Leadership Journeys of Twelve Women in the Wine Industry: A Qualitative Study

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Abstract

This thesis comprises two papers investigating women's leadership journeys in the wine industry. The first paper analyzes the experiences of 12 participants across Oregon, Virginia, and South Africa, identifying six key themes: diverse backgrounds, gender barriers, mentorship, community support, a proactive work ethic, and continuous learning. Participants, all from diverse backgrounds, navigated varied career paths before entering the wine industry, facing gender-related challenges rooted in societal biases. Mentorship emerged as crucial, and the women were committed to reciprocal support and community networks. Chapter Four delved into four case studies within the South African wine industry, revealing complex dynamics of gender, race, and age. Participants like Elizabeth, Sandy, Rachel, and Anna challenged traditional expectations, emphasizing the importance of mentorship, transformative leadership, and environmental stewardship. Insights suggest the need for inclusivity, mentorship programs, and policy changes to dismantle barriers and promote diversity in leadership roles. These findings also call for educational adaptations and societal reflections on gender norms. Recommendations for future research include exploring intersectionality, specific barriers for female viticulturists, and the industry's impact on conservation efforts.

Keywords: leadership, agriculture, wine production, gender, women

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Chapter One

Introduction to the Study

Women's share of global leadership roles has steadily increased over the past five years, but progress has slowed (Gallop & Chamorro-Premuzic, 2022). In 2022, women comprised 39.5% of the overall global labor force and 42.7% of leadership roles, which was the highest gender parity score to date (World Bank Open Data, 2022; World Economic Forum, 2022). In the United States, women made up 47% of overall labor (U.S. Bureau of Labor Statistics, 2022) and 42% of overall leadership positions (United States Census Bureau, 2022). However, they comprised 50.7% of the labor force when bachelor's degrees were considered (Fry, 2022). Women also outpaced men in most degree fields, holding 57% of bachelor's degrees, 61% of master's degrees, and 54% of doctoral degrees (Reeves & Smith, 2021). Despite this, women were not accurately represented in leadership roles (Gallop & Chamorro-Muzic, 2022; Field et al., 2023), particularly in agriculture (Griffeth et al., 2018; Crampton, 2019).

Historically, women have been an integral part of the agricultural sector, engaging in various roles (Keller, 2014). Women have been particularly represented in roles associated with farms that operate agrotourism, horticulture, livestock production, and farms that identify as sustainable agriculture (Fremsted & Paul, 2020; Schmidt et al., 2021). Additionally, value-added agriculture has been an area where farm women have historically been more visible and recognized (Wright & Annes, 2016). Value-added agriculture is the process of changing a raw agricultural product into something new through packaging or processing, e.g., cheese or wine production. (Wright & Annes, 2016). Although women have been more visible through value-added agriculture, it may have contributed to being pigeonholed into an industry that does not challenge what is traditionally coded as women's work (Annes et al., 2020; Wright & Annes, 2016). Previously,

their contributions were not regularly recognized and appreciated, contributing to disparities in leadership positions. Moreover, gender biases and societal expectations have historically hindered women from assuming leadership roles in agriculture (Keller, 2014).

Men have historically dominated the wine production industry (Matasar, 2010). While women have played integral roles in the winemaking process, their presence in leadership roles within the wine industry has been disproportionately low due to "biases, traditions, religious practices, superstitions, physical characteristics, and social stereotypes" (Matasar, 2010, p. 5). This phenomenon is not unique to any region but is a global issue, especially with underrepresented regions in the United States (such as Oregon and Virginia) and internationally (such as South Africa).

In this study, we aimed to explore the underrepresented wine regions of Oregon, South Africa, and Virginia, which lack comprehensive data on gender dynamics. For context, California accounted for a staggering 80% of wine production in the United States (Wine Institute, 2023), and only 13% of wineries in California were women-owned (Gilbert & Gilbert, 2021). When considering co-ownership with a male spouse, this percentage increased to 25%, totaling 38% of California wineries with women in ownership positions. Women remained underrepresented in other roles within wineries as well. For instance, only 14% of principal winemakers in California were female (Gilbert & Gilbert, 2020), even though women had consistently made up 42% of graduates from the University of California, Davis Viticulture and Enology program (Macneil, 2018).

