHAPTER FOUR: DATA ANALYSIS

Overview

This chapter provides a detailed explanation and example of using Gilligan et al.'s (2003) Listening Guide Method of Analysis on the individual interview transcripts. The details of how the analytic hierarchy (Spencer et al., 2003) was used are summarized in chapter 3 and Appendix I.

Stage One: The Listening Guide Method of Analysis

Overview of Stage One

The listening guide method of analysis calls for "listening" to the transcripts rather than reading them because this requires present and active participation (Gilligan et al., 2003). As Gilligan's chapter explains:

The need for a series of listenings arises from the assumption that the psyche, like voice, is contrapuntal (not monotonic) so that simultaneous voices are co-occurring. (p. 159)

An explanation of the four steps, plus the additional step that I undertook, will be explained in each section that follows. Samantha's transcripts are provided here as a guide and example of the analysis that I completed on all five individual interviews.

Member Checking Package

A package, which was composed of the first reading and response, the full "I-Poem," a participant profile (included in chapter 3), the transition metaphor, my interpretation of learning, and my interpretations of contrapuntal voices, as well as verbatim transcripts, were provided to participants to review. A summary sheet describing the concept of "voice" (Gilligan, 1982) and "Women's Ways of Knowing" (Belenky et al., 1986) was given to participants so they could better understand my
interpretations. Appendix F details the member checking form also included in the participants' package, which they returned to me.

Below is the one-page sheet given to participants to explain my interpretations and their packages:

*Interpretations*

**Creation of "I-Poems"**

Reading through the transcripts, every "I" is underlined in black, with a verb and any additional words that are important at the time. Some interpretative license has been taken to underline "my" or "you" when the participant is referring to herself, if it adds to the context.

Please add, modify or delete words, phrases, or stanzas as you see fit.

**Profile**

This is a general introduction to each participant that will be included in the final thesis. If there are any words or phrases that you are uncomfortable with, or feel are too identifying, please cross them out of the text.

**Metaphor**

Please feel free to modify or add your own metaphor for your experience.

**Interpretation**

These are tentative and initial and I look forward to your input and clarification.

**Second and Third Reading**

These are underlined in two different coloured pencils and identify different "voices" that I have "heard" in the text transcripts. Your feedback and/or modification is appreciated.

The second reading is done in red, the third in green, if there is a fourth reading it is done in blue, if there is a fifth reading it is underlined in orange.
First Listening: Reading for the Plot and Researcher Response

The first listening in the method contains two parts. The first part is to listen for the plot and the second part is the researcher's response to the listening. Listening for the plot means paying attention to the narrative being told, images and themes that are repeated, and the context and landscape of the entire transcript. In the second part, the researcher's responses to the listening are attended to. As Mauthner and Doucet (1998) describe their version of this part, the researcher notes her social location in regard to the participant and her emotions, connections, and disconnections with the participant.

The section below is taken directly from my first reading response, which has been reviewed by Samantha:

The constant themes of upheaval and constant change within Samantha's corporate environment seem to be at a frenzied pace. There is a feeling that the worst traits of human beings—greed, betrayal, manipulation, unethical behaviour—are exacerbated due to the technology implosion and its negative force upon the corporation itself.

Samantha is a well-trained MBA and expects a certain amount of competition. Certainly, she is not afraid of hard work. Her ideals include a certain amount of collaboration, ethics, fair play, and equitable consideration. What she doesn't expect is the manipulation and the betrayal. Her most recent understanding of her situation, and its parallel to two other women in the organization, I think, has created a stream of reflections about the meaning of work, life, and herself.

My responses to the first reading were many. As a former corporate "soldier" with MBA training, I too bought into the corporate ideals of hard work and very little balance. As a single woman in my late 20s I also climbed the ladder of achievement, having no significant life partner at the time.

I understand giving your all, for I gave my all to my corporation as well. I share many of the same ideals of ethics, fair play, and equitable consideration. While I was not surprised by the financial differentials between male and female workers, I was shocked by Samantha's analysis of the "set up for failure" of female executives. In many ways my corporate environment was very benign compared to hers. Also, Samantha saying that her story was "not unique" struck me. My first response was, "of course it's unique, it is your story," but then I reflected upon her impressions and view of not only the corporation but the technology
environment as well, and how she mentioned that many people were hurt in the downturn.

Reflecting upon her transition story, and her emotional and physical draining, I am struck by how different I would have thought her work life was. In many ways, my social location as a graduate student, mother, and part-time worker is one of less power and privilege than her power, as an executive in a large technology corporation. What was taken from me—an exciting, high-power corporate position—was what Samantha held. She was living the dream that MBA graduates were supposed to dream—in the trenches, in the corporate world. I had been taken out of the battle because mothers could not fight the good fight.

Upon reflection, my assumptions of Samantha's powerful corporate job couldn't have been more incorrect. In many ways Samantha lost her agency during the downturn, she was moved about on the corporate chess board of work life, like a toy soldier, at the male senior executives' whims. Indeed, in Samantha's analysis, there seems to be a war strategy that all female executive recruits are subjected to.

"I-Poem" Creation Example

The "I-Poem" is created by underlining and selecting every first person "I" within the transcripts and accompanying words that seem important. The sequence in which the phrases appear in the text are maintained. The "I-Poem" picks up on the stream of consciousness of the first person voice (Gilligan et al., 2003) and may point to changes in voice or some meaning which is not explicitly stated.

I constructed the "I-Poem" by reading through the transcripts after I had transcribed them, and underlining and cutting and pasting the phrases by computer into their "I-Poems." The stanzas were composed based on natural breaks in themes and voices. All "I's" and their associated words were underlined, copied, pasted and placed into the poem. The amount of words associated with the "I's" is a very subjective process. In some instances I chose not to take additional words deliberately, in order to maintain confidentiality. Occasionally I also used "my," "me," "myself," and similar variations on "I" when the phrase was not specifically "I," because the participant was
speaking of herself. Finally, in order to make the overall poem more understandable, an additional phrase was sometimes added to give some continuity to the flow and plot, which is a slight modification from the truest methodology but I believe makes the poem more readable and understandable. The "I-Poem" produced was very much longer than I had originally anticipated when initially proposing the method but provided me with an additional lens through which to interpret the transcripts and made for an interesting reading after completion. Each participant's full "I-Poems" was given to her to review.

The average "I-Poem" was about 7 1/2 pages long (single-spaced stanzas), with the shortest (Ciara's) being four pages and 2 participants having 10-page "I-Poems." Part of the difference was in the participants' transcript length but also in their frequency to refer to themselves throughout the interview, and in the natural falling out of stanzas and stanza length upon analysis.

An excerpt of Samantha's "I-Poem" is provided here:

I decided
I've been through
I think I'm still going through
I worked
I had
I had been with them for about a year
I was put into a role
I had had a friend and a mentor; I'll call him Sam

With the exception of myself
All of my colleagues left the company

I allowed, I was manipulated, I feel
I didn't want, I wasn't qualified for, I didn't perform well
I was earning about $30,000 less than any one of my peers
I think, relates to the fact that I'm a female
I think, easier to manipulate
I wanted to make up that gap
I was, I allowed, I guess, I found myself in a competitive state
I probably have a couple of more years of experience
A couple more years older than he is

Finding myself in a state of competition with Frank, with really no support from Mike
Feeling as if I was set up to fail, I realized I had pushed myself beyond
I thought, my limits, I knew that my health was being affected
I knew, stress level was beyond what I felt I could cope with
I think I was, I was at the end of my rope
I was not performing well

I was planning my wedding
I felt
Graceful way for me
It wasn't something that, that I wanted continuing on in my life
As I was starting a new life
Provided me with the time to transition

I knew
Chances of me finding a role at my same title
I knew that I would be looking for a role that was at least one step down
Took me about two months

It wasn't clear to me at the time
Manipulate me
I found
Mike had been, I guess, mentor to, to another young woman
I'm sure at Mike's encouragement
I spoke with her as she was transitioning
I can't help but looking at the similarities
Then subsequently me as well

I think, I think is different, I think because the "rising star" was a male
I think the relationship is different, I would say he is still rising...

I think, I could have taken all the work
I wouldn't have been compensated any more

If I, if I wanted to avoid feeling totally like a doormat
The only way I would be compensated, the only way I would
I was denied salary increases
As I said, I take some responsibility
I think, I think, but, I don't take full responsibility, I do feel
I was, I was manipulated, I was set up, I was sort of thrown into the ocean

I'd been overworked and stressed and tired
I think my judgement was impaired, I don't think I was probably as clear
I don't have a lot of positive things
I still feel like I'm in transition
I'm now in, I'm finding, I probably need to transition yet again, if I want to stay
I don't feel that I, I can, I can leave, I'm probably looking at, at yet another transition.

I think this experience, taken more from me
I've, I've had medical issues
I think I've given far more than what I've gotten back

I learned for me what that line was

Came to me over time
I've, placed less emphasis on, on career, and more on home and happiness

I'm not a naturally competitive, aggressive individual
I was looking at money more as a way of wanting to be treated fairly and equitably
I wanted recognition for my contribution
I think for men every last dollar is recognition of their power

I still feel in transition
I can really say, I hope, I can look back and see that and find some positives in it
I hope I can.

Additional Readings for Contrapuntal Voices

In this stage I reread the transcripts over at least once to tune my ear to particular aspects of voices I believed I heard. I then determined which voice was the loudest, or occurred most frequently, and began to reread the transcript, underlining that section of the transcript with a red pencil crayon. Next, I identified another voice, went back through the transcript and underlined this voice in green. If I felt there were other voices, I reread and underlined the next in blue, and if there was a final voice, I underlined it in orange. The method suggests listening for at least two voices, and this is the number of voices I heard for Ciara. For Alexandra and Maya's (my) transcripts, I heard four voices, for Samantha's I heard three. Each participant was provided with the multicoloured transcript and the summary like the sample that follows:
Contrapuntal Voices: Readings Three, Four, and Five

I initially set out to do two additional readings but another voice continued to come to me during those readings. In effect, I have picked out three distinct voices, as follows.

Voice of silence (underlined in red)

This voice is a disempowered voice, a voice that discounts herself, and her unique experiences and knowledge. In many ways it is a combined voice of silence and received knowledge (Belenky et al., 1986) because this voice points to being subject to authority's whims but also invalidates her own experiences.

Some examples within the text include:

"I was put into a role," "Politically I really had no choice," "I allowed," "I was manipulated," "I didn't want," "I was set up to fail...just cast aside to try to prove results that were impossible to prove," "Sam had suggested I take the role," "Ability of Mike in his role of vice-president to manipulate me," "I was thrown into the ocean without any form of life preserver," "There wasn't, there wasn't a choice," "Set up to compete against Frank, and then...whatever fate might become that situation," "I know my story isn't probably unique."

Awakened Voice (underlined in green)

This voice is awake to the realization of her own needs and wants. It is also a reflective voice that is awakened to the parallels between Mike and other women managers reporting to him. In some ways, it is also the voice of subjective knowledge because this voice is intuitive and personal (Belenky et al., 1986). This voice is more empowered because it realizes that it can no longer be cast about by the whims of upper management.

Some examples within the text include:

"I realized that I had pushed myself beyond what I thought were, were my limits," "I put my hand up, so to speak," "I didn't want to do this anymore,"
"I can't help but looking at the similarities between that and how Mike managed our team and, and then subsequently me as well," "I do have a line," "I've placed less emphasis on, on career, and more on home and happiness," "I've rearranged my priorities," "That's the point where I said, um, I, I need to do something different," "Very gradual process of this coming to light in my own mind."

Dissonant Voice (underlined in blue)

At first I was thinking of characterizing this voice as a "disconnected voice" in a sense that her true values are not finding expression within the current corporate
environment, and in this way, she is disconnected. And yet, on the flip side, the same voice also accepts and acknowledges some of the gender-based corporate (and cultural) ideas (e.g., acknowledging the pay differential between women and men, using the softer political approach of getting married to more smoothly transition into another role). So, in essence I believe this voice is really a dissonant voice, revealing the dissonance or tension between the acknowledged corporate values and her true authentic values. This dissonant voice is causing her to question her values, her place within the corporate world, and redefine work and career for herself and on her own terms.

Some examples in the text include:

"The corporate world in the last few years has become even more of a man's world than it was...," "Money tends to be put on the table very blatantly as being the motivator and the driver and men are far more motivated by money than women are," "I prefer more of a collaborative, cooperative work style, I don't want to be combative," "I think I'm still going through a definition process," "I really don't see a long-term future in the industry," "I'd like to have...kind of career that I can contribute to and, and receive some emotional, and, and fulfillment from."

In order to provide an example of how I arrived at this type of interpretation, an extract from the actual transcript is provided below, with the voice of silence, which was underlined in red, being italicized, and the dissonant voice, which was underlined in blue being bolded:

...and I don't know how I can, how I can get out of this. I think I, I want to try and keep, keep some kind of a role in this industry as long as I can, I don't see my future in this industry as being of the long term at this point but if I can pull this out for even another 2 or 3 years so that my husband can get settled in his business, so that financially we can get to a point where I'm comfortable where we are with our home, that, that's really what I'm looking to do and beyond that, I'll sort of figure out my next move into something that, um, that I find a bit, a bit more enjoyable. So, I think I've given far more to this industry right now, than, um, then, than what I've gotten back and that what warrants sort of how, how I've been treated. Now, I guess in, in fairness, when, when this, um, business started to collapse, and it did, back in 2001, there was, there were a lot of people that were hurt in this industry, so I, I know that I'm not the only one and I know that my story isn't probably all that unique...
In the next extract, the voice of silence, which was underlined in red, is again italicized, and the awakened voice, which was underlined in green, is underlined in black below:

I really didn't put those pieces together until even the last few weeks, um, so, it's been a very gradual process of, of this kind of coming to light in my own mind. I, I thought that I was being, right up until January 2002, as, as, stressed and tired as I was, and as sick as I was, I thought I was being a good corporate soldier...

Interpretation of Participant's Learning

The next stage of the method is to compose an analysis based on the research question. What I provided participants at this stage was my interpretation of their learning based on my understanding through the previous stages. In this analysis I perceived a conflict between Samantha's life goals and the current corporate environment's goals. As well, I perceived her health-related issues were manifesting themselves in bodily experiences, which were later re-interpreted as a potential reaction to stress. My interpretation of Samantha's interview is provided below:

In many ways it seems Samantha's learning was primarily an increase in self-knowledge; understanding her vulnerabilities but also her strengths and preferred work styles. She seemed to ignore her intuitive understanding that taking the more sales-oriented role with the commission was perhaps not the best for her personally. By the same token, she understood the unspoken political context that told her she had little choice. On the other hand, her intuitive knowing is not being silenced and in some respects is causing her "redefinition" of herself, her career, and her life.

Reflection on the transitional period as a whole has been important, as it has clarified Samantha's ability to make meaning of her situation and of parallel women executives. Samantha's interpretation of women and the roles they play within the corporate environment suggests a perceived differential in treatment. On the flip side, she uses this gendered perspective to extricate herself from an unfulfilling role by telling her new boss that she is planning her wedding and would like to explore other careers with less travel, etc.
While Samantha doesn't discuss learning beyond the cognitive realm, one could argue that her body was giving her signals until she couldn't ignore them anymore. Has this somatic experience turned into learning?

She is still within the transition process, and thus has not had the benefit of reflecting on it from a different space. When asked about facilitating factors to her learning, her lens of the negative aspect of the experience fed into her response when she replied that the state of the industry and the fear in senior ranks was a facilitating factor to making the transition so difficult. In essence, there were no positive aspects of the transition within the work context at all. She ends her interview hoping that she will eventually be able to have a positive outlook on the experience.

Her change in focus from career to family and happiness hints at a clarification of life goals and values. Would Samantha describe this as learning or not? And if so, what kind?

When Samantha member checked (Padgett, 1998) these interpretations, she did not acknowledge the somatic experiences as learning (although she did not refute them either). With this in mind, I reinterpreted these from somatic learning to response to stress in the final thematic, cross-sectional analysis in Section Two of the data analysis. For reasons of confidentiality, I do not go into more details on her potential responses to stress but they have affected her abilities to function this last year and made her more dependent on others. When I further discussed the interpretations with Samantha she agreed that stress from her job was a factor in her health issues, and again reiterated that she had given far more to her career and corporation than she had gotten back. Additionally, she agreed that there was conflict present in her values and life goals that were not matching what she perceives as the corporation's values. She stated that her change in focus was a clarification of life goals and values and she was working towards trying to get a better alignment between those values and her eventual (next) job.

Metaphor of Transition

When I reread the transcripts to begin this analysis, I was immediately struck
with a re-creation of my response during the intense interview with Samantha. I literally felt "shell-shocked" and drained after her interview. She looked somewhat drained as well, and I made sure to speak with her after we completed the interview, to see how she was feeling, if she needed to be referred to anyone, or if she felt she was settled. She confirmed she was fine, in fact felt better being able to "get it off her chest" in its entirety.

The metaphor interpretation is below:

Metaphor: War Zone Casualty

The metaphor that struck me to best describe Samantha's transitional period is that of war zone, and Samantha as a casualty. Her repeated mention of competition, of pushing herself beyond her limits, of betrayal, of lack of choice, of manipulation paints a picture of constant upheaval and mistrust. Her longing for a collaborative environment is in contrast to the backdrop of the technology industry's bust that seems to be exacerbating the competitive, cutthroat corporate culture she finds herself in. The constant stress and her resultant health problems are not a surprise.

Summary of Chapter

This chapter provided a more detailed look at the data analysis completed in the Listening Guide Method (Gilligan et al., 2003), and provided a sample of one participant's analysis.
CHAPTER FIVE: FINDINGS

Overview of the Chapter

This chapter presents the findings of the qualitative research study. The purpose of the study was to deepen understanding of women's learning during periods of workplace transition and to explore the learning (i.e., cognitive, informal, transformative, etc.) that women engage in during the process. Other aspects of the study were to examine the broader experiences of transition to see if there were common steps which professional women in transition move through. Facilitating factors and/or barriers to learning in regard to family and relationships, social/cultural expectations, and other circumstances during transition were also explored.

The findings emerged from the two-part data analysis described in chapters 3 and 4. The first part followed Gilligan et al.'s (2003) Listening Guide Analysis and analyzed contrapuntal (non monotonic) voices. The second part followed the analytic hierarchy (Spencer et al., 2003) and applied a cross-sectional (i.e., across all data sources) analysis starting with an indexing of the data, moving to coding and themes.

This chapter presents the findings of both parts of the analysis and compares the findings to previous literature. First it presents the findings of the Listening Guide (Gilligan et al., 2003) analysis. Other findings are provided under the two broad headings of perceived learning and factors affecting learning. The chapter ends with a summary of the chapter.

Multiple Subjectivities: Contrapuntal Voices

During the first phase of data analysis, the listening guide (Gilligan et al., 2003)
was used. It assumes a postmodern, feminist perspective that suggests that all humans are composed of multiple subjectivities, rather than a patriarchal, rational view of a unitary self. In working through the data analysis stage for all participants, multiple voices were found for all participants. As well, many participants had voices that appeared to be in tension or conflict with each other. Also, many participants seemed to present a voice of "resolution," in that this voice tended to be more connected, or authentic, or have more agency than other voices. In one participant, this voice appeared as a dissonant voice, appearing to suggest that her journey is not yet complete. A summary of participants' voices is presented in Table 2.
Table 2

*Summary of Participants' Voices*

<table>
<thead>
<tr>
<th>Participant</th>
<th>Transition Metaphor</th>
<th>Contrapuntal Voice #1</th>
<th>Contrapuntal Voice #2</th>
<th>Contrapuntal Voice #3</th>
<th>Contrapuntal Voice #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ciara</td>
<td>Separation/ Individuation</td>
<td>Voice of received knowledge</td>
<td>Coming to voice/ Agency/ Authenticity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexandra</td>
<td>Solitary Decompression, Quieting</td>
<td>Voice of disconnection</td>
<td>Voice of connection</td>
<td>Betwixt &amp; between voice</td>
<td>Voice of control &amp; letting go</td>
</tr>
<tr>
<td>Dara</td>
<td>Metamorphosis forged/ refined by fire</td>
<td>Voice of &quot;trying to prove&quot;</td>
<td>Pleasing voice</td>
<td>Authentic connected voice</td>
<td></td>
</tr>
<tr>
<td>Samantha</td>
<td>War zone casualty</td>
<td>Voice of silence</td>
<td>Awakened voice</td>
<td>Dissonant voice</td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td>Phoenix</td>
<td>Voice of compromise</td>
<td>Voice of disappointment</td>
<td>Voice of uncertainty</td>
<td>Voice of integration (confidence, subjective knowing)</td>
</tr>
</tbody>
</table>
Living Contradictions

A common theme appears to be a contradiction in voices. It is through the contradictions that the participants learn about themselves, their learning goals, and their ability to learn. For example, one of Ciara's voices is the voice of received knowledge (Belenky et al., 1986). Ciara seems to accept her company's layoff as a received, authoritative assessment of her performance, "Being told that you weren't needed anymore was very difficult and self-esteem suffered. I didn't know if I could work anywhere else, didn't know if I was actually qualified." In contrast, she also has an opposing voice of "coming to voice", and gaining agency (Gilligan, 1982), when she says she was, "...finally in a place ...to stand up and say that it wasn't the right thing for me." In this way Ciara learned to become more assertive during transition.

Ciara's voice of agency is spoken once again when she describes the confidence she regained through returning to formal education, where she bolstered her confidence in her ability to learn: "...taking courses and acquiring knowledge...gave me self-esteem."

Alexandra's apparent conflicts appear to have a voice of disconnection and a voice of connection. Alexandra's disconnected voice comes from the fact that her job strategies in this transition revolve around the Internet, whereas in previous transitions she has been used to more human interaction. She describes it as, "It [the Internet] takes the whole human interaction part out of it" and adds, "...you so rarely [are] in contact with another human being." Alexandra finds her connection with her group of ex-co-workers, and this voice is full of comfort, warmth, shared connection, and shared learning, "We came from a shared experience."
Alexandra spoke of "not being able to let go" in terms of leaving her former workplace and in terms of disconnecting with former co-workers. Furthermore, she spoke of wanting to "control" her situation and not liking the "not knowing" aspect of restructuring. As well, she mentioned not liking the in-between stage of transition, which she characterized as a "betwixt and between stage." All of this uncertainty and need for control is resolved, in its own way, through her voice of control and letting go when she says, "If it's going to happen, it will happen, and when it happens you deal with it, and you don't let it control your life...." She explains her learning in this area by stating that she now is more relaxed when thinking about a potential future restructuring. She has learned what to ask for, and how to deal with the consequences of a layoff through her previous experience in workplace transition.

Dara's "pleasing" and "trying to prove voices" are both in opposition to her more resolved, authentic voice. Her proving voice displays itself in this comment, "I was trying very much to prove something, I had something to prove to men." Similarly, her pleasing voice is quite clear when she says, "I wasn't happy and I wasn't truly following my goals and dreams...they were other people's....I had always tried to please other people." These voices are both resolved in this acknowledgement, "[I'm ] finally doing things for me and being true to myself." In this way, Dara has learned to follow her own learning goals towards fulfillment of her eventual dream career.

Samantha's voice of silence (Belenky et al., 1986) in many ways is contrasted with her awakened voice (Belenky et al., 1986; Gilligan, 1982). While she appears to have less resolution, her third voice is a dissonant voice, in that it recognizes the conflict in her values and those of her corporation are at odds with one another, and yet, she stays.
It is not resolved, per se, because she has not yet made, or feels she cannot make, a change at this stage to resolve the conflict. Her voice of silence appears to be a disempowered voice when Samantha mentions, "I was set up to fail... just cast aside to try to prove results that were impossible to prove" and comments that "There wasn't, there wasn't a choice." She further describes her situation in terms of being acted upon, rather than acting herself when she says, "I was put into a role" and she adds, "Politically I really had no choice." She further elaborates with such phrases as, "I allowed," "I was manipulated," and "I didn't want."

In contrast, Samantha's awakened voice (Belenky et al., 1986; Gilligan, 1982) displays her learning during the transition period. She realizes that the status quo is no longer working for her. She uses such phrases as, "I realized that I had pushed myself beyond what I thought were, were my limits," adding, "I put my hand up, so to speak... I didn't want to do this anymore." While Samantha sees no immediate resolution to the conflict between her values and her current work environment, she acknowledges she would like a different future. In many ways this is her dissonant voice coming through when she says, "I really don't see a long-term future in the industry" and she adds, "I'd like to have... kind of career that I can contribute to and receive some emotional and fulfillment from." Her learning, therefore, is in the acknowledgement that reprioritization is required in order to move towards a career that better matches her values and learning goals.

Maya's voices of compromise, disappointment, and uncertainty are contrasted with her voice of integration. Maya's most pronounced contradiction is between her voice of uncertainty in becoming a single mother and her ability to learn that she is able
to thrive and succeed in that role. Her voice of integration comes through in this remark: "It [the marriage break-up] forced me to accept that I could do it alone, which I didn't think I could do before, that I could accept the role of being a single mother...." This voice of integration also allowed Maya to learn to feel more comfortable with the uncertainty and ambiguity that is inherent in workplace transition: "I think now, I'm a lot more comfortable with all the changes that come with trying to balance work and motherhood and family life."

All participants had some voices that appear to be in conflict with each other. Additionally, all but Samantha seemed to have some sort of resolution to this conflict in terms of a voice of agency, authenticity, integration, or a voice (itself a contradiction) of control and letting go. For Samantha, the dissonant voice acknowledges the conflict but puts a resolution to it further into the future.

**Similarities**

It seems that the similarities among participants' voices tend to be within the realm of a "traditional female" role, one who tries to please (Dara), who accepts authority's knowledge as her own (Ciara), who is disconnected (Alexandra), who is silenced (Samantha), and one who compromises (Maya).

On the other hand, some similarities appear to emerge in terms of fighting against this role. Some voices that appear to do this include Samantha's awakened voice, Ciara's coming to voice/voice of agency, Dara's authentic/connected voice, and Maya's voice of integration.

**Differences**

One of the key differences between Samantha's voices and those of other
participants is the resolution time frame. While the dissonant voice acknowledges Samantha's values are perhaps not well matched within her current corporate environment, the resolution will not be experienced until some time in the future. Samantha herself acknowledges she is still in transition, and this appears to be one of the factors that would account for the differences.

It appears that Ciara, Dara, and Maya all seem to have resolution voices that hint at their learning involving greater agency, authenticity, integration, or connection. Alexandra's resolution voice appears to be more in the context of acceptance. She has learned that she is comfortable with her age and her experience.

It is difficult to know what the connection might be by looking at similarities between Ciara, Dara, and Maya. When examining their commonalities through a lens of "stage of life" (Levinson & Levinson, 1996), this may account for the similarities with Dara and Maya. Both would be considered to be in Levinson and Levinson's (1996) "age 30 transition," which often is a time of great upheaval in both career and personal circumstances and is a time for "further work on individuation." Additionally, Ciara closely follows in Levinson and Levinson's (1996) "Culminating Life Structure for Early Adulthood" where women strive to accomplish their dreams and goals. It is, perhaps, only coincidental that all three women separated from life-partners during their transition. It seems that perhaps all three have learned during transition to be more assertive, integrated, self-assured, and more comfortable with feelings of agency.

Alternatively, Alexandra has been in a long-term marriage for many years, has moved through the early stages of career and life planning. According to Levinson and Levinson (1996), Alexandra would tend to be reappraising her life structure and ready to
"engage in some further exploration of self and world." Alexandra appears to have learned to be much more relaxed about transition and dealing with life's changes than in earlier years. She comments about how she would have reacted to a restructuring in her 30s: "The 31-year-old wouldn't have thought about it that way...[been so relaxed about a layoff]." She also comments about her learning in regard to her age and experience by saying, "...I like the age I am, and all the things I've learned...I'm thinking, oh, I'm good with this."

In summary, it appears that all participants have multiple voices. All participants have voices that appeared in contradiction to each other, or conflict with each other. These conflicts allow participants to learn about themselves, their learning goals, and their ability to learn. Depending upon the stage of transition, and whether they feel they have completed their transition or not, all participants seem to have some sort of resolution to this contradiction. Samantha's resolution seems to be more of an acknowledgement because her resolution has a future orientation to it. Dara, Ciara, and Maya all seem to have voices which tend to suggest their learning about themselves and their coming to voice, agency, individuation, integration, and authenticity. Finally, Alexandra's resolution seems to be more in the realm of learning to accept what has happened and to see the good in what has occurred, learning from it, and being more knowledgeable for the future. Each participant's learning, therefore, may be related to her stage of life, personal relationship circumstances, and particular transition experience.

**Perceived Learning**

Participants all felt that an increase in self-knowledge was their most relevant learning. Many participants felt that the learning in transition was a struggle and was
unpleasant but most agreed they would not change anything in their transition because the struggle forced learning, either self-examination or reexamination of priorities. All participants spoke of their use of reflection. Two participants voiced that while going through the transition they were so overworked or so busy trying to find a job that they neglected to realize and reflect on the process while it was happening. For them reflection and understanding of the transition took place after the fact. Other types of learning that participants perceived were experiential, informal, and transformative. Participants felt their learning was linked to other learnings as well. For example, during the focus group, participants said that all learning led to self-knowledge. Furthermore, each participant, perhaps due to the context and focus of her transition, experienced learning in regard to changes in assumptions concerning work and self in their own particular manner. While all participants felt a perceived increase in knowledge about themselves, this did not always translate into a change in assumption about self. Similarly, some participants felt a change in assumptions about work while others did not. Finally, 3 participants appeared to experience transformative learning to a greater degree than the others did because they took action (Scott, 1998). One changed her entire lifestyle, another experienced perspective transformation in her thinking and returned to graduate education, and the third made a commitment to continual learning, growth, and self-exploration.

Self-Knowledge

The most important learning theme among participants was an increase in self-knowledge. All participants noted this as their main learning in the focus group exercise and spoke of their increased self-knowledge in their individual interviews. This is
consistent with Chope (2001) who found that clients learn more about themselves in a job search process:

I learned a lot about myself, I've grown as an individual and I'm more confident now ...it was personal growth that really defined that period for me...(Ciara)

...[I learned] some hard truths about myself, about what I could get, expect out of the marketplace. (Alexandra)

I've learned to find my true inner voice. I've learned to speak up for myself and take a stand for what I believe in. I've learned to, to really follow my dreams and goals regardless of what other people think or what other people may say to you. (Dara)

Samantha's self-knowledge concerns her surprise about how she reacted in the transition period:

I've been surprised to learn that at my age...that I could still be so easily manipulated...I learned that, you know, with the right circumstances, particularly the right, quote "leader," that I was very easily manipulated, and very easily set up, and I was very disappointed in myself to learn that.

Maya describes her increase in self-knowledge as a greater realization of her strengths, weaknesses, and preferred work environments through the outplacement exercises when she says, "I learned a lot about myself...the actual exercises...really make you realize what you're good at...force you to have some self-knowledge..."

For all the participants, some of their self-knowledge appears to be similar to Goleman's (1998) personal competence categories of accurate self-assessment. As well, it appears that Dara may have increased her self-confidence, which Goleman (1998) suggests is a subcategory of self-awareness as well.

Learning as a Struggle Leading to Growth or Re-Prioritization of Goals

The participants described learning in transition in different ways. Ciara, Dara, and Maya described the learning in transition, while a struggle and challenge, as
providing many growth opportunities. For Samantha the transition has provided her with more clarity in priorities and a goal to fit the pieces with the priorities. For Alexandra, it provided an opportunity to re-prioritize her learning goals in light of the realization that she was not "specialized enough" for the marketplace:

It wasn't a positive experience but I feel so much stronger and more positive and happier with my life...I don't think I would have experienced the growth that I did [if I wouldn't have gone] through the struggle...(Ciara)

...instances at the [emergency services] that were difficult situations...that's been a learning process for me...brings huge insight in yourself. (Dara)

I think there was a lot of growth. I had a lot of changes in perspectives, and assumptions ...(Maya)

Samantha, in contrast, spoke about her desire to finish the transition and fit her priorities in the right order:

I'm still in transition because I'm anxious...for that end-point...I think I'm at the point where I have the priorities right for me but there are still pieces. Now what I want to do is I want to get the right pieces working with the right priorities, particularly on the career side, I want the career to fit the priorities, and also make me happy.