Furthermore, a study examining California wineries annually producing over 10,000 cases (which is considered at least a small winery) revealed only 26.4% of winemakers, 13.3% of wine industry CEOs, and 6.6% of viticulturalists were female. This gender disparity varied

significantly by region and winery size. Notably, as wineries expanded in size, the representation of women in leadership roles tended to decline (Insel & Hoepfner, 2018). Across all regions in California, men consistently held more leadership positions than women, with Napa Valley exhibiting the smallest discrepancy and wineries operating in multiple regions displaying the largest gender gap (Insel & Hoepfner, 2018). Alonso et al. (2020) and Galbreath (2015) specifically stated more research is needed into the cause and effect of gender imbalance in the wine production industry in other regions.

This study explored the aforementioned call for further research by including Oregon, Virginia, and South Africa into the conversation surrounding gender equality in the wine industry. In both South Africa and the United States, women make up 46.5% of the labor force in each respective country (World Bank Open Data, 2022). However, limited data is available concerning the number of women in the wine industry, specifically in Oregon, South Africa, and Virginia. According to the Virginia Wine Board (A. Anderson, personal communication, October 18, 2023), anecdotally, women made up about 10% to 15% of the winemakers in the state, depending on if you count assistants and the various brands they bottle wine for. In personal communication with an Oregon Wine Board representative (N. Ferguson, November 14, 2023), he commented he was unaware of any reports containing information regarding women's representation in the Oregon wine industry. Attempts to contact the Wines of South Africa board received no response.

Gender disparities within the wine industry are prevalent globally (Alonso et al., 2020; Galbreath, 2015; Gilbert & Gilbert, 2021). While California served as our primary example in this introduction, gender imbalances persisted elsewhere in the winemaking industry. Understanding these disparities and their historical context is crucial for creating a more

inclusive and equitable wine industry where women can assume leadership positions. This thesis delved deeper into women's challenges and opportunities in the wine industry and explored the lived experiences of women inhabiting leadership roles in wine.

Purpose Statement and Central Research Question

The purpose of this study was to explore women's lived experiences in leadership roles in the wine industry. The central research question that guided this study was "What are the lived experiences of women who have pursued leadership roles in the wine production industry?" This central research question was broken down into more specific questions regarding upbringing, leadership style, and conservation practices.

Organization of the Study

The first chapter of this thesis provided a brief overview and context for the study. The lack of women in wine production roles was highlighted by discussing women in agriculture and general labor, and the central research question was then introduced. Chapter Two will highlight the selected theoretical frames of Social Role Theory and Social Learning Theory of Career Selection. It will then discuss Leadership Theory, including Transformational Leadership, Team Leadership, The Centered Leadership Model, and Implicit Leadership. It then will highlight women in leadership, women in agriculture, and women in wine. Chapter Three will be an article submitted to the *Journal of International Agricultural and Extension Education* that examines the general themes we found throughout our participants. Chapter Four will be a second article of case studies focusing on specific women and their stories submitted to the *Journal of Human Sciences.* Chapter Five will be an overall discussion of the study and its results.

Chapter Two

Introduction

Chapter One introduced issues surrounding women leaders in the wine industry. The research questions guiding this study were also introduced. Chapter Two highlights the selected theoretical frames of Social Role Theory and Social Learning Theory of Career Selection. It also delves into Leadership Theory, including Transformational Leadership, Team Leadership, The Centered Leadership Model, and Implicit Leadership. It then discusses women in leadership, women in agriculture, and women in wine.