Alexandra, also, alluded to reexamining her learning priorities in light of some "hard truths" about the marketplace and in "not being specialized enough," when she said, "I didn't know what I could do to make myself more specialized...I've finally tapped into something recently, so that's over a 3-year period..."

Reflective Learning

The next learning theme that was shared by all participants was an acknowledgement of reflective learning. Similar to their thoughts of learning leading to re-prioritization of goals, both Alexandra and Samantha shared similar orientations to reflection. They stated that they were too busy during the transition to actually reflect
their reflection was done after the fact. This suggests an immediate orientation to reflection as described by Wellington and Austin (1996) where these participants were in survival mode with little or no active reflection at the time:

It occurs to me that I didn't recognize the transition as/when happening... it wasn't something that I thought about, something that I thought about long after it happened, not while I was living it. (Alexandra)

I was being the good corporate soldier, plugging on, doing what needed to be done, and really not aware...because I was just trying to push ahead and, I was really trying to do what I could, that, that really didn't come to me until after, until I started reflecting on it. (Samantha)

In contrast, it appears that Ciara, Dara, and Maya may have taken a more transpersonal (Wellington & Austin, 1996) approach to their reflection in transition because their reflection was personal, in many cases took spiritual perspectives into account, and in some cases incorporated subjective knowledge as well.

Ciara sums ups her learning in transition as two-pronged, and her reflection as self-reflection, taking on spiritual dimensions. She explains, "it was in two ways...taking courses...and the second was self-reflection, a lot of reading, reading books on spirituality, reading books on relationships with people..." She explained the subjective nature of her learning, listening to others and seeing how it applied to her. She elaborates, "...talking to other people and their experiences, trying to glean that little golden nugget of knowledge, or their truth and seeing if it would work for me."

Ciara explains her learning goals in the professional and spiritual arena further:

And I have also learned that it is important to continue to grow both professionally and personally. So now, I actually have a commitment or an objective for myself to further expand my self in the professional arena...as well making sure that there is a balance of continuing to explore myself as a person and exploring the spiritual part of, you know, myself, of Ciara, so to speak.
Dara describes her learning as reflecting back upon how she was 7 years ago, more financially stable but not happy, and not pursuing her own goals:

I'm very happy with where I am, where I'm going and where I am today. If I reflect back on where I was 7 years ago I may have had a good job and good pay but I wasn't happy, and I wasn't truly (emphasis) following my goals and dreams, they were other people's...it's taking control of, my destiny. So, it's really changed my life completely in all areas.

Dara goes on to explain her meditative practices in this way: "One of the things that has greatly assisted in that would be learning to quiet my mind and just inner reflection, meditation, physical fitness...." Dara maintains that her learning goals are holistic in nature, "I've learned to work on myself, on all aspects, my body and soul to get to a higher place, a better place...."

Maya describes her reflection on the transition in a positive light when she comments, "I can reflect and say that it is a positive meaning." Maya explains her new understanding of constructed knowledge: "I guess, with that I understood that I can construct my own knowledge, which was interesting because knowing that you can have subjective knowledge and that you can be your own authority was interesting because in my previous scientific discipline [this was not the perspective]...."

Each participant learned through some form of reflection during her transition process. It seems that Alexandra and Samantha tended more towards what Wellington and Austin (1996) suggest is an immediate orientation to reflection because they reflected after the fact. For Ciara, Dara, and Maya, the approach to reflection tended towards a more transpersonal orientation because the learning was personal, subjective, and in some cases spiritual and holistic.
Experiential Learning

Alexandra, Dara, and Samantha all described instances of experiential learning. One in the context of "hands-on" training, another in terms of confidence in the current transition due to learning from a previous transition experience. Samantha's view of experiential learning was the learning that came out of her experiences and sub-experiences of transition. This is how participants described their learning:

I think it's been a work in progress on all levels, not just cognitive; hands-on learning, it's something that through experience you become better at...to learn from your errors and your mistakes and those of others as well. (Dara)

...if they want to lay me off, there's probably not much I can do about it, I'll negotiate a package and I'll try to look after myself, and I've learned some things along the way, what to ask for, what to expect...yeh...it's only because I went through it that I can say that...(Alexandra)

To me, experiential just means learning from the experience--the entire experience...sub-experience...I felt I'd been loyal to my superiors and wanted them to back me, they weren't there, the experience caused a tremendous amount of learning, not positive....(Samantha)

Dara looks at her experiential leaning in terms of "hands-on" learning where she can learn from her mistakes. In many ways Dara's experiential learning is consistent with one aspect of self-directed learning (Brockett, 1994) in that it is through the interaction with other learners and colleagues within her workplace that she learns from her mistakes and the mistakes of others. In a different fashion, Samantha's experiential learning most closely matches the life experience knowing pattern (Fenwick, 1999).

Formal Learning

Ciara, Dara, and Maya returned to formal learning during their transition period. This is consistent with Magro's (2001) view on Patricia Cross's (1981) Chain of Response Model (COR). Magro (2001) suggests that events such as job loss may be a catalyst to
participating in learning activities. These 3 participants, who returned to formal education, were the ones who lost their significant personal relationship. In contrast, the 2 participants who gained (Samantha) or maintained (Alexandra) a significant personal relationship did not return to formal education.

Ciara returned to university on a part-time basis for a business certificate. For Dara and Maya it was to acquire knowledge that would allow them to eventually practice within a different work environment and aid them in their transition goals. Both Ciara and Dara speak about their perceived ability to learn changing as a result of their return to formal learning:

...I took a marketing certificate at [university], so I spent time trying to better myself in some way, for two reasons, for the career but for myself too. I didn't take that time before...prior to my transition, I actually had very low self-esteem in terms of the ability to learn....one of the reasons I went back to university was to challenge that. (Ciara)

...once I went back to school...I had the top marks in the class...being focused and interested in what I was doing...my marks reflected that...I actually was a bit surprised at the marks I was receiving....(Dara)

It appears that Ciara's fear of learning, or resistance, was influenced by her emotions and her understanding of herself as a learner (Long, 1994). She challenged this, though, and proved she could learn. In a similar manner, Dara had a change in self-concept and confidence in her learning abilities. Dara's surprise at attaining good marks suggests what Hiemstra and Brockett (1994) have described as a resistance to learn because of previous formal education experiences. Additionally, Dara's changing sense of self-concept was a factor in her overcoming this resistance (Hiemstra & Brockett) as she continued to excel in learning that she enjoyed.
For Ciara and Dara, then, their perceived fear of learning was challenged and reduced or changed into a positive view of themselves as competent, confident learners by returning to formal learning and excelling.

**Informal Learning**

Two participants, Alexandra and Samantha, noted in the focus group exercises that they perceived having some informal learning. Alexandra also suggested she had experienced incidental learning as well. Taking Livingstone's (2000) interpretation of informal learning to be non-institutionalized learning that learners recognize was acquired by their initiatives, Alexandra described some of these informal learning moments:

One of the things I did while I was off was read one or two newspapers a day. That was something I really enjoyed, I had the opportunity to do it every day as much as I wanted to and I would read the paper cover to cover...

Alexandra also described her support group of ex-co-workers being a large support during transition, offering tips and other learning when she said, "we would meet and just exchange stories, sometimes contacts, tips, mostly encouragement...."

In many ways this support group seems to encourage informal learning in terms of job searching, networking, and perhaps some mentoring. If one thinks of the support group in terms of a distinct "community", this would be consistent with Boud and Middleton's (2002) linking of informal learning with communities of practice (Wenger, 1998). Additionally, networking has been categorized as a method of informal learning (Marsick & Watkins, 2001).

Alexandra went on to explain that her experience in a previous workplace transition also provided her with informal learning, "I've learned some of these things
along the way, what to ask for, what to expect...networking, all of those kinds of things...."

In a similar blurring of informal and experiential learning, Samantha viewed her entire transition experience as informal learning. Her characterization of the learning being informal was clarified (during member checking with her) as the opposite of formal education. In many ways, her thoughts on informal learning are more closely tied to experiential learning because she learned through the experience of transition. Furthermore, her informal learning was something she did not specifically seek out. She explained it in this way, "...informal versus formal education...[I was] taught things, not because [they were] interesting to learn [but as a] by-product of the experience, the people didn't mean to teach you but did."

Based on these 2 participants' experiences with informal learning, it seems that sometimes experiential and informal learning were linked, depending upon how the learner viewed the experience.

Assumptions: Changing or Staying the Same

All participants were asked if they felt their assumptions had changed during transition. As the responses were reviewed, it began to appear that for some participants their assumptions had changed about work, for others assumptions had changed about themselves. While all participants felt they had an increase in self-knowledge, this did not necessarily mean that they had any changes in assumptions about themselves.

Alexandra seemed to feel that while her assumptions didn't change, she "understood better" about how it must feel for women who choose to stay home and have to say they don't work. In that way she gained an appreciation, or empathy, for them.
She also learned what it was like for herself to not have work, which could be described as an increase in self-knowledge.

When asked if any particular incidence radically shifted her knowledge of herself or others she replied, "I don't think I can really put my finger on anything in particular." In this respect, while Alexandra increased her self-knowledge and knowledge about the work environment, I believe her assumptions about self and work did not change, or at least not in the same manner as some of the other participants and, I believe no change or action was needed. She is very experienced and knowledgeable in her training field. She enjoys what she does and she is very comfortable with herself, her experience and her career. For her, no action or radical change was needed. She realized during transition that she needed to be more specialized, and is reexamining her learning goals to that end.

For Samantha, regarding changes in assumptions, her response was, "I've re-arranged my priorities...and put my relationship with my husband...and our marriage ahead of any career aspirations...and that's quite a reversal...." She continued by explaining she is waiting until her husband's business is settled before she plans any changes and in that respect, her inaction is planned, and what is needed at present.

When asked about any particular incidences that radically changed her knowledge, Samantha mentioned a particular client meeting in which her boss and mentor did not back her up and she felt betrayed. Her thoughts of an ethical business environment were shattered in that moment, as she explained:

I felt I had been betrayed, and I felt very bitter, and I felt that was a really low...I had tried to do the best job that I could, I had tried to always be fair and ethical...it was beyond what was, I felt, civil business behaviour.
Samantha's assumptions about work, and her relation to work, are what seemed to have changed during transition. This seems to be apparent in her descriptions of being "set up," of giving "far more to this industry right now than what I've gotten back," and of the corporate world "becoming even more of a man's world than it was 5 or 7 years ago."

In contrast, Ciara's assumptions of self, rather than work, seemed to have changed. Some of her changing assumptions had to do with self in relation to work, in that she realized that she is responsible for her own self and career-development, not the company, and that she has become more assertive within her career environment. When asked about her changes in assumptions, she noted:

I think my relationships with the world and people in general changed because of a shift in my own self towards a more positive outlook in life...of course it changes your outlook on the world because you're actually a little bit more assertive, I actually put forth my ideas more than I would have in the past, I have more conviction....

Dara's described her assumptions changing both in self and work. She described her changes in self this way:

I was so focused on trying to make everyone else happy that I was forgetting to make myself happy and to be true to myself, so one thing that I'm trying to focus on more now is to speak my inner voice....

When asked about instances that radically shifted her knowledge, she was quick to respond affirmatively, saying that "ending of relationships brought me insight" and in the work environment, "instances at [emergency services] that were difficult challenging situations ...made me take a look at why these instances were happening....

In a similar fashion to Dara, Maya's assumptions about self and work changed. Maya found that she was able to be successful in the single mother role, and that she
could take on work roles other than what she had come from: ". . . I didn't necessarily have
to go back into a corporate role, I could actually look at some other kind of transition."

While some participants' changes of assumptions brought a reexamination of
themselves, like Ciara's, or a reexamination of priorities, like Samantha's, Dara's
changing assumptions caused her to change in more active ways, as she says, "so I
changed my whole lifestyle." Correspondingly, Maya describes how learning during
transition "...changed [my] assumptions and paradigms." In many ways Dara, Maya,
and Ciara's changing assumptions can be thought of as producing transformative
learning.

Transformative Learning

Dara, Maya, and Ciara appear to have experienced some form of transformative
learning during transition. While they had changes in assumptions about self, or self and
work, their learning had the essential aspect of change, or taking action which
characterizes transformative learning (Scott, 1998).

Dara experienced transformative learning by changing mind, body, and soul as
she says, "I changed my whole lifestyle." Using Dirkx's (1998) four-lens approach to
transformative learning, it appears that Dara's learning was in the developmental
approach (third lens) and the fourth lens of spirituality. Dara also speaks of meditation,
which seems to be consistent with Healey's (2000) approach to transformation.
Perspective transformation in terms of her relationship to her father and sister appear to
suggest that she may have experienced transformative learning in its more traditional,
cognitive sense as well (Mezirow, 1978, 1981). She explains, "...as a sister, I used to
give a lot...as a daughter...I used to feel that I had to prove something...so it's really shifted...."

Maya describes her learning in transition in this way: "...my whole perspective and paradigms have changed...." In many ways Maya is describing Mezirow's (1978, 1981) approach to transformative learning. Maya's action was in returning to formal graduate education.

For Ciara, the transformation appears to be within Daloz's (1999) developmental approach since she approached learning as a way to make meaning for her life. Her return to formal education, as well as her self-directed activities in reading books on relationships and spirituality seem to underscore her actions taken to make meaning of her transition.

In many ways Ciara also experienced increased agency and coming to voice (Gilligan, 1982) in that she became more assertive, had increased self-confidence, and separated from her partner, realizing the relationship was not right for her. Again, the primary characteristic in her potential transformative learning is in her taking action. As well, her action was most palpably seen within the dimensions of self, whether it be self-improvement (for self-knowledge, growth, or work), and with her self-in-work relationship (i.e., she became more assertive at work), rather than any action to radically change her career.

When summarizing participants' perceived learning in transition, it appears that all participants felt they learned a considerable amount about themselves in the process. Some participants felt their learning led to a re-prioritization of goals, while others felt it led more in the direction of growth. The participants who tended towards the growth
aspect of learning in transition also seemed to follow a more transpersonal (Wellington & Austin, 1996) orientation to reflection, returned to formal education, had more changes in assumptions in work, self or both, and took action (Scott, 1998) based on these. In this respect, they approached transformative learning to a greater degree. The participants who saw learning in transition as a re-prioritization of goals tended to have a more immediate orientation to reflection (Wellington & Austin, 1996), perceived informal learning more readily, experienced less assumption changes, and felt no action was warranted, or could be taken at present.

**Factors Affecting Learning**

Many themes emerged concerning factors that affect learning. Relationships, both personal and professional, can be viewed as barriers or facilitating factors to learning. For example, Ciara, Dara, and Maya mentioned their personal relationships as being very nonsupportive and a barrier to learning, initially. The demise of these relationships, in contrast, actually facilitated learning for all three. Dara also spoke about the contradiction between her initially nonsupportive father and family regarding her learning goals which will lead to her eventually fulfilling her career aspirations, and how her family "came full circle" and are now supportive of her learning goals and dreams.

The next theme is roles; both the multiple roles played by women, and more specifically, the caregiver role of motherhood. The contradictions and conflicts in self-esteem and attitude follow, in terms of how low-self esteem prior to transition is a barrier to learning but new confidence helps facilitate learning. As well, time is viewed as both a barrier and a facilitating factor to learning in transition. Finally, it appears that each
participant's view of work and her attitude towards the future affect not only her transition but her learning in transition as well.