Theoretical Framework

Social Role Theory

Social Role Theory (Eagly, 1987; Eagly et al., 2000), constituted the theoretical framework for this study by offering insights into how gender stereotypes contribute to the disparities in leadership roles. Social Role Theory suggests that the societal roles attributed to each gender arise from a blend of biological and psychological factors influencing expectations and behaviors. These roles are not inherent, but are learned through socialization processes (Eagly, 1987). In postindustrial societies, men were often associated with traits like strength and speed, aligning them with positions of power. At the same time, women, perceived as nurturers, were directed toward roles involving care and community (Eagly, 1987; Eagly & Carli, 2007; Koenig et al., 2011). This division of labor fostered stereotypes that associated men with agency and leadership and women with communal and caregiving roles (Eagly, 1987). These stereotypes are further reinforced through positive affirmation for conforming to assigned gender roles and consequences for deviation (Eagly, 1987; Eagly & Wood, 2011). Egly and Caly (2007)

suggested that societal expectations often dictate the roles women are encouraged to occupy, which, in turn, influenced their leadership styles and career trajectories. However, Eagly and Wood (2011) suggested that these gender roles are not fixed but dynamic, subject to changes in societal attitudes and expectations. This flexibility highlighted the adaptability of individuals within their assigned roles, showcasing the potential for shifts in perceptions.

Social psychologists emphasized the significance of social context in comprehending human behavior (Hoyt, 2017). One of the core tenets of social psychology is that people often resort to cognitive shortcuts, like stereotypes, to navigate the social world (Hoyt, 2017). Such stereotypes mold societal expectations for female leaders and influence women's perceptions and actions (Hoyt, 2017). From this perspective, theories such as Eagly's (1987) Social Role Theory have guided academic explorations on gender and leadership within social psychology (Hoyt, 2017). These investigations often centered around two primary areas: discernible gender differences in leadership styles and obstacles women encounter in the leadership domain. Researchers often integrated the perspectives from Social Role Theory with leadership studies frameworks, such as Transformational Leadership (Burns, 1978) and Implicit Leadership theories (Eden & Leviatan, 1975; Hoyt, 2017). Observations that women often lean towards transformational and democratic leadership styles, emphasizing collective well-being, could be interpreted through communal expectations for women (Hoyt, 2017). However, these stereotypes presented challenges for women in leadership by restricting access and influence and imposing conflicting expectations (Bass, 2008; Hoyt, 2017).

Social Learning Theory of Career Selection

The Social Learning Theory of Career Selection (Krumboltz, 1976) provided a framework for understanding how individuals shape their career paths by observing and imitating successful

behaviors within their social environment. At its core, Social Learning Theory is the concept that individuals can acquire new behaviors, attitudes, and skills by witnessing the experiences of others. Krumboltz (1976) broke down the factors influencing career selection into four categories: genetic endowments, environmental conditions, learning experiences, and task approach skills. Genetic endowment covers how inherent predispositions such as physical attributes or cognitive strengths influence potential career direction. Environmental conditions reference how chance occurrences and surrounding situations, such as family and economic fluctuations, impact trajectory (Krumboltz, 1976). Learning experiences are another critical factor when determining a career path. Formal and informal encounters shape aspirations, whether actively enrolling in a course for formal education or experiencing a negative situation, which is considered informal learning (Krumboltz, 1976). Task approach skills refer to coping mechanisms and decision-making strategies. Krumboltz (1976) emphasized these are not fixed but can be honed through practice. He noted people are not passive recipients of their circumstances but active participants who can adapt to environments, cultivate skills, and leverage strengths (Krumboltz, 1976).

Leadership

Transformational Leadership

Transformational Leadership, conceptualized by Burns (1978), has emerged as a prominent and influential leadership theory. This leadership style centered around inspiring and motivating followers to attain higher performance levels and cultivate personal development. Transformational leaders were characterized by their ability to create a compelling vision, stimulate intellectual curiosity, provide individualized consideration, and offer inspirational

motivation, fostering a collective identity and shared goals among followers (Burns, 1978; Bass, 2008; Northouse, 2022).