*Relationships: Personal and Professional*

The most frequently mentioned themes amongst all participants revolved around relationships both personal and professional. The 3 participants who lost their life partner during or after workplace transition all mentioned the nonsupportive nature of the relationships before its termination and their resultant return to formal education, which facilitated learning. The other 2 participants either gained or maintained their supportive relationships, which generally were neutral to learning goals.

In the professional realm, participants experienced four distinct types of communities that affected their learning goals. The new community provided mentorship and facilitating learning. Unexpected helpers provided short-term, temporal mentorship and learning. Old friends provided comfort to learning but may not have pushed learning goals forward. Finally, one participant felt she had no community, perceiving a void in mentorship and learning in her workplace environment. A summary of relationships, both personal and professional, and their effects on learning is provided in Table 3.
<table>
<thead>
<tr>
<th>Learning in Terms of Phased Some</th>
<th>Learning: May Have Provided Companionship to Versus Male Worker In Magnuson Female Preceded Difference Learning Achieved. No Memorization of Community Learning Learning Barriers to (superseding) Goals Environmental</th>
<th></th>
</tr>
</thead>
</table>
Ciara, Dara, and Maya all presented with nonsupportive life-partner relationships. In all cases, the nonsupportive life partner slowed down the participant's learning goals. Dara mentioned not receiving support from her partner regarding her school and learning goals, and subsequently leaving him, "...I was in a relationship of 6 years...he was not supportive of me making career changes, choices in school that he didn't necessarily agree with, and I ended up leaving that relationship." Maya's husband did not support her interest in returning to graduate school. She summed it up in this way, "My biggest obstacle, unfortunately, was my husband at the time...."

Although these nonsupportive relationships slowed down the participants' learning goals, and made the transition period more difficult and sometimes more lengthy, causing some disappointment, all the participants who lost their primary relationships reflected on some positive benefit in its end. Dara, for example, spoke about insight gained when she mentioned, "Yes, specific instances such as ending of relationships brought me a lot of insight."

Similarly, Ciara found that transition allowed her to realize the relationship was not a benefit to her when she observed, "...because of the shift in my own self towards a positive outlook in life...that contributed to...the demise of my relationship, it wasn't a positive influence on me as a person...." Finally, Maya echoed the other participants as she reflected upon the demise of her marriage, "...I suppose, my marriage factor was probably a facilitating factor to a huge amount of growth [and learning]..."

In terms of being true to one's learning goals, Dara had some challenges. She purposely held herself back from succeeding in learning in the past, for fear of losing relationships:
And I actually was a bit surprised at the marks I was receiving... I wasn't used to that and I think sometimes in the past I used to hold back. It's quite intimidating for some people that I've had in my previous relationships that I, I knew that I would distance myself from them and I was afraid of being alone....

Dara's challenges within family relationships revolved around her relationship with her father. Initially he was unsupportive of her learning goals to return to college to pursue a nontraditional career choice. She explained, "Initially he wasn't supportive... and he never understood my thinking, or the job that I did." She mentioned that the family eventually came around. She described it this way, "Family came around. Initially it was difficult." She explained her father's current attitude in this manner: "I've been very fortunate in that he understands me now, and is supportive. It took him a while, now he's actually very proud of my accomplishments...." She described her whole family's changes in this way, "...the choices that I made they didn't necessarily understand why I was making them. But they are actually very excited and supportive now, so it's great....so I'd have to say it's come full circle."

Relationships that seem to cross both the personal and professional would describe Alexandra's community of "old friends." For Alexandra, a most important theme running through her transition experience was a group of ex-co-workers, who were laid off from the same corporate environment as she was, who banded together to help each other through the transition experience. In Wenger's (1998) terms, this group, while still employed in the corporation, would have been called a "community of practice" because they all shared common goals, understandings, and ways of doing things, as well as their shared history. I call it a "displaced community of practice" because in many ways it operated in a similar fashion outside of the corporation it sprung from, but the
employees no longer worked for that corporation. Nonetheless, Alexandra spoke of the
shared experience, shared history, and shared learning of the group.

In many ways, the comfort provided within the group may have actually led to a
reduction in the movement of learning goals for the group and for Alexandra herself. She
felt the learning experience would not have been the same had she been involved in a
group of nonrelated transition people. In fact, she discussed her discomfort with
networking because in the outplacement terminology this involved people who did not
have a common history and shared experience:

I don't know if it would be same if...I went to the EI and tried to jump
into a support group there, I don't know if it would have the same impact.
I can't compare, I've never done it, but I wonder about that because these
people were my friends so you have a history with them...it's not like
you're networking....

Wenger (1998) appears to confirm that communities of practice (or "old friends"
in Alexandra's case) can create lots of energy and excitement because of "shared
practice" but cautions that this same energy can "prevent us from responding to new
situations or from moving on" (p. 85). This seems to point to a potential plateau in
learning goals. Based on Alexandra's previous comment about comfort in networking
with people she already knows, it seems that perhaps she is limiting her learning with this
strategy. If she doesn't network with new contacts, it seems that her opportunities for
new learning and new jobs would be subsequently reduced. Alexandra herself alluded to
her attitude of not wanting to move on when she commented, "I don't like to let go of
things, so leaving, like leaving the last job, leaving things behind, difficult..."
So, while her community of old friends provided comfort and support during transition, it may have possibly held her back in her learning goals and opportunities for the future.

In contrast to Alexandra, Dara spoke about her new friends in her new emergency services work environment as really being a pull towards her achieving her learning goals and eventual career dreams. She mentioned that a few particular new friends in this environment had been extremely helpful when she had been down, concerning not being offered the same training opportunities as some of her male colleagues:

The guys I work with are great and a lot of the guys have been extremely helpful and supportive in my endeavours and just giving that extra help and assistance....

She explained her current work environment, where her eventual goal is to become employed full-time, as a family: "I didn't have a family, now I have an instant family [in the emergency services workplace]."

In a similar fashion Maya described her new community of fellow graduate students and professors as very helpful mentors who have been instrumental in her achieving her learning goals, and eventual workplace transition.

Ciara's professional community has been more temporal in nature, and composed of strangers and others moving through transition. Ciara learned from these unexpected helpers in that some provided quick tips while others provided their own success stories. They were not long-term mentoring relationships but rather unanticipated meetings that provided assistance:
I found in the period of transition mentors, or helpers, or whatever you want to call them, came from the most unexpected places. And the people you thought might help you or give you that tip, didn't, yet, you found someone you hardly knew or a stranger, you know, had empathy for you and helped you along the way.

Since Ciara's community does not have the prerequisite of a "shared experience" that Alexandra's does, Ciara's approach to networking with strangers appears to be an opposite approach:

One of the things I have learned to do that I didn't do before and I didn't do very well before was the networking aspect and when you are in transition I think that's very important...is to network with other people, especially if you are interested in moving into a different industry. That helped a lot, especially speaking with other men and women and hearing their success stories. And actually hearing their words of encouragement because I wasn't getting that at home...so it was helpful to know from other people in that, who had been in that situation that there was a light at the end of the tunnel so to speak...that was very helpful.

Ciara's community and learning, then, was composed of "unexpected helpers" who tended to be strangers, and who provided her with useful advice and tips, and then moved on once again.

In quite the reverse situation, Samantha's professional relationships seemed to be void of community, and void of learning and mentorship. When asked were there any positive things that helped her learning in transition, she stated, "Not from that environment...." For Samantha, all her former colleagues were fired at the beginning of her transition experience, which reduced her group learning opportunities and increased her stress level. She explained, "...essentially he fired (nervous laugh) most of the team." When asked how that was for her, having all her colleagues leave, Samantha commented, "very stressful, very stressful...."

It appears that personal and professional relationships affected participants' learning in transition. In the realm of life-partnerships, 3 participants saw the ending of
their relationships. These relationships had tended to be nonsupportive during transition, and slowed down participants' learning goals. When the relationships ended and these participants returned to formal education, their learning was enhanced. In the realm of professional relationships, each participant experienced a variation of a "community."

For Alexandra, her "displaced community" of ex-co-workers provided comfort, may have contributed to pulling her back, and may have reduced her potential for learning in transition. For Dara, her new community provided that push towards achieving her goals when times got tough. For Maya, her new community facilitated her learning in the new graduate student environment, and now provides her with continued learning to achieve her goal in transition. For Ciara, her community instantaneously coalesced and dissolved, as she received tips, advice, and success stories through networking with strangers, and improved her learning in transition. Samantha experienced her work environment as devoid of community, and this produced no learning for her in her workplace environment.

*Roles*

Another theme is that of women's multiple roles. Each role affected each participant's learning in different ways, depending upon how she perceived the role, and sometimes, by how others perceived the role. Motherhood, which was common for 2 participants, effected learning in different ways and was perceived differently by virtue of the single or married status of the participant. A summary of the roles and their effect(s) on learning for participants is provided in Table 4.
<table>
<thead>
<tr>
<th>Learning</th>
<th>Roles and Learning in Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing functional and logistical barriers to prevent reduced support from ex-spouse.</td>
<td>Many roles changing at once.</td>
</tr>
<tr>
<td>Single mother versus a married mother to prevent higher barriers to learning being a parent (preferences).</td>
<td>Difficulty adjusting to new role of single mother.</td>
</tr>
<tr>
<td>Competitive vs. collaborative work styles.</td>
<td>For female versus male.</td>
</tr>
<tr>
<td>Relationships between families and needs (e.g., environment).</td>
<td>For meaningful relationships different.</td>
</tr>
<tr>
<td>The process of differentiating in the memory.</td>
<td>Children (daughter does more).</td>
</tr>
<tr>
<td>The better to learning more due to learning goals at work regarding meaningfulness.</td>
<td>May need full or less (gendered roles).</td>
</tr>
</tbody>
</table>

**Table 4**

Summary of Roles and Their Effects on Learning
Multiple roles of women. Ciara's role of life-partner provided a valuable learning experience in that it forced her to challenge her assumptions of traditional gender roles because she held the traditionally male role of sole financial support during transition:

My experiences in transition challenge my traditional belief of what a wife should be. I was supporting him emotionally, financially, at the time. I had notions of the traditional nuclear family where the woman stays home and takes care of the children and the man supports the family financially, those roles became reversed, although we didn't have children... I was the sole supporter in every aspect....

Alexandra spoke about the big load women shoulder and their multiple roles as wives, mothers, workers, learners, and how these multiple roles can sometimes be a barrier to learning:

...family support, and all the, you know, however many people are in the house, there's that many schedules to balance, so that can be a barrier, cause you to lose energy and motivation.

She continues by explaining that not everyone understands or supports her learning goals:

Women have to be strong. We carry a big load. I have children, I have a husband, I run a home, I run a full-time job, I'm continuing with my academic career, you need, you need to be strong (pause) it's hard to get support (pause) from, well (sigh), having a family and, my own family plus my extended family, not everybody understands all the things I want to do....

Motherhood role. Both Alexandra and Maya are mothers and perceive this role as affecting their learning in different ways. Alexandra feels that because her children are grown, she doesn't have to feel as guilty pursuing her own learning goals. On the contrary, Maya perceives some barriers to learning as a single mother, especially with a young child in need of babysitting. A summary chart is provided in Table 5.
# Table 5

## Effect of Mother Role on Learning (Alexandra and Maya)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Caregiver Role: Mother</th>
<th>Effect of Mother Role on Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra</td>
<td>Yes, Married mother 2 grown children</td>
<td>Time and access are potential barriers to learning. Alexandra must balance the entire family’s schedule plus determine when, where, and how to achieve her learning goals. Since children are older, not as much guilt associated with pursuing her learning goals.</td>
</tr>
<tr>
<td>Maya</td>
<td>Yes, Divorced, Single mother 1 child &lt; 5</td>
<td>Time, finances, and logistics (babysitting) are potential barriers to learning. Acknowledges all mothers potentially face these barriers but perceives them as potentially higher for single mothers (especially when children are young enough to still require babysitting). Maya has strong family (parental) support to mediate these barriers.</td>
</tr>
</tbody>
</table>
Alexandra explained it like this:

I'd like to get more support from my family, they don't oppose anything but I don't think everybody takes my school as seriously as I do. You know, my mother, her ideas about women...are different than mine...it's the whole guilt thing and you don't want...like trying to do everything, trying to be...Oh, I guess, you know, guilt about not staying home with the kids and you know, taking time for yourself, and stuff, there's always that little bit of guilt there just trying to keep all the balls in the air, so I'm glad in one way that my kids are adults that I don't have to worry about that, they leave me I don't leave them....

Maya added, "I think the logistical real-world reality of being a single mom and getting babysitting so the courses cost you twice as much [is a potential barrier]."

A woman's multiple roles, then, affect learning in different ways, depending upon the participant's views of the roles. Furthermore, the motherhood role seems to affect the participant's learning depending upon her particular family situation.

**Self-Esteem, Attitude, and Emotions**

Self-esteem, attitude, and emotions seemed to follow a contradictory pattern for participants. These elements tended to be negative at certain times during transition, and tended to be a barrier to learning. When these aspects became positive, they tended to be facilitating factors in participants' learning.

**Positive.** All participants spoke of self-esteem, attitude, and emotions during transition. Many felt that maintaining a positive attitude and healthy self-esteem facilitated learning during transition, regardless of the obstacles. Being positive also allowed participants to overcome learning fears, to become more assertive in the workplace, or to define whether a relationship was good for them or not, and to terminate it when necessary. Ciara and Dara suggested positive self-esteem and attitude were facilitating factors in their learning and in their overall transition process. For Alexandra and Maya, having a love of learning was a facilitating factor. Both Ciara and Dara spoke
of "believing in yourself." Also, Dara maintained a positive outlook in the face of learning challenges. Ciara's self-esteem moved down and then back up during the transition. She also noted that returning to school assisted in enhancing her self-esteem. Ciara's and Dara's linking of their positive self-esteem and positive outlook to overcoming their fears and barriers to learning is consistent with Hiemstra and Brockett's (1994) linking poor self-concept and self-awareness to resistance in learning:

...of the facilitating factors in helping in learning in transition...I felt both internal and external could be your own attitude by being very positive and focused, by being open-minded and open to receiving and so forth....(Dara)

Facilitating factors were strong sense of my own self-worth and a strong desire to grow and continue on my journey of learning. (Ciara)

Alexandra had a slightly different perspective on positive self-concept and self-esteem, in that she did not understand the "fear of learning" at all, since she had a great love of learning. Alexandra mentioned this love as a facilitating factor:

Well, I guess I don't understand fear of learning because I have such a great desire and love of learning....

This is a facilitating factor that Alexandra would also share with Maya, who would describe herself as a lifelong learner.

"Believing in yourself" is the motto that both Dara and Ciara mentioned as a positive factor in transition, and part of what they learned:

...I guess I've learned that one of the most important things is to believe in yourself and believe in your abilities, that was something I did not know or did not feel before I went through a period of transition, so to have faith, so to speak. That was probably the biggest lesson that I learned. (Ciara)

I mean, anyone that sets their mind to something, I truly believe if you have the will, and, the passion...anything is possible. Against all odds, and, having said that, regardless of the people in my life that tried to set me back, or, who didn't believe in me, it's believing in yourself, and making these things a reality...I do
realize now that there will always be people who won't be happy for you, who won't...be supportive...won't be happy in your successes...you can certainly find ways to make it more pleasant to be around them....(Dara)

Positive attitude is paramount, in Dara and Ciara's experiences. Dara explained that she wasn't given the same opportunities for training at her new emergency services workplace but rather than getting her down, it actually spurred her on further as she noted, "I wasn't given the same....[but] I always find ways around it, and I always kept a positive attitude." Ciara stated that her biggest learning in transition was her change in attitude. She explained, "I think my relationships with the world and people in general changed because of the shift, in my own self towards a more positive outlook on life...."

Both Ciara and Dara shared themes of gaining a positive attitude and a healthy self-esteem, and both felt these facilitated learning and the transition process in general. Alexandra and Maya felt that having a love of learning, which is connected to one's sense of confidence as a learner, was a facilitating factor in their learning in transition. In contrast, the next section looks at negative self-esteem, attitude, and emotions.