Avolio and Yammarino (2002) delved into the dynamics of transformational leadership within organizational settings, focusing on how behaviors outlined by Burns (1978) influenced various aspects of organizational effectiveness. The study emphasized the positive association between transformational leadership and a motivated work environment. Leaders exhibiting transformational behaviors, characterized by inspiration, intellectual stimulation, individualized consideration, and charisma, contributed to increased employee innovation, creativity, and job satisfaction (Avolio & Yammarino, 2002). Transformational Leadership has demonstrated significant practical relevance in various domains. Singh and Vanka (2020) and Northouse (2022) highlighted its positive impact on organizational performance and employee satisfaction. This approach encouraged followers to transcend their self-interests for the organization's greater good, promoting a sense of collective identity and shared goals. Transformational Leadership is a relevant theory, as it has been associated with positive outcomes in various fields, including organizational performance and employee satisfaction (Burns, 1978; Singh & Vanka, 2020; Northouse, 2022). It emphasized a shared vision and collective effort, which was instrumental in addressing issues related to gender disparity and promoting diversity and inclusion. Leaders employing this style contributed to developing positive work environments and fostered cultures of continuous improvement (Bass, 2008). Eagly et al., (2003) and Bass (2008) identified distinctions in leadership styles, with women more likely to implement transformational styles than men, contributing to a potential female advantage in leadership effectiveness.

Team Leadership

Team Leadership is a group-focused perspective that delved into how the characteristics and interactions within a group influence the relationships between leaders and followers (Northouse, 2022). Within this framework, leaders in a team setting play a pivotal role in ensuring the accomplishment of group tasks, which necessitates focusing on team needs and outcomes (Northouse, 2022). Unlike traditional vertical models, team leadership embraced lateral decision-making instead of a more top-down leadership style (Northouse, 2022).

Belbin's Team Role Theory (1981) provided valuable insights into individual team contributions. It categorizes team roles based on individuals' strengths and behaviors, promoting a deeper understanding of how team members can complement each other. Driskell and Salas (1992) highlighted the significance of team coordination, communication, and adaptability, especially in settings where errors can have severe consequences, emphasizing the crucial elements necessary for successful team performance. Katzenbach and Smith (1993) offered insights highlighting the importance of team performance, advocating for a collaborative and results-driven team environment. Their work emphasized aligning individual efforts with collective goals, prioritizing a shared vision and collective identity among team members.

Cultural implications also emerge as a significant aspect of team leadership, as emphasized by Gudykunst and Kim (2003). Their work underscored the importance of intercultural communication, understanding cultural differences within teams, and how navigating diverse perspectives and communication styles becomes essential for leaders to create an inclusive and effective team environment (Gudykunst & Kim, 2003). Hackman and Wageman (2005) emphasized the theoretical underpinnings of Team Leadership Theory, highlighting the importance of task design, goal clarity, individual contributions, and collaboration dynamics in

shaping effective team performance. Furthermore, Lencioni (2007) discussed fostering trust, addressing conflicts openly, and establishing clear goals and roles within the team. Schippers et al. (2012) introduced team reflexivity, which involves the collective processing of information and experiences, contributing to continuous improvement and adaptation.

Centered Leadership Model

The Centered Leadership Model focused on the idea that effective leadership is rooted in the ability to lead oneself first, which then extends to leading others and driving change (Barsh et al., 2008; Barsh & Lavoie, 2014). The model outlined five dimensions crucial for effective leadership: (1) *meaning*, which emphasizes the significance of identifying one's strengths and harnessing them towards a purpose that inspires; (2) *managing energy*, which focuses on understanding and directing one's energy sources and drains; (3) *positive framing*, which entails advocating for a constructive perspective that fosters resilience and broadens one's worldview; (4) *connecting*, or underlining the importance of forging robust relationships and recognizing growth enablers; and (5) *engaging*, which emphasizes building self-confidence, embracing opportunities with their inherent risks, and fostering collaboration (Barsh et al., 2008).

Mentorship emerged as a cornerstone within the Centered Leadership Model, emphasizing the profound impact of solid networks and influential mentors on career advancement and job satisfaction (Barsh et al., 2008). Such relationships foster a sense of belonging and purpose. While there was debate over the nature of these networks, evidence suggests men often have wider but more superficial networks, which offer diverse professional resources. In contrast, women's networks tend to be deeper yet narrower (Barsh et al., 2008). Beyond mentors, the value of sponsors is highlighted. These are individuals willing to take risks for their protégées, creating pivotal opportunities. Despite women's challenges, such as societal perceptions and

difficulties in reciprocation, strategies for improving and leveraging networks are available (Barsh et al., 2008). Actively seeking help, connecting over non-work-related interests, and revealing one's personal side without overstepping professional boundaries can assist women in enhancing their networks and identifying potential sponsors (Barsh et al., 2008).