Negative. Dara and Ciara mentioned that the top barrier to learning was their own self-esteem or negative attitudes. Samantha felt victimized. Alexandra questioned herself, and had some self-doubt and Maya was unsure about staying in the graduate learning program at the beginning. Participants explained it in this way:

...barriers to my learning, I think myself, I think I was the biggest barrier of all....insecurities and...a negative attitude as opposed to positive and letting those thoughts sort of run away, and getting caught up in all that. (Dara)

My top barriers to learning were really internal. My limiting thoughts or beliefs and not believing in myself. (Ciara)

Barriers to learning...internal, feeling victimized and anger prevent learning. It's very difficult to look at anything objectively when you're feeling like you've been done wrong and you start to feel angry about it....(Samantha)
I guess I was disappointed after all the years that I had been working, all the experience that I had gained that I couldn't make the potential employer see that... they just weren't interested in me. And it's difficult to take that kind of rejection...and I thought, "what's the matter?, what am I missing here?, why can't I get into the workplace anyway?"....now I know someone who is in the same position and she's having those same self-doubts. And of course everybody's advice, you know, don't worry (emphasis), and you know, keep trying (emphasis), and yes, yes, it's true, you have to keep trying, but sometimes it's hard to keep banging your head on that brick wall. (Alexandra)

...but it didn't occur to me that I was creating knowledge. I thought I was, you know mining it [knowledge], it's out there and you grab it, so I never thought, "oh, I'm creating knowledge"...this is pretty heavy stuff, I don't know if I can stay in this program" (Maya)

Both Ciara and Dara explained that they returned to formal education in many ways to challenge their fear of learning, to challenge their feelings of low self-esteem:

I know in my past I would doubt myself and people would say, "You're so smart, you're so intelligent" and I would be very surprised at hearing that from other people. Because it was more of a self-esteem and self-doubting, and then once I went back to school and was doing something I really enjoyed I had the top marks in the class...was a bit surprised at the marks I was receiving....(Dara)

Prior to my transition, I actually had, very low self-esteem in terms of the ability to learn. One of the reasons I went back to university was to challenge that. Now I understand going through the transition also having found another position that I can learn, I can continue to learn, I am a smart person, which is something that I did not realize before. And I know it's, it's a very simple thing, but, I did not have that knowledge before my period of transition. (Ciara)

Participants expressed feelings of negative self-esteem, or negative emotions, such as disempowerment or disappointment, or questioning of their abilities during transition. The key was to not let these emotions carry them away. In fact, Dara and Ciara specifically challenged their fear of learning by returning to formal education. Most participants agreed that successful learning in transition meant turning these negative emotions and self-esteem issues into positive ones.
Stress. Stress was another theme commonly mentioned with all participants. This is consistent with findings by Julian (1989) regarding women in transition. Julian's (1989) findings related to women in undergraduate nursing programs and the ongoing stress they experienced trying to maintain multiple roles while in transition. While the participants in this study have experienced unanticipated workplace transition, rather than a transition of returning to a full-time professional program, stress, nonetheless was prevalent in their experiences. Samantha's mention of stress seemed to take the most toll on her, affecting her health both physically and emotionally. Ciara's stress came from taking on a reverse gender role; the role ascribed traditionally to the male partner (she was the primary breadwinner in the partnership). She acknowledged that the transition process had strengthened her and she had learned how to handle future stress and disaster in her life. Finally, Dara described stress within the context of her new career and how she learned to cope with it in her life.

Samantha learned that she can only take so much stress before her health is affected:

I also learned that I do have a line where, there's only so much stress and pressure that each of us can take, and I learned for me what that line was...that I did have a pressure point where, it would start to affect my health...both my physical and mental health...that there is a line that I, after which, you can't endure more.

Ciara's stress level came from her being the financial and emotional support for her and her life partner as they both went through workplace transition together. It is the reversed roles of breadwinner that provided her with the stress. Her learning deals with how she's learned to cope:

...the transition has given me strength in that I feel that I can cope with any type of stress or disaster that comes my way....
Dara admitted that her new profession can be very stressful at times but that the key has been learning how to cope, which has changed her life:

...it's constant learning and change and dealing with people and different personalities and situations and very stressful situations, a big part of it was learning to cope with stress, which has changed my life immensely. One of the things that has greatly assisted in that would be learning to quiet my mind and just inner reflection, meditation, physical fitness...

The themes of positive and negative self-esteem, attitude, and emotions were seen with the participants during transition. A positive attitude and self-esteem was seen as a facilitating factor in learning in transition. The participants felt negative emotions, or questioned themselves during transition. Samantha expressed feeling of disempowerment and manipulation. All of these negative aspects tended to be barriers to learning in transition. Finally, stress, was acknowledged by participants; Ciara noted that stress occurred by virtue of her reversed gender roles but through the transition process she learned how to handle any future stress or disaster that came her way. Dara emphasized how learning to cope with stress had changed her life.

*Constraining Factors*

Two participants mentioned the gender-dominated factors of their work environments. Alexandra mentioned that the training environment tends to be female-dominated but did not mention how this specifically affected learning outcomes. Dara mentioned that her male-dominated work environment, while initially a barrier to learning, has actually provided her with internal motivation to facilitate her learning. Other potentially constraining factors to learning in transition include time, which can be thought of as a barrier or a facilitating factor, and finite finances, which generally are barriers to learning.
Work environment: male-dominated. Dara commented on a very male-dominated, aggressive workforce environment where some male co-workers do embrace a "traditional female role" and do not want her in their workplace by telling her, "you're not wanted here." Dara noted many an extreme obstacle to learning being thrown up at her in her male-dominated field, nonetheless, felt each challenge was not insurmountable, and forced more growth and determination in her to pursue her learning goals:

I focus on my own training, not to worry about what they're doing, what they think, I have to be more technical, there are ways around doing certain jobs that they might do as effortless for them, and it's very challenging for me... so I've found ways to get around those challenges...

She tried to fit in with the men for a long time, and has learned that she must appreciate the differences:

You work twice as hard for half the respect. I certainly did try to fit in with the boys, old boy's club. It's difficult because you don't really have a place... there's certain times where you just aren't, not, you're not a male, you're not welcome, and there's certain things they don't want you to see, they don't want you to know, and I have to appreciate those differences. I'm embracing my feminine side and being a woman and being beautiful and being pretty at work...I can be myself in the job.

Time. Time was a factor that was mentioned as both a facilitating factor and a barrier to learning. Samantha's view of time as a facilitating factor to learning in transition was that it allows for processing of learning and for healing. She explained:

I also thought time was a facilitating factor, both time during the transition to process everything that was happening but then also time after a transition or after a major event, sort of time heals all wounds kind of thing and let things soak a bit.

Many participants also characterized time as a barrier, feeling there was not enough of it. Samantha and Alexandra both mentioned time as a barrier for their learning. Samantha mentioned, "The barriers to learning, external, I thought definitely
being too busy and overloaded, prevents learning."

Similarly, Alexandra mentioned needing to balance the family's schedules,
"...you know, however many people are in the house, there's that many schedules to
balance, so that can be a barrier...."

*Finances.* Two participants mentioned finances as a barrier to learning. Dara
explained it in this way:

External barriers, definitely finances in cognitive learning. I'm very keen to
learn and there's so many courses I'd love to take and places I'd like to experience
and I just can't believe I don't have the finances.

While Alexandra loves going to school, she mentioned she was not taking any
formal courses during transition:

And, I wasn't taking any courses. I wasn't taking any courses over that year, so I
didn't do anything academically, but, I tried to pull in other parts of my
experiences in my job search....

When I asked her during a member checking exchange why this apparent
contradiction, she explained: "I was so focused on my job hunt" and "I also wanted to
conserve money at the time because I didn't know how long it would be before I went
back to work." It appears that even the facilitating factor of "love of learning" in this
case was overridden by a financial issue, or at least the financial barrier was heightened
during transition.

*View of Work and Future Orientation During Transition*

When reviewing the learning experiences of the participants, specific and unique
dimensions regarding their views of work, as well as their orientation to the future while
they were in transition emerged. These are discussed as follows.
Work as overshadowing. Samantha's comments on her work environment and future orientation during transition seem to show an overshadowing of self, of taking more from her than she received back and of stopping learning goals:

I think this experience had quite frankly taken more from me than any job or career really should. I've had medical concerns and issues since this has happened...it's really sent my life into a negative spiral, and I don't know how I can get out of this...I don't see my future in this industry....

Work as foundation. In contrast to Samantha's view of work overshadowing her, Alexandra seems to derive great pleasure, satisfaction and self-esteem from her work. In fact, it seems to be a foundation for her, for she expressed discomfort in no longer being part of the working population during transition, of not being "something," and what she learned during that time. She also spoke of mourning, which may suggest the significance of her job loss to her. Alexandra explained her feelings when asked what she "does":

I guess I didn't like not having an occupation, when people say, "What do you do?" Well, you know, I don't do anything (laugh), I'm looking for a job. I'm not a "something". And I never thought of calling myself a housewife because that wasn't my main occupation. So, what was I (pause) between jobs?.... I didn't like being on the other side of that fence, even though I've defended those people.... [stay-at-home moms] they are equal members of society, and all those wonderful things but...I didn't like being one of them....

She explained that she learned what is was like not to work, and she didn't enjoy it:

I also learned what it was like to, not work. I've been working since I'm 21, I think, or 20...been working for quite a few years.

She explained her discomfort in not having a defined role during transition in this manner:

My job (emphasis), if you want to call it that, was looking for a job...it's a very funny kind of period...very betwixt and between, you know...how people saw me
and how I was myself...it was very much in flux over the period.

While Alexandra didn't refer directly to her orientation to the future, she did clearly define her goal for the future as, "I mean the goal was to find a job."

Work as background. While Ciara wanted to eventually find a job, she also had a learning goal of increased self-exploration and increased skill development during transition. It appears that her emphasis to learning was more on self than work, in that once she found a job, it provided financial sustenance for her and allowed her to further explore herself and her learning. In this manner, work takes the background while growth, self-exploration and further learning is the foreground for Ciara. For Ciara, her new self-in-relation-to-work is what matters, as she explained:

I actually have a commitment or an objective for myself to further expand my self in the professional arena by taking courses or seminars or networking or speaking events and as well making sure that there is a balance of continuing to explore myself as a person and exploring the spiritual part, you know, of Ciara, so to speak.

Work as actualization. For Dara, I would describe her changes as more radical. Her learning goals changed her assumptions about work changed as she moved from an office environment to a career in emergency services to, as she said, "pursue my goals and dreams." Her assumptions about herself and her approach to life changed as well, as she described, "I changed my whole lifestyle." What is interesting to note about Dara is that she, of all the participants, stressed how much she lost during transition and how much that caused her to explore what her true wants and ambitions were:

...at that point in my life, when, I lost my job and pretty much almost everything 'cause I had to start at square one back at ground zero to really (emphasis) internalize, to look inside and say "Is this really what I want to do?" and "Is this the person I want to be?" 'Cause I wasn't really (emphasis) happy. I came across as someone who had it all but didn't because it wasn't what I really needed or wanted for myself. It was more what other people thought I should have.
Having lost "everything" as she says, she essentially had nothing to lose and was more free in some ways to truly pursue her authentic path, she had no constraints of a husband, children, or long history and experience in a previous career. Her learning goals were to return to formal education in order to transition in her career. While the struggles were difficult, nonetheless, she describes her complete changes as "taking control" and being much happier now than she was previously. In this way, I believe she is finding herself expressed in her work. She reflected back,

I'm very happy with where I am today...If I reflect back on where I was 7 years ago...I wasn't happy and I wasn't truly following my goals and dreams, they were other people's...it's really changed my life completely in all areas.

For Dara, the future always held the "fulfillment of a dream" and although she struggled with sexual harassment, unequal treatment, and many other challenges, she always worked around it, as she said, "I always find ways around it and I always keep a positive attitude." She also has a long-term view of the future as being positive when she noted, "So, the struggle was well worth it because I knew the long-term benefits and rewards were well worth it and I was finally doing things for me and being true to myself, so the rest didn't really matter."

Similarly, as Maya's metaphor of transition hints (phoenix), Maya perceived that she lost much in transition as well -- her marriage, her career, her role as married mother. In many ways, she had nothing to lose and chose to pursue a learning goal and dream of continued graduate education. She holds a positive view of the future, as she continues towards her eventual workplace transition and learning goals.

It appears that each participant's view of work and view of the future is linked to their change or maintenance of assumptions about work and self. For Dara and Maya,
assumptions changed about both work and self. A positive view of the future is essential to push towards their learning goals during difficult times. Both are looking forward to eventually aligning their self with her work in true actualization.

For Alexandra, on the other hand, no changes in assumptions about work or self were necessary. She is a very competent, experienced trainer, who loves her work. While she increased knowledge about herself and about the marketplace during workplace transition, neither of these increases in knowledge changed her assumptions, and that was just fine because her ultimate goal was to get a job.

For Samantha, she sees no future in the current organization, and has felt during the transition, that work overshadowed self. She is currently in the process of re-prioritizing to find fulfilling work over the next 2-3 years. For Ciara, her future orientation is towards greater learning in the realms of self-exploration and growth. While much of her self-growth does manifest itself within work, self is in the foreground and work in the background.

**Summary of Chapter**

The chapter began by presenting the conflicts and contradictions of the multiple voices analyzed by the Listening Guide (Gilligan et al., 2003) method. Next, findings of participants' perceived learning was discussed. All participants perceived an increase learning in the area of self-knowledge. As well, participants felt that although the transition was a struggle, it forced an examination of self (i.e., growth) or a re-examination of priorities. Reflection was another common theme, with 2 participants acknowledging that they were so busy in transition that they did not reflect until much later in the process. For the other participants, reflection took on a more transpersonal
(Wellington & Austin, 1996) dimension. Other perceived learning such as experiential, formal, and informal learning was also presented. Changing assumptions about work and self were discussed, as were transformative learning experiences.

The second half of the chapter presented multiple factors that affected learning. Relationship, either personal or professional, affected learning in many ways. A woman's multiple roles, and role as mother, followed. Contradictions were found regarding participants' positive and negative emotions, self-esteem, and attitudes through transition, with positive aspects generally being thought of as facilitating factors and negative aspects being barriers to learning. Constraining factors of work environment (male-dominated), time, and finances were considered next. Time was seen as both a facilitating factor and a barrier to learning. The chapter continued with the participants' views of work as a foundation, as background, as actualization, or as overshadowing self, and how this affected learning. Finally, the chapter concluded with a comment on participants' orientations to the future and whether they felt they were fulfilling a learning goal and dream, simply securing a job, or saw no future in the industry.
CHAPTER SIX: SUMMARY, DISCUSSION, and IMPLICATIONS

Overview of the Chapter

This study described the perceived learning experiences of 5 professional women as they moved through involuntary workplace transition. Qualitative data were collected through individual open-ended interviews with each participant and a focus group interview in which all participants were present. Data analysis revealed two main categories of perceived learning and factors affecting learning. In the perceived learning arena, all participants perceived an increase in self-knowledge. Another theme was "learning as a struggle," which seemed to produce either a reexamination of self (i.e., growth) or a reexamination of priorities. Reflective learning was another theme among participants, and appeared to follow two orientations, one being an immediate orientation to reflection, the other the transpersonal orientation (Wellington & Austin, 1996). Finally, assumptions concerning self and work appeared to be quite unique for each participant, and linked to her view of work, her orientation to the future, her potential transformative learning experiences, and her overall experiences in transition.

Themes around factors affecting learning in many cases presented themselves as contradictions and conflict. When viewing participants' experiences through the Listening Guide (Gilligan et al., 2003) feminist lens of multiple subjectivities, participants' voices presented themselves in conflict with each other, many times as direct opposites. Similarly, nonsupportive relationships, which were originally viewed as a barrier to learning, in fact stimulated the greatest growth for those participants who lost or ended these relationships, thus turning a barrier into a facilitating factor. Other factors,
which were viewed by each participant in a duality fashion, included self-esteem, attitude, emotions, and time.