The Centered Leadership Model emphasized collaboration is essential for leaders at all levels. To drive success, it encouraged leaders to build strong relationships with others, both within and outside their organizations (Barsh et al., 2008). Collaboration entailed working closely with team members, colleagues, and stakeholders, fostering a sense of shared purpose and direction (Barsh et al., 2008; Barsh & Lavoie, 2014). Additionally, collaboration helped leaders to empower, fostering an environment where everyone's contributions are valued and recognized. This approach aligned with the notion that leadership is not an individual endeavor but a collective one. A leader's effectiveness was often measured by their ability to bring people together, facilitate collaboration, and capitalize on the strengths and diversity of the team (Barsh et al., 2008). Research on leadership and collaboration highlighted the importance of building strong networks and partnerships, as it can enhance problem-solving, innovation, and overall organizational performance. Therefore, within the Centered Leadership Model, collaboration was fundamental for achieving meaningful, impactful, and future-oriented leadership. It highlighted the importance of cultivating relationships and working collectively (Barsh et al., 2008).

Implicit Leadership

Implicit Leadership Theories (Eden & Leviatan, 1975) posited that individuals hold subconscious beliefs, assumptions, and conceptions about the characteristics and behaviors that constitute effective leadership. These internalized leadership prototypes were shaped by cultural, societal, and personal experiences and can significantly influence one's judgments and

expectations of leaders and leadership effectiveness (Lord et al., 2020). Essentially, what was deemed as leader-like was often a reflection of these deeply ingrained perceptions, creating a lens through which individuals interpret leadership qualities (Eden & Leviatan, 1975). Implicit leadership beliefs can vary widely among individuals and across cultures or groups. As a result, a behavior or trait perceived as effective leadership in one context may not be viewed similarly in another (Eden & Leviatan, 1975). Implicit leadership beliefs, entrenched in task- and people-oriented behaviors, tended to reflect cultural masculinity, and reinforce dominant racial norms (Koenig et al., 2011; Rosette et al., 2008). When these biases are present, women may face substantial challenges in leadership (Forsyth & Nye, 2008; Lord & Maher, 1991). Social psychologists emphasized the impact of gender-based biases stemming from Implicit Leadership Theories. These biases created a stereotype-based on lack of fit between women's attributes, skills, and aspirations and the perceived requisites for effective leadership (Hoyt, 2017).

Followership played a vital role in Implicit Leadership Theories and is an essential and often overlooked component of the leadership process (Lord et al., 2020). Implicit Leadership encompassed not only how individuals perceived leaders but also how they perceived followers and their interactions. This dual focus is crucial for a holistic understanding of leadership (Lord et al., 2020). Leadership and followership are inherently interdependent; one cannot exist without another. By examining implicit theories related to both leaders and followers, insights into the behavioral expectations, traits, and behaviors associated with both roles are gained (Eden & Leviatan, 1975; Lord et al., 2020).

Women in Leadership

In discussions of leadership during the latter part of the 20th century, gender often remained an overlooked factor (Bass, 2008). When addressed, a prevailing notion was that, despite

observable differences between female and male leaders, women needed to emulate men to succeed in leadership roles (Bass, 2008). Men were predominantly perceived as superior leaders (Eagly & Carli, 2007). Due to this, there are certain expectations for leaders, and those traits, such as being assertive, authoritative, and dominant, are often associated with masculinity (Eagly & Carli, 2007; McEldowney et al., 2009). People did not often associate women with those qualities, so they have traditionally entered roles associated with feminine traits, such as education. In addition, women's typically more communal attributes aligned them more closely with leadership styles linked to effective leadership outcomes (Bass, 2008; Northouse, 2022). Generally, female leaders were perceived as nurturing, considerate, cooperative, and participative, while their male counterparts were frequently viewed as more competitive, controlling, impersonal, and analytic (Bass, 2008).