This chapter begins by discussing the finding of the study within the proposed model of learning during workplace transition presented in Figure 1. It draws upon the two paths to learning during transition that emerged during the study (Appendices J & K). Additionally, women's developmental models by Levinson & Levinson (1996) and Josselson (1987) are explored within the context of the participants' lives. Career resilience (Figure 2), as defined by Pulley (1995) also provides a backdrop to the initial model structure but departs from it by taking a feminist lens and concentrating on the learning orientations, relationships and self-in-relation-to-work aspects of the research participants. Finally, the participants' experiences of professional communities while in transition will be explored within the context of the proposed model, looking at Josselson's (1987) view of women's relational aspect of work and Wenger's (1998) community of practice.

The chapter concludes with implications to practice and theory and suggests further research questions.
Changed Assumptions About work

Utilitarian  

Transformational  

Fortified  

Mindful

Did Not Change Assumptions about Self

Did Not Change Assumptions about Work

Career Resilience Model
Pulley (1995)

Changed Assumptions About Work

External
Active
Self-Assured

Did Not Change Assumptions About Self

Static
Frozen
Self-Defended

Dynamic
Fluid
Self-Directed

Internal
Reflective
Self-Aware

Quadrant Descriptors
Pulley (1995)

Figure 2. Pulley's 1995 career resilience model and quadrant descriptors
Discussion

Paths of Learning

The two emerging paths of learning experienced by the participants in this study provided the overarching learning orientations to the proposed model in Figure 1. The two paths were the goal orientation to learning and the growth orientation to learning (Appendices J & K). The seeds of these orientations emerged during the focus group activity.

Two participants seemed to share the goal orientation approach, which tended to be more cognitive-focused, skills-based learning that was moving towards an end-goal or objective, whether that be finding a job or re-prioritizing learning goals or life goals. Both participants who appeared to have this orientation to learning described their prior learning as unfocused, not chosen by themselves and not prioritized. They described their path of learning at present as one in which learning was prioritized, more focused, and goal oriented. A sample from one of the participants is provided in Appendix J.

In contrast, the participants who described their path to learning as having moved from a stagnated, limited, or incomplete perspective to an intuitive, self-aware, or complete and balanced path appeared to follow a more growth orientation to learning. An example of this orientation is provided in Appendix K.

The findings from this study suggest other similarities among participants along the two learning path dimensions. While all participants viewed the learning in transition as a struggle, Dara, Ciara, and Maya, who tended towards the growth orientation path to learning, spoke of the growth potential such struggle provided. On the other hand,
Samantha and Alexandra, who tended towards goal orientation to learning, felt the struggle provided them with an opportunity to reexamine their priorities.

Other study findings appear to suggest that the participants who tended towards the growth-oriented path to learning returned to formal education, tended towards transpersonal reflection (Wellington & Austin, 1996), took action, and lost their primary relationships during the transition. This loss of a significant relationship and its subsequent growth and change appears to match what Josselson (1987) found in her study of women's development; that those women whose relationship ended badly had the most dramatic growth and change.

In contrast, the participants who tended towards the goal orientation to learning did not return to formal education, tended towards an immediate orientation to reflection (Wellington & Austin, 1996) and took no action. This appears to be because they were satisfied and did not see a need to change (Alexandra), or felt they could not change things at present and were planning for future action (Samantha). In respect to personal relationships, these participants either gained a spouse during transition (Samantha) or maintained a long-term marriage (Alexandra).

Age and Stage

Learning and adult development are closely related. In fact, Boucouvalas and Krupp (1989) suggest they are synonymous when learning is broadly defined. With this in mind, the proposed model of learning during workplace transition is viewed with two developmental models of women by Levinson and Levinson (1996) and Josselson (1987), which both use age and stage to define aspects of women's development and learning. Levinson and Levinson (1996) speak of various ages when learning, development, and
change occur. Josselson's (1987) "identities" tend to categorize women into various worldviews of life. Through each "identity's lens," a woman's approach to learning new things, taking chances and making changes in her life, world and learning, are revealed. The "Foreclosures" for example, tend to be more comfortable with stability and are at ease when experiencing small amounts of change, while the "Moratoriums" and "Achievement Identities" (Josselson, 1987) tend to have moved through various crises, alterations in careers, and changes in assumptions. In some ways, the crises that tend to be prevalent for women in these two categories sometimes spur major change, learning, and development.

The 3 participants who tend to display a growth orientation to learning were all within the age range of 30-36. In contrast, the 2 participants who tended to display a goal orientation to learning were both older than 36. Those in the growth orientation tended to view learning as growth and development. It may be that because of their relative ages, they are still forming their long-term life structures, and identities, as some developmental theorists may present. This is consistent with Josselson's (1987) theory of female development, which suggests that the formation of identity is the most important developmental task for a woman, as it guides her structures of life. While Josselson suggests that much of this identity formation occurs in early adolescence, changes or reinforcement of these identities may occur through to early adulthood. Josselson conducted her follow-up study of her original university-age women when these women were in their mid-30s and found that for some women, crisis did precipitate change.

Levinson and Levinson's (1996) theory of women's development defines two distinct phases between the ages of 28 and 40. The first stage is the "age 30-transition"
from age 28-33 and the second is the "Becoming one's own woman" stage which is from age 36-40. The "age 30-transition" is a time of major life changes such as new careers, starting families, new life partners, or partnerships ending. This appears to be consistent with the paths of Dara and Maya. Both have seen major changes in terms of life partnerships and careers. Ciara appears to follow the next stage, in which a women is concerned with becoming more independent and speaking more fully with her own voice. (Levinson & Levinson, 1996). Ciara mentioned how she had become more assertive within the work environment and more confident of her learning abilities through the transition process. Ciara may be coming to voice (Gilligan, 1982) in a manner which tends to follow Levinson and Levinson's (1996) phase of development.

Viewing the other participants within Josselson's (1987) developmental framework suggests that both Samantha and Alexandra have firmly established and maintained their initial identity formations. In some aspects, it appears that Samantha and Alexandra may most closely manifest the "Foreclosure" (Josselson, 1987) identity. This identity, according to Josselson (1987), emphasizes the closeness of her family relationships, is decisive, hard-working, has a strong sense of duty, and tends to have carried her childhood plans for career and self into her adult life structures, without the major crises of other identities. This may be why those with goal orientations to learning tended to be concerned with reexamining their priorities (rather than reexamining themselves) as well as being more contented with taking no action and not making any radical career changes. Additionally, their emphasis on personal relationships may have been more often voiced in terms of family support in transition (Samantha) or of the importance of the many roles women play within the family (Alexandra).
Additionally, Levinson and Levinson's (1996) stages may provide some additional context to Samantha and Alexandra's differing views of work. Samantha's view of work overshadowing her personal life during transition and her long-term goal of re-prioritizing family over work, appears to be consistent with Levinson and Levinson's "mid-life transition," which starts around age 40. According to the theory, a woman's current life structures come into question at this time, with many women divorcing or re-marrying. Samantha seems to fit what Levinson and Levinson suggest concerning her career in transition, "one may have a career but be so driven by work and stresses of work life that the personal meaning and value of work are lost" (p. 372). Although Samantha is not quite 40, the theory allows for some flexibility in this matter, and Samantha's experiences of work seem to fit this particular stage, as does her re-marrying and changing her life structures. Alexandra, in developmental theory terms, has already moved through many of the crises and mid-life transitions suggested. She is competent and experienced in her field. Alexandra seems to show some aspects of Levinson and Levinson's "age 50 transition." Women in this stage tend to explore themselves and the world. Alexandra seems to have been exploring some aspects of herself just recently as she has begun to become more comfortable with her age and her experience.

Viewing Ciara, Dara, and Maya once again within Josselson's (1987) identities, it appears that Ciara may closely follow the "Identity achievement" orientation, in that she has tested and explored ways of being and has committed to a path. Josselson describes the "Identity achievement" as a "commitment-through-crisis" (p. 30) identity which is more flexible than the "foreclosure" identity, in that the woman is more firm in her internal sense of self, and is following a life plan that is her own. Part of the crisis for
Ciara was the break-up of her life partnership. This appears to have changed her views of traditional gender roles and forged her commitment to inner, spiritual exploration as well as bringing her to a resolution of being more assertive in her workplace environment.

Dara, on the other hand, appears to be more closely aligned to the "Moratorium" identity (Josselson) because she may be testing an identity that more closely fits her inner self.

Dara, who just recently hit the 30s stage, describes her radical career shift and her path to learning from a void and incomplete experience to a more full, complete, balanced, and joyful approach. With this in mind, Josselson adds the changing nature of some "Moratorium" identities that she observed moving into the commitment stages of "Identity achievement" during women's mid-30s.

Maya would have appeared to the casual observer to most closely follow a "Foreclosure" identity (Josselson, 1987) during her undergraduate university years, honourably following the life plan passed down from her family's aspirations and goals. Generally, though, a "Foreclosure" identity does not question choices, nor have major crises that precipitate change. This is in direct opposition to Maya's experiences. In many instances, Maya has always been a "hidden" "Moratorium" (Josselson), longing for that career path that would allow her to best express herself in more complete ways. In a very cautious manner, she has always been trying out different careers and work roles since her undergraduate years (e.g., adult educator and community college instructor, consultant, corporate manager, and graduate student) in order to see which best fit her inner self and identity. The fortuitous and combined crises of job and marital loss, multiple role changes, and new motherhood, provided the impetus for Maya to feel "she had nothing to lose" and if action was to occur, it was "now or never." Now, at the end of
the thesis journey, Maya is comfortable with the graduate student identity and is confident in making the commitment towards further education, thus coming full circle, into "Identity Achievement" (Josselson).

*Views of Self and Work*

While the participants' approaches to learning in transition appear to have followed two pathways, their views of self and work are quite unique. Josselson's (1987) developmental theory of women suggests how each identity views work, and may provide additional context to the participants' learning experiences on this dimension. How participants view work and self in some respects places a lens on their views of the world, their approach to learning and development, and their acceptance of new learning. Additionally, Pulley's (1995) model of career resilience (Figure 2) may provide context to some of the participants' learning experiences concerning workplace transition, their views of learning during this transition, and their views of themselves as continuous learners in the world of work.

Josselson (1987) suggests that "Foreclosures" tend to need control and certainty more than "Identity achievements" and this may shed some light on the less action-oriented approach of Alexandra and Samantha. For example, Alexandra spoke of not wanting to let go of her old job and her network of former co-workers, which may suggest an aspect of Josselson's identity manifesting in her. In contrast, the "Identity achievements" tend to be the women who change careers, demand more from their work, remain focused on the future, and emphasize the confidence they gained in realizing their own capabilities as compared to the "Foreclosures" (Josselson). Ciara, Dara, and Maya tended towards more of a future orientation than Alexandra or Samantha. As well,
Josselson suggests that "Moratoriums" tend to speak of "anything being possible" (1987, p. 183) when they are interviewed in college. Dara's views appear to be close to this in terms of her passion, persistence, and attitude towards achieving her career transition and may explain her change in assumptions about both work and self, as opposed to Ciara's change in assumptions in self but not work.

Pulley's (1995) model of career resilience (Figure 2) may have provided some initial structure to understanding each participant's unique experiences in transition. The proposed model (Figure 1) departs from Pulley's (1995) in that it takes a feminist lens and concentrates on perceived learning rather than career resiliency. Pulley interviewed men and women 30-50 years old who had involuntarily lost their job and who appeared to feel better off after their job loss than while in their jobs. In contrast, this study interviewed women and was concerned with a deeper appreciation of their learning experiences, good and bad, during their transition. In this respect, Pulley's "transformational" and "mindful" quadrants do seem to share many aspects of the proposed model's "work as actualization" and "work as background" quadrants. This may be because in both of these quadrants, the participants gained clarity, agency, and voice (Gilligan, 1986) regarding their learning during transition.

Pulley's (1995) utilitarian quadrant reflects what she calls the new psychological contract with employers. This means that participants in her study changed their assumptions about the corporation in that they no longer believed that corporations would provide all their career needs for life. The "utilitarian" quadrant reflects, as Pulley suggests, a self-assured worker who does not mind engaging corporations in contract or consulting work that can be unstable, and short-term. In contrast, this study did not define
which changes to previous assumptions participants had concerning work or self; these emerged from the participants' own definitions, and were more in the context of self-in-relation-to-work than Pulley's new psychological contract with the corporation. In this study Samantha interpreted her learning experience of "work as overshadowing" as disempowering and silencing (Belenky et al., 1986), which appears in stark contrast to Pulley's (1995) "utilitarian" quadrant.

In a similar fashion, Pulley's (1995) "fortified" quadrant describes workers as "static and frozen." The proposed model's "work as foundation" acknowledges the participant's comfort with "shared experiences" and "not wanting to let go of the past" but views these as positive qualities of the participant's comfort with her learning experiences and of her reaffirming her path.

Part of the difference in interpretation of these two quadrants may be due to the proposed model's emphasis of the participant's self-in-relation-to-work learning experience. While Levinson et al. (1978) suggest that men's development depends upon "the dream," Josselson (1987) suggests that for women, "'the dream' is painted in relational terms, who they will be for others and who will be in their network" (p. 189). In this respect, the "old community" is part of Alexandra's self-in-relation-to-work learning experience. For Alexandra, work is foundational and she sees no need for radical change. At her stage in life she has "everything to lose" in terms of her networks, should she change her career path at this time. For Alexandra "work as foundation" is a positive quality.

Community

Who a women is to others is very well defined by her roles within her private and
professional communities (Josselson, 1987). This statement may help to explain how the participants in this study viewed professional communities in their learning experiences during transition. Alexandra's displaced "community of practice" (Wenger, 1998) gave her comfort because of its "shared experiences" but, as Wenger suggests, the comfort or energy may hold the members back. In some ways, Alexandra's community of ex-co-workers pulled her to the past. It also may have held her back from learning and networking with new colleagues, as she explained her discomfort in networking with those she did not know. Marsick and Watkins (2001) defined networking as informal learning. Additionally Boud and Middleton (2002) have suggested a link between communities of practice (Wenger, 1998) and informal learning within the workplace. It appears that informal learning through networking, and some sort of modified "community of practice" (Wenger) may be possible in learning during workplace transition. It appears that networking with those who you do not know (Ciara's "unexpected helpers") or those who are unknown but become new friends (Dara's and Maya's new communities) may provide for a more action-oriented learning experience to workplace transition. For Ciara, it was the informal learning of networking (Marsick & Watkins, 2001) with a transient, unexpected community of strangers and others in transition which provided her with the most help during transition. For Dara, her "new community" at her new workplace was what helped her continue learning through the tough challenges and continue forward in fulfillment of her dream for full-time, permanent employment. In a similar fashion, the mentorship that Maya received from her new community of graduate students and professors was a facilitating factor to her learning during transition. For Samantha, a lack of community (or an unhelpful, absent mentor) provided a less than optimal learning
experience for her in transition. It appears that how a woman views herself in relation to work and others in her professional community may influence her learning experiences during workplace transition.

**Implications**

*Implications for Practice*

The study and the model of learning in transition have implications for outplacement counsellors, people in transition, human resource professionals, line managers, training professionals, and career transition coaches.

Pulley (1995) suggests that most outplacement firms "use the speed with which their clients become re-employed as the primary measure for the effectiveness of their service" (p. 42). Phelps and Mason (1991) suggest that men and women approach outplacement differently. The proposed model of learning during workplace transition suggests that people may have varied and different approaches to transition, depending upon their learning orientation, thoughts of the future, view of professional communities and ideas about work in relation to self. With this in mind, one of the largest implications for outplacement counsellors is to not use a "cookie cutter" approach to outplacement. The model may provide some additional dimensions to assist clients in workplace transition to better assess these dimensions and hopefully have a smoother and more fulfilling transition experience.

In regards to the dimension of professional community and networking, the implications to outplacement firms, career counsellors, trainers, and career coaches include providing specialized networking opportunities for those in transition and perhaps training to increase clients' comfort levels in networking with strangers and unexpected
The concept of a supportive community also has implications for human resource professionals and line managers. When working on their strategic planning and restructuring efforts managers should strive to ensure a supportive community is available to redirected employees. Having a supportive community available for these employees will enhance their learning within the organization and assist them to become integrated and productive members of their new departments more quickly.

*Implications for Theory*

Five potential contributions were made to theory as a result of this research. First, in the field of women's development, the proposed model adds a learning and relationship (personal and professional community) view of work and self to a period of development brought on by workplace transition. In this way it adds to both Levinson and Levinson's (1996) and Josselson's (1987) developmental theories of women.

Second, it adds the workplace *transition* element to the areas of communities of practice (Wenger, 1998), informal learning, and networking (Marsick & Watkins, 2001). As well, it adds to the link between communities of practice and informal learning (Boud & Middleton, 2002) *outside* of the workplace, that is, during workplace transition.

Third, in the area of adult learning and how life transitions may affect learning, it adds to and refines Patricia Cross' Chain of Response (COR) model (1981), in respect to life transitions. The proposed model predicts that for some people job and relationship loss may trigger adult education activities and extra education and for others it may not. Furthermore, it may provide some supplementary information to Merriam and Caffarella's (1999) assessment of the COR model regarding self-directed activities. The study may supply additional information on perceived informal learning activities and
self-directed learning in terms of perceived self-knowledge and networking activities during workplace transition.

Fourth, the study also provides an additional view of barriers and facilitating factors to learning. Rice and Meyer (1989) suggest psychological and familial barriers for women returning to school. The proposed model provides these within the context of workplace transition in that it appears that relationships and roles at times may be thought of as barriers and at other times they may be thought of as facilitating factors to learning and returning to school. In a similar fashion, it adds to Merriam and Caffarella's (1999) suggestion that the only acceptable barriers are time and money. The study may reinforce that money is a barrier to learning and may also provide the dual view of time as a facilitating factor and as a barrier to learning.

Fifth, the study adds to the career resilience (Pulley, 1995) literature. By adding a feminist and educational lens, the proposed model suggests that how a woman in transition views her circumstances, that is, through a lens of agency or a lens of disempowerment, may affect her interpretation of her transition experience, as well as her learning during workplace transition.

Implications for Further Research

From this research and the participants' learning experiences some interesting aspects of transition arose that may merit further research. These include the following:

- Exploring the learning experiences of couples moving through workplace transition together
- Exploring the learning experiences of women who work in female-dominated versus male-dominated environments
- Exploring the learning experiences of new mothers who have been restructured during maternity leave
Additional exploration of professional communities during transition and their effects on adult learners

Additional exploration of "displaced" communities of practice (Wenger, 1998), which form due to restructuring, their learning practices, and outcomes on people in transition

Additional exploration of "unexpected helpers" and how to facilitate learning and encourage unexpected communities to coalesce during the transition process

Additional exploration of any apparent links between personal relationship loss and return to formal education during workplace transition as it applies to adult educational institutional practice and planning

Conclusion

This study deepened the understanding of women's learning during workplace transition by exploring the perceived learning of participants and the factors affecting learning. A proposed model of learning during workplace transition (Figure 1) was presented and proposed two paths to learning in transition, and four aspects of viewing work, self, future, personal relationships, and professional communities in relation to learning during transition. The study may provide additional insight into the dual nature of some factors affecting learning being viewed as both facilitating factors and barriers to learning. Additionally, while it may provide the learning experiences of certain women in workplace transition, some of the proposed learning paths and views of work and self may also be applicable to certain men in transition as well.
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Silverstein, J. S. (2001). *Connections and disconnections: Towards an understanding of reasons for mid-career professional women leaving large corporations.* Unpublished doctoral dissertation, Boston University, Boston, USA (UMI No. 3002612)


Torjman, S. (2000). Integrating the unemployed through customized training. [Electronic version]. *Canadian public policy-analyse de politiques, 26*, supplement 1, s221-s233.


Appendix A

Interview Schedule

Title of Study: "Displaced Women Professionals: An Exploration of Perceived Learning Processes During Transition."

Researcher: Nicole Balan, M.Ed. student, Faculty of Education, Brock University
Advisor: Dr. Susan Drake, Faculty of Education, Brock University

SECTION A: General Demographics and Work History

Name: ________________________________
Years of Professional Work Experience to date: ____________________________
Experience in which type(s) of industry (i.e. financial, health, e-commerce, etc.) ________________
Time in transition to date (approximate): ____________________________

SECTION B: Three Open-Ended Questions Given to Participants Prior to Interview

1. Tell me a story of transition
2. What have you learned?
3. How or have these experiences been shaped by the fact that you are a woman?

SECTION C: Additional Questions Which Principal Investigator May Use to Stimulate Conversation, Should Section B Not Produce Enough Data (Not Given to Participant: For Investigator Use Only)

1. Tell me a story of transition
   a) What initiated the process?
   b) How would you describe the process?
   c) What did the transition mean to you personally?
   d) Describe any obstacles or facilitating factors you experienced and what these meant for you?
   e) What helped you and what did not?

2. What have you learned?
   a) How did these learnings come to you? (i.e. Instantaneous shift, gradual change, cognitively, intuitively, upon reflection, kinesthetically?)
   b) Describe any changes in assumptions about your world or relationship to the world and others that may have occurred?
   c) Were there any particular incidences that radically shifted your knowledge and thoughts of yourself and others?

3. How or have these experiences been shaped by the fact that you are a woman?
   a) How do you view yourself, your family, your community, your work/career, institutions, and your relationships with these entities?
Appendix B

Informed Consent

Title of Study: “Displaced Women Professionals: An Exploration of Perceived Learning Processes During Transition.”
Researcher: Nicole Balan, M.Ed. student, Faculty of Education, Brock University
Advisor: Dr. Susan Drake, Faculty of Education, Brock University

Name of Participant: ________________________________________________________________

Ethics Approval
This study is conducted with approval through the Brock University Research Ethics Board. (REB) (File # 03-324).

Date of Anticipated Process & Completion
I understand that individual interviews and focus group will be scheduled in the spring of 2004. I understand that I can obtain copies of the final report from the principal investigator anytime after August 31st, 2004 to October 31st, 2004 inclusive.

Contact Information
If I have any questions or concerns about my participation in this interview study, I may contact Nicole Balan, principal student researcher, at 905-867-0794 or e-mail at nicole_balan@hotmail.com. Alternatively, I may contact Dr. Susan Drake, faculty advisor at 905-688-5550 ext. 3931 or e-mail at sdrake@ed.brocku.ca. Additionally, I may contact the Brock Research Ethics Officer, Office of Research Services at 905-688-5550, ext. 3035.

Research Purpose/Study Procedures:
The purpose of this interview and focus group study is to deepen understanding of women's learning during periods of workplace transition and to explore the learning that women engage in during the process. Other aspects of the study will be to examine the broader experience of transition to see if there are common steps which professional women in transition move through. I understand that I am being invited to participate in this research project and will be asked to participate in an interview with the principal investigator as well as a focus group activity with other interviewees and both activities will be audiotaped. Should I not be able to attend the focus group in person, all efforts will be made to allow my participation via teleconference/telephone. This participation will be captured via audiotape. Additional data sources will be field notes or journal entries that will allow the researcher to contextualize the interview and provide information that cannot be captured on the tape. I will also be asked to review the transcripts to verify/clarify the principal investigator’s analysis and interpretations.
Informed Consent (continued)

Duration of Participation:
I understand that the interview is anticipated to be about 60 minutes in duration. Due to the open-ended interview process, the interview may extend beyond this time limit but the researcher will attempt to contain the interview within the prescribed 60-minute length. I also understand that once transcripts and data analysis are completed, I will be required to perform a member check of the data, estimated to take no longer than 1-2 hours, at which time I will clarify and amend, as appropriate, the data, and sign off. I also understand that the focus group activity is anticipated to take between 1 1/2-2 hours and that I will be requested to review the summary of found themes for clarification and amendment. Again, this process is estimated to take no longer than 1-2 hours.

Perceived Benefits:
I understand that I may benefit from this project through my personal reflections on my transition path to date. Additionally, through the focus group activity I will be able to share my own experiences, adding my own voice to the project, as well as learning from other women's experiences of transition. This may assist me in my personal transition path towards more meaningful and fulfilling future career choices.

Perceived Risks:
I understand that I will be audiotaped, and as such may be at risk of loss of confidentiality in case of unforeseen robbery at the principal investigator's residence. All efforts will be taken to ensure safe-keeping of the audiotape and in the unlikely event of a theft, it is highly improbable that any thief would understand, let alone maliciously utilize such data but I do understand this is a potential risk of my involvement.

Storage and Destruction of Data
The audiotape, transcripts and any written data will be kept securely in the principal researcher's residence. The audiotape will be destroyed within 3 months of successful completion of the thesis defense, or by October 31st, 2004, whichever is earlier. All written data will be destroyed 6 months after successful defense of the thesis, or no later than January 31st, 2005.

Confidentiality/Anonymity:
I understand that all personal information and data collected will be kept strictly confidential. All data will be coded and any reference to me in future written or oral reports will be through a pseudonym. The principal investigator will complete all transcriptions and data analyses. Only the principal investigator and her research advisor, Dr. Susan Drake, will have access to the raw data, field notes, journal entries and final reports.

Confidentiality/Anonymity of All Focus Group Participants:
I also acknowledge that the focus group activity involves participation with up to 4 additional participants. Each participant enters into the focus group with the
Informed Consent (continued)
understanding that information discussed within the group is for the group activity only and will be kept strictly confidential within the group. As such, I will not discuss any information of a personal and identifiable nature that comes up during the focus group activity with anyone outside of the focus group. Each focus group member will be asked to sign the consent to confidentiality within this context prior to the start of the focus group activity.

I understand that a master's thesis defense will be presented from the final report with an anticipated schedule of late July/early August 2004. I further understand that should the data from the interview and focus group activity become informative towards the principal investigator's future Ph.D. thesis, or any future projects, theses, reports or papers, she may use the data and/or analysis in future on topics. Such topics would include women's workplace issues, adult learning, issues of workplace transition and learning, women's learning, or organizational learning. I understand that a final copy of the report will be given to me upon request received between August 31st, 2004 and October 31st, 2004, inclusive.

Consent:
I understand that my participation is voluntary and that I may withdraw from the interview and focus group study at any time without reason and without penalty. I understand I am not receiving payment for participation. I realize I am under no obligation to answer any questions that I may feel are inappropriate, invasive or offensive.

I understand that by giving my consent for the focus group activity I will maintain strict confidentiality regarding the information discussed by fellow participants. I further understand that each focus group participant will be required to sign the confidentiality prior to participation in the focus group and will maintain confidentiality for all information discussed within the focus group context.

I have read and understood the above information. I understand that I may ask questions in the future about the study and my participation. By signing this document, I am indicating my free consent to participate in this interview research.

Participant Signature for individual interview ______________________________
Date ______________________________

Participant Signature for focus group activity ______________________________
Date ______________________________

THANK YOU FOR YOUR ASSISTANCE!
Please take a copy of this form with you for your records.

***********

I have fully explained the procedures of this study to the above participant.

M.Ed. Student Researcher ______________________________ Date ______________________________
Nicole Balan, B.Sc.Phm, MBA
Appendix C

INFORMATION LETTER

Title of Study: "Displaced Women Professionals: An Exploration of Perceived Learning Processes During Transition."

Researcher: Nicole Balan, M.Ed. student, Faculty of Education, Brock University
Advisor: Dr. Susan Drake, Faculty of Education, Brock University

Dear Participant:

The purpose of this interview and focus group study is to deepen understanding of women's learning during periods of workplace transition and to explore the learning that women engage in during the process. Other aspects of the study will be to examine the broader experience of transition to see if there are common steps which professional women in transition move through. Additionally, such things as barriers and/or facilitating factors to learning in regard to family and relationships, social/cultural expectations and other factors experienced during transition will be explored. The interview and focus group session will be documented via audiotape, fieldnotes and/or journal entries. Should a live interview or focus group attendance not be feasible, these will take place via telephone/teleconference, with responses documented via audiotape.

It is anticipated that the interview will take approximately 60 minutes of your time and will be used to acquire data for this project. It is anticipated that the focus group exercise will take approximately 1 1/2-2 hours. Additionally, in order to conduct a member check of the transcripts and/or data analysis, approximately 1-2 hours of your time will be required to review the transcripts of the interview and a summary of the focus group exercise for verification/clarification purposes and sign-off. Below are the three open-ended questions that will guide the first interview.

Interview questions:

1. Tell me a story of transition.

2. What have you learned?

3. How or have these experiences been shaped by the fact that you are a woman?

Potential benefits of your participation in the interview and focus group study include:
- Personal reflection on your transition path to date
- Ability to relate and reflect upon other women's experiences in transition which may provide you with additional ways of assisting you as you move along the transition path towards more meaningful and fulfilling future career choices.
Participation in this study is voluntary. If you choose not to participate please kindly return the information letter and consent form to the principal investigator. The principal investigator will handle all raw data, transcription, analysis and final reporting. Her research advisor and professor, Dr. Susan Drake, will be the only other person with access to these above mentioned items.

If you choose to participate, you may withdraw at any time and for any reason without penalty. You are under no obligation to answer any questions you may find offensive, inappropriate or invasive. All personal data will be kept confidential, will be coded and you will be identified with a pseudonym in any future written and/or oral reports. Only the principal researcher and Dr. Susan Drake will have access to your name and the data.

The audiotape, transcripts and any written data will be kept securely in the principal researcher’s residence. The audiotape will be destroyed within 3 months of successful completion of the thesis defense, or by October 31st, 2004, whichever is earlier. All written data will be destroyed 6 months after successful defense of the thesis, or no later than January 31st, 2005.

The information gathered in this project may be useful for the principal investigator’s future graduate (Ph.D.) thesis work, in so far at it may inform or add to the anticipated work. The data from this project may be incorporated into this thesis work, or future works or papers focusing on women's workplace issues, adult learning, issues of workplace transition and learning, women's learning, or organizational learning.

This study is conducted with approval obtained from the Research Ethics Board of Brock University (File # 03-324). You may request a copy of the final report any time after August 31st, 2004 until October 31st, 2004 inclusive, from the principal investigator.

Sincerely,

Nicole Balan, B.Sc.Phm., MBA
M.Ed. Student Researcher
(905-867-0794 or nicole_balan@hotmail.com)
The Brock University Research Ethics Board has reviewed the research proposal:

*Displaced Women Professionals: An Exploration Of Perceived Learning Processes During Transition*

The Research Ethics Board finds that your proposal requires clarification: The researcher may proceed with the work as soon as the following issue(s) have been addressed and approved by the Committee:

1. A focus group interview will be conducted. Please include a statement in the consent form for participants in the focus group to sign in which they agree to keep confidentiality in this context.

2. The researcher indicates that after a 6 month period participants will not be in "crisis intervention mode." What if this is not the case and a participant becomes upset during the interview or focus group as a result of personal experiences discussed? Please describe strategies in place to deal with such occurrences.

3. The Advisor's name on the Feedback Form is Dr. Susan Tilley, not Dr. Susan Drake. Please revise.

Please send the required documents to me indicating how you have addressed these concerns.

No research with Human Participants will commence prior to receiving approval from this committee.