Although women were increasing their presence in leadership roles, barriers still existed that bar many from the top (Gallop & Chamorro-Premuzic, 2022; Reeves & Smith, 2021; World Economic Forum, 2022). Eagly and Carli (2007) refuted the concept of a "glass ceiling" (Hymowitz & Schellhardt, 1986) as they viewed it as misleading. Women attempting to reach the top did not face one significant barrier; they faced several barriers throughout their careers that worked to keep women from achieving as highly as men. Instead, Eagly and Carli (2007) described these barriers as a labyrinth women must navigate to attain power and authority and to exercise it effectively. This labyrinth encompassed hurdles arising from contemporary organizational structures, cultural norms, and the unequal distribution of domestic responsibilities (Eagly & Carli, 2007). For example, despite the substantial increase in women's participation in the paid labor force, a significant burden of unpaid labor, usually in the home, persisted, creating an additional layer within the labyrinth (Khazan, 2016).

Women in Agriculture

Extensive research has been written on women in agriculture, but it tended to revolve around women in developing nations. Women have long played an essential role in the United States agricultural industry (Fremsted & Paul, 2020; Schmidt et al., 2021). However, the story of agriculture in the United States has been shaped by the stories of white men (Layman & Civita, 2022), and often, when men reflected on the agricultural processes at their farms, they failed to mention how women participated (Gershon, 2015).

Several qualitative studies have studied women's participation in agriculture. Kleihauer et al. (2013) investigated the leadership styles and personality traits of six women deans in agriculture. They found all six women exhibited surgency, conscientiousness, agreeableness, adjustment, and openness, positively impacting their leadership. Wright & Annes (2016; 2020) discussed the ways in which value-added agriculture have traditionally provided space for women, but that space may be keeping them confined. Stephens et al. (2019) examined five Australian women's experiences and key leadership traits in production agriculture. Key themes included childhood experiences, family dynamics, hardship, and their leadership style, particularly self-perception, leading by example, and outreach to women in the industry. Cline et al. (2019) found a significant increase in women faculty membership of the American Association for Agricultural Education, rising from 14.6% in 2003 to 21.9% in 2017. This increase showed the progression toward a more diverse and inclusive faculty in agricultural and extension education. Brawner et al. (2020) focused on women in the U.S. and their achievement of agricultural roles, especially in male-dominated areas. The study yielded three primary conclusions, including family influence on career choice, fathers' role, and the necessity of successful integration of work and personal life. Louder (2020) found women in agriculture prefer relationship-based leadership styles and

identified specific barriers women face, including life, self-perception, gender, and organizational issues. Carroll et al. (2021) found career paths, mentorship, leadership styles, challenges, personal growth, and industry growth were key impacts for women in turfgrass leadership roles. Also, female leaders faced common challenges such as inappropriate conduct and stereotype overcoming but achieved success through self-efficacy, education, and mentorship. Frankel et al. (2021) studied women in the craft brewing industry and found challenges related to equipment, sexual harassment, and the complexities of motherhood. These challenges were amplified by their minority status in a male-dominated field. Women combatted this by seeking certifications, forming mentorships, and building empathy within their community. Stephens et al. (2023) found seven key themes for Batswana women in agriculture. These themes included their agricultural journeys, networking, leadership and management, family, culture, awareness of changes in agriculture, and their values and motivations.

Discussion around how to continue increasing women's participation in agriculture is still growing. Anderson et al. (2020) suggested prioritizing women for new investments or reallocating existing resources. Louder (2020) recommended discouraging “boy's club” practices, promoting women's networking events, establishing fair family leave policies, and ensuring smooth leadership transitions. Schmidt et al. (2021) highlighted increasing general economic incentives, more focused agricultural policies, and increased networking opportunities would be beneficial in increasing women in the agricultural sector.

Women in Wine

Men have historically dominated the wine-production industry and Matasar (2010) proposed several reasons for the exclusion of women. Historically, vineyards were patriarchal operations and passed down to first sons; daughters were regularly excluded from the business (Matasar,

2010). Families often assumed their daughters had no interest in operating the family business or they were less legitimate than the males (Bessiere, 2014).

Women began to increasingly move into the production of wine in the mid-1970s through the premium product sector (Matasar, 2010). In the Old World (Europe), women inherited their family firms, whereas in the New World (the United States, Australia, etc.), women were mainly offered the space to create their firms or join existing ones (Matasar, 2010). As women increasingly held a presence in the ownership side, women also began to move into other associated roles: CEO, winemaker, and viticulturist (Matasar, 2010). Despite advancements, women's representation in key roles remained underrepresented (Matasar, 2010; Bryant & Garnham, 2014; Insel & Hoepfner, 2018; Livrat & Jaffre, 2022). They were more likely to inhabit roles in sales and human relations (Insel & Hoepfner, 2018).

Chapter Three: Leadership Journeys of 12 Women in the Wine Industry

Abstract

This study discusses the narratives of 12 women who have ascended to leadership roles within the wine industry, shedding light on their diverse experiences, influences, and pathways to leadership. Six key themes emerged from their journeys: diversity of backgrounds, gendered barriers, mentorship, community support, *getting it done*, and a commitment to continuous learning. Despite the majority lacking exposure to the wine industry prior to their careers, these women showcased an ethos of learning and adaptability, drawing from diverse personal and educational backgrounds. Gender biases, though prevalent, were overcome through resilience and transformative leadership, challenging industry stereotypes. The intersectionality of gender roles and motherhood further highlighted some of these women's societal struggles, emphasizing the need for transformative shifts in societal norms. Mentorship emerged as a cornerstone of their professional journeys. Community support, collaborative efforts, and a shared commitment to staying informed were integral to their success and well-being. The implications of their narratives extend to recommendations for future research and interventions aimed at fostering greater gender equality and diversity within the wine industry, especially regarding women in viticulture roles, continuing to emphasize the importance of mentorship, education, and networking initiatives tailored to support women in the industry.

Introduction

Transformational leadership, characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, aligns closely with qualities often associated with effective leadership (Bass, 2008). More than men, women have manifested leadership styles linked with effective performance, such as transformational leadership (Eagly, 2007). The prevalence of these characteristics among women has positioned them as leaders who inspire positive change, challenge conventional norms, foster individual growth, and cultivated a sense of shared purpose within their teams and organizations (Bass, 2008; Northouse, 2022). Recognizing and leveraging women's transformational leadership styles extends beyond gender diversity considerations; it can directly impact organizational success, team effectiveness, and cultivating a dynamic and inclusive work environment, both domestically and internationally (Avolio & Yammarino, 2013; Eagly, 2007; Northouse, 2022).

Women's participation in global leadership roles has steadily increased over the past five years, but progress has slowed (Gallop & Chamorro-Premuzic, 2022). In 2022, women comprised 39.5% of the overall global labor force and 42.7% of leadership roles, the highest gender parity score yet (World Bank Open Data, 2022; World Economic Forum, 2022). In the United States, women made up 47% of overall labor (U.S. Bureau of Labor Statistics, 2022) and 42% of overall leadership positions (United States Census Bureau, 2022). Notably, when considering educational attainment, women comprised 50.7% of the labor force with bachelor's degrees (Fry, 2022). They surpassed men in educational achievements, holding the majority of bachelor's, master's, and doctoral degrees (Reeves & Smith, 2021). Despite these educational achievements, gender disparities still exist. Implicit Leadership Theory emphasizes how preconceived notions about leadership may perpetuate these disparities by influencing

perceptions of women's suitability for leadership roles (Eden & Leviatan, 1975). However, strategies for improving and leveraging networks to increase women's access are available (Barsh et al., 2008), which also could translate to male-dominated fields, such as agriculture (Keller, 2014).

Historically, women have played integral roles in agriculture and have been involved in various aspects from planting to harvesting (Keller, 2014). However, their visibility has often been associated with specific sectors such as agrotourism, horticulture, sustainable agriculture, and value-added agriculture (Fremsted & Paul, 2020; Schmidt et al., 2021). Value-added agriculture, involving the transformation of raw agricultural products like cheese or wine through processing or packaging, had traditionally provided space for women but may have inadvertently contributed to pigeonholing them into industries coded as women's work, perpetuating disparities in leadership positions and creating gendered bias (Annes et al., 2020; Wright & Annes, 2016).