JE/dvo
**Appendix E**

**Working Transcription Conventions**

<table>
<thead>
<tr>
<th>Sounds:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thinking before speaking or as a break between thoughts/speech</td>
<td>• Um, uh, ah, ha</td>
</tr>
<tr>
<td>• Empathic affirmation of another's comments (i.e. contemplation of what comments and processing of it, or encouragement and listening)</td>
<td>• Hmph (=huh, hum)</td>
</tr>
<tr>
<td>• Agreement</td>
<td>• Yeh (all = yea, yeah, ya, yup)</td>
</tr>
<tr>
<td>• Environmental sounds</td>
<td>• [noise: cat shuffling], [noise: dog barking], [noise: phone ringing], etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tone of Speaker</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• louder</td>
<td>• CAPITAL LETTERS</td>
</tr>
<tr>
<td>• emphasis on word</td>
<td>• (emphasis)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Expression</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• individual laughing during speech or both parties laughing together</td>
<td>• (laugh)</td>
</tr>
<tr>
<td></td>
<td>• (laugh) (laugh)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pauses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• pause without um, ah, shorter than 5 seconds but longer than 1 second and affects the rhythm of speech</td>
<td>• (pause)</td>
</tr>
<tr>
<td>• pause greater than 5 seconds</td>
<td>• (pause 5+)</td>
</tr>
<tr>
<td>• tape shut off</td>
<td>• [pause: tape]</td>
</tr>
<tr>
<td>• tape turned over</td>
<td>• [tape ran out: turned over]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repetition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• type out the repeated word, word, word</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctuation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• running dialogue, continuation of a thought</td>
<td>• ellipse ... or a comma, between thoughts</td>
</tr>
<tr>
<td>• incomplete word or sound</td>
<td>• incompl...</td>
</tr>
<tr>
<td>• quotations within speech</td>
<td>• 'single quotes'</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conversation overlap by participants (i.e. crosstalk)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• [overlap]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tape is muffled or difficult to hear</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• [unclear]</td>
</tr>
</tbody>
</table>
Appendix F

Participant Member Checking Form

Dear Participant:

Thank you again for participating in the study. Your experience is a valued part of the entire research process. With this in mind, I ask you to review the transcripts, the "I-Poem," your profile, metaphor for transition and my interpretations.

My intention is to provide a reciprocal, meaningful and authentic interpretation of your experience with respect to learning in transition. With this in mind, please feel free to delete, modify and add your own interpretations and clarifications to any part of the package by marking it directly on the printed text or by attaching additional pages.

If you would be so kind as to return the copies, with your changes, and signature of approval.

Thank you again for your valuable input and I will be in touch shortly.

Kindly,

Nicole Balan, M.Ed. candidate

--------------------------------------------------------------------------------------------------------------------------

This confirms that I have read through the transcripts of my individual interview, my "I-Poem," metaphor for transition, profile, and interpretation and have modified, added or deleted, as I preferred. I am comfortable that the now modified texts provide the most meaningful and authentic representation of my experience with respect to learning in transition.

PARTICIPANT: 

DATE: 

--------------------------------------------------------------------------------------------------------------------------
Appendix G
Focus Group
Questioning Route

Opening:
1. Please introduce yourself & tell us your time in workplace transition to date.

Introduction:
2. Think of yourself and your learning before transition and presently. Draw a stick figure of yourself, or a representation of yourself, or a symbol or a word that describes a) Learning before Transition & b) Learning Presently
If there is no difference between the two that's fine too.

Transition:
3. Think back to a particularly important learning point in your transition. Close your eyes and allow all your senses to relive the moment. Recall what the surrounding looked like, the people present, the smells, the sounds, your emotions, your assumptions and thoughts, how your body felt. Savor the moment and absorb everything. When you are ready, open your eyes and record your instinctual responses on the first sheet in front of you.

   [Allow each participant to describe the moment and their experiences]

Key Questions:

4. Rate question: Top 5 Types of Learning Sheet (If you feel there are more than 5, feel free to circle up to 10. If you would like to connect some of them, do so with arrows).

5. Relationships and learning in transition, what is your experience?

6. Female roles of wife, life-partner, mother, daughter, sister. What is the learning experience of the roles?

7. Fear of learning or your perceived ability to learn, what is your experience in transition?

8. Mentoring, what was your experience in transition?

9. Listing question: List Top 3 Facilitating Factors and Top 3 Barriers to Learning

10. Dream Come True Question: Magic Wand Exercise
    If this magic wand could make your wishes come true regarding learning in transition what would it do/be?
Ending Questions:

11. Imagine you are preparing a 1-minute talk on learning in transition to a group of young women just starting their careers. What would be your key points?

[Summary of the discussion thus far]

12. I'd love your feedback: Is this an adequate summary?

[Overview of purpose of study]

13. Is there anything we should have talked about that we didn't?

THANK YOU AGAIN
THINKING, FEELING, SAYING, DOING

PRESENTLY

LEARNING

(Stick figures are fine.)

Share whatever you think and feel is appropriate with the group.

(a) Learning Before Transition & (b) Learning Presently

Draw a stick figure of yourself or a representation of yourself, or a symbol or a word that describes

Think of yourself and your learning before transition and presently.

Question #2: Picture Drawing Question

SELF-REPORT Documents: Focus Group: One Participant Sample of Questions

Appendix H
Other

Recreation

Dream

Body experience

Thoughts

Emotional

Inuitive

Reflective

Gradual process

to learn more

Self-initiated (purposful) until

"Something missing in life"

Challenge to my assumptions

My emotions

Other's emotions

Outcomes

Initiators

Conneotions

Quick summary of learning moment: After introducing Strategies.

Question #3: Think back on a particularly important learning moment during transition.
Please circle the 5 most important types of learning that you experienced in transition.

Please rate the five with 1=least important, 5=most important.

Question #4 Rating: 5 Types of Learning Top 5 Types of Learning in Transition.
1. My own Zone of Immunity

(Internal or External)

What helps learning in transition

TOP THREE FACTORS TO LEARNING

(Internal or External)

What hinders or stops learning

TOP THREE BARRIERS TO LEARNING
Appendix I: Data Analysis Part Two
Following One Theme

This appendix follows the original index of "Relationships, Equal and Supportive" through 3 revisions of the index and 3 revisions of the subthemes.

**Initial Index**

In the first index, two subindexes were particularly attributed to Maya alone, and were identified with an asterisk (*). This first index had 10 major index topics as follows:

1.0 Chosen Pseudonym
2.0 Women's Multiple Roles
3.0 Men's Roles
4.0 Learning Experience
5.0 Mentoring
6.0 Facilitating Factors Internal
7.0 Facilitating Factors External
8.0 Barriers to Learning Internal
9.0 Barriers to Learning External
10.0 Outcomes

Two subindexes that were mentioned by Maya alone were the following:

4.12 Safety: learning a particular way, not wanting to learn in other realms (*)
10.2 Wanting learning up-front, transition could proceed faster (*)

To follow subindex 2.7 **Relationships: Equal, Supportive** through the various stages and to provide context, the entire 2.0 Index with subindexes is provide below:

2.0 Women's Multiple Roles

| 2.1 | Work harder / Twice as hard / Demanding |
| 2.2 | Enjoy multiple roles / richness |
| 2.3 | Carving out self in each role |
| 2.4 | Challenging beliefs about traditional female roles |
| 2.5 | Giving, Always more to give, Pleasing |
| 2.6 | Relationships: Draining, Not supportive, Slowing down own goals |

2.7 **Relationships: Equal, Supportive**

| 2.8 | Boundariless / Cup never full / Never finished roles of women |
| 2.9 | Self: Where self fits -difficult |
| 2.10 | Parental responsibilities: more than men's responsibilities to parents |
| 2.11 | Obstacles thrown up: but not insurmountable |
| 2.12 | Appreciation of own accomplishments because acknowledge additional obstacles |
| 2.13 | Disappointment / resentment of multiple roles / giving / not getting back |
| 2.14 | Role model |
| 2.15 | Caring / giving: Slowing down own goals |
| 2.16 | Self-created or society-imposed roles |
| 2.17 | Establishing boundaries to giving / boundaries to roles |
Second Index

The second draft of the index included the self-report documents. Changes are bolded to provide an audit trail. In the second index, a new major index, "Initiators of Learning or Types of Learning" was added as 11.0. Also, 10.0's title was changed to better reflect the additional subindexes. 10.0 was renamed "Timeline/Changes". The focus group transcripts were reindexed with this second draft. Knowing that the individual interviews would also be providing additional changes to the index, large index categories 13 and 14 were left blank in this version, to provide for the anticipated index categories that would emerge when going through those transcripts.

My reworking of categories was done by hand on the printout of the first draft and kept for audit trail purposes and then retyped. For example, 2.6 "Relationships: Draining, Not Supportive" and 2.7 "Relationships: Equal, Supportive" were crossed out and reindexed in the 7.0 "Facilitating Factors: External" and 8.0 series "Barriers to Learning: Internal" to better reflect their respective facilitating or barrier traits.

Thus, the example of 2.7 "Relationships: Equal, Supportive" was reindexed into the 7.0 "Facilitating Factors: External" Index as presented below:

<table>
<thead>
<tr>
<th>7.0 Facilitating Factors: External (2&lt;sup&gt;nd&lt;/sup&gt; Index version)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Supportive Relationships</td>
</tr>
<tr>
<td>7.2 Mentors (expected, specifically sought after) (*)</td>
</tr>
<tr>
<td>7.3 Time: process and heal</td>
</tr>
<tr>
<td>7.4 Ease of access</td>
</tr>
</tbody>
</table>

This was because the original 2.7 "Relationships: Equal, Supportive" was found to be of the same meaning as the index 7.1 "Supportive relationships". Thus all 2.7 indexes were reindexed under 7.1. The 1st version of the 7.0 Index is presented below:

<table>
<thead>
<tr>
<th>7.0 Facilitating Factors: External (1&lt;sup&gt;st&lt;/sup&gt; Index Version)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Supportive Relationships</td>
</tr>
<tr>
<td>7.2 Unexpected helpers/mentors</td>
</tr>
<tr>
<td>7.3 Time: process and heal</td>
</tr>
<tr>
<td>7.4 Ease of access</td>
</tr>
</tbody>
</table>

Note that 7.2 "Unexpected helper/mentors" was moved in the 2<sup>nd</sup> index version into the large 5.0 "Mentoring" Index as provided below:

<table>
<thead>
<tr>
<th>5.0 Mentoring (2&lt;sup&gt;nd&lt;/sup&gt; Index)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 BLANK</td>
</tr>
<tr>
<td>5.2 Lack of strong female role model growing up</td>
</tr>
<tr>
<td>5.3 Unexpected helpers/mentors</td>
</tr>
<tr>
<td>5.4 Personal mentorship-receiving</td>
</tr>
<tr>
<td>5.5 Personal mentorship-giving</td>
</tr>
<tr>
<td>5.6 Mentorship-big responsibility</td>
</tr>
</tbody>
</table>

Note that 5.1 is Blank in the 2<sup>nd</sup> Index because it was named "Being female role model" in the 1<sup>st</sup> Index and was found to be of the same meaning as subindex 2.14 "Role model" in the 1<sup>st</sup> Index. So all data originally indexed with 5.1 were reindexed with 2.14.
To provide an the context of the 2nd version of the index, the major index themes are provided follows:

2nd Index (Major Index)
1.0 Chosen Pseudonym
2.0 Women's Multiple Roles
3.0 Men's Roles
4.0 Learning Experience
5.0 Mentoring
6.0 Facilitating Factors: Internal
7.0 Facilitating Factors: External
8.0 Barriers to Learning: Internal
9.0 Barriers to Learning: External
10.0 Timeline/Changes
11.0 Initiators of Learning or Types of Learning
12.0 Emotions Around Learning Moment in Transition
13.0 BLANK
14.0 BLANK
15.0 Outcomes

Third Index
This index was created by reading all individual transcripts, adding subindexes and reindexing previously categorized data sources, as required. A total of 382 subindexes were in the third index. The 3rd index major index categories are provide below:

1.0 Chosen Pseudonym
2.0 Women's Multiple Roles
3.0 Men's Roles
4.0 Learning Experience
5.0 Mentoring
6.0 Facilitating Factors (Internal)
7.0 Facilitating Factors (External)
8.0 Barriers to Learning (Internal)
9.0 Barriers to Learning (External)
10.0 Timeline/Changes
11.0 Initiators of Learning or Types of Learning
12.0 Emotions Around Learning Moment in Transition
13.0 Multi-Layered Transitions
14.0 Transition: General
15.0 Outcomes
16.0 External Environment

The subindexes expanded at this stage because each individual interview spoke of some unique experiences, not necessarily shared with others and the subindexes at this stage were maintained, as much as possible, in words of participants. For example, 14.0 "Transition: General" produced 56 subcategories and 15.0 "Outcomes" which had had 7 subindexes in the 2nd version, grew to 24 subindexes in the 3rd version of the index.
In the 3rd version of the index, 7.0 did not change substantially since it did not expand subindexes. 7.1's name was modified to include additional meaning found in the individual transcripts, it was renamed "Supportive relationships/support structures".

The 3rd index is produced below:

7.0 Facilitating Factors (External) (3rd Index)
   7.1 Supportive relationships/support structures
   7.2 Mentors (expected, specifically sought after) (*)
   7.3 Time: process and heal
   7.4 Ease of Access

**Synthesizing The Subthemes/ Creation of Broad Themes**

The first draft of subthemes are called subthemes, and no longer subindexes because they synthesize the indexed data and add additional meaning, thus, they are higher up the analytic hierarchy (Spencer et al., 2003). In the first draft of subthemes, the now "historical index (3rd version)" has been renamed according to subthemes as below:

<table>
<thead>
<tr>
<th>Historical SubIndex</th>
<th>SubTheme (1st draft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Supportive relationships/support structures</td>
<td>Support</td>
</tr>
<tr>
<td>7.2 Mentors (expected, specifically sought after)*</td>
<td>Support</td>
</tr>
<tr>
<td>7.3 Time: process and heal</td>
<td>Time</td>
</tr>
<tr>
<td>7.4 Ease of access</td>
<td>Access</td>
</tr>
</tbody>
</table>

After the first subtheme exercise, the original 382 subindexes had been synthesized to 85 subthemes. In the next version redefinition and refinement led to the collapse of 5 additional subthemes, down to 80. On the 3rd subtheme, "support" had been separated into three subthemes as follows:

<table>
<thead>
<tr>
<th>SubTheme (3rd draft)</th>
<th>Broad Theme (3rd draft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support-Disconnection/Loss</td>
<td>Support</td>
</tr>
<tr>
<td>Support-None/Negative</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Support-Positive</strong></td>
<td><strong>Support</strong></td>
</tr>
</tbody>
</table>

Thus, 7.1 in the "historical index" is now under the subtheme of "support-positive" and the broad theme of "support". To provide an example of the types of "historical indexes (3rd version)" that were placed into "support-positive" a sampling is given below:

**"Historical SubIndex (3rd version)"

<table>
<thead>
<tr>
<th>7.1 Supportive relationships/support structures</th>
<th>SubTheme (3rd draft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.9 Shared experience group/don't want to let go</td>
<td>Support-Positive</td>
</tr>
<tr>
<td>5.1 Other people in transition (hearing success stories)</td>
<td>Support-Positive</td>
</tr>
<tr>
<td>11.24 Networking/Professional events</td>
<td>Support-Positive</td>
</tr>
<tr>
<td>15.10 Others appreciate/now supportive/acceptance</td>
<td>Support-Positive</td>
</tr>
<tr>
<td>5.14 Positive feelings around group</td>
<td>Support-Positive</td>
</tr>
<tr>
<td>5.10 Comfort from group</td>
<td>Support-Positive</td>
</tr>
<tr>
<td>5.3 Unexpected helpers/mentors</td>
<td>Support-Positive</td>
</tr>
</tbody>
</table>
PRESENTLY LEARNING

(proofreading, editing, saying, doing)

Before Transition

LEARNING

(Thinking, feeling, saying, doing)

([stick figures are here])

Share what you think and feel is appropriate within the group

(a) Learning Before Transition & (b) Learning Presently

Draw a stick figure of yourself or a representation of yourself or a symbol of a word that describes

Think of yourself and your learning before transition and presently

Question #2: Picture Drawing Question

Paths to Learning: Goal Orientation to Learning

Appendix J
LEARNING PRESENTLY

(thinking, feeling, saying, doing)

LEARNING BEFORE TRANSITION

(thinking, feeling, saying, doing)

3. Sketched figures are fine.

Share whatever you think and feel is appropriate with the group.

a) Learning Before Transition (b) Learning Presently

Draw a sketch figure of yourself or a representation of yourself, or a symbol of a word that describes

Think of yourself and your Learning Before Transition and Presently.

Question #2: Picture Drawing Question

Parity Learning: Growth Orientation to Learning

Appendix K