Qualitative studies exploring women's participation in agriculture have shed light on their leadership styles, personality traits, and challenges. Kleihauer et al. (2012) found that women deans in agriculture exhibited positive leadership traits, impacting their effectiveness. Wright and Annes (2016; 2020) discussed the dual role of value-added agriculture, providing space for women while potentially constraining them. Studies by Stephens et al. (2018), Cline et al. (2019), Brawner et al. (2020), Louder (2020), Carroll et al. (2021), Frankel et al. (2021), and Stephens et al. (2023) delved into various aspects of women's experiences in agriculture, from childhood influences on leadership styles, challenges, and impacts on personal and industry growth. Despite progress, these studies consistently highlighted the resilience required to overcome enduring challenges for women. To further increase women's participation in agriculture, recommendations included prioritizing women for new investments, discouraging

“boy's club” practices, promoting women's networking events, establishing fair family leave policies, ensuring smooth leadership transitions, and enhancing economic incentives and agricultural policies (Anderson et al., 2020; Louder, 2020; Schmidt et al., 2021). However, gender biases and societal expectations have impeded women from assuming leadership roles in agriculture (Keller, 2014), including the wine industry.

The wine industry has long been dominated by men, with women facing barriers to leadership roles due to various factors, including biases, traditions, and stereotypes (Matasar, 2010). This challenge is evident in renowned wine regions like California and understudied areas such as Oregon, South Africa, and Virginia. Despite women's significant contributions to winemaking, their representation in leadership remains disproportionately low. In California, for instance, only 13% of wineries are women-owned, and the percentage of female principal winemakers and industry CEOs is low (Gilbert & Gilbert, 2020, 2021). Moreover, gender disparities in leadership positions increase as wineries expand, with women consistently underrepresented across all regions in California (Insel & Hoepfner, 2018).

To address this gap, our study focused on underrepresented wine regions, including Oregon, Virginia, and South Africa, to contribute to the discourse on gender equality in the wine industry. Despite women comprising a significant portion of South Africa's and the U.S.'s labor force, limited data is available on women's representation in the wine industry in these regions. Anecdotal evidence from the Virginia Wine Board suggested that women constitute approximately 10%-15% of winemakers in the region (A. Anderson, personal communication, October 18, 2023), while Oregon lacks comprehensive reports on women's representation in its wine industry (N. Ferguson, November 14, 2023). Attempts to contact the Wines of South Africa board received no response.

Gender disparities within the wine industry are prevalent globally (Matasar, 2010; Galbreath, 2015; Alonso et al., 2020; Gilbert & Gilbert, 2021); therefore, this research aimed to build understanding of women's challenges and opportunities in the wine industry, providing an exploration of their lived experiences in leadership roles.

Theoretical Framework

The theoretical framework for this study drew upon Krumboltz's (1976) Social Learning Theory and Eagly's (1987) Social Role Theory. Krumboltz's (1976) framework provided insights into the factors influencing career decision-making, categorizing them into genetic endowment and special abilities, environmental conditions, and events, learning experiences, and task approach skills (Krumboltz, 1976). Eagly's (1987) Social Role Theory suggested that societal roles attributed to each gender are learned through socialization processes, influenced by a blend of biological and psychological factors, and subject to changes in societal attitudes and expectations.

Gender was a central factor explored within this framework, as it significantly influenced an individual's life from childhood to adulthood (Eagly & Wood, 2011). Social Learning Theory (Krumboltz, 1976) acknowledged that environmental conditions, such as societal expectations based on gender, played a crucial role in shaping individuals' career paths. From childhood, gender roles impact various aspects of life (Eagly, 1987). Eagly (1987) recognized that these early influences persisted into adulthood, affecting occupations, life roles, responsibilities for child upbringing, household chores, and daily interactions.

Furthermore, this study acknowledged the creation of gender stereotypes regarding suitable occupations, activities, and behaviors for both men and women (Eagly & Wood, 2011). This aligned with Krumboltz's (1976) emphasis on the role of learning experiences in career decision-

making. Individuals learned from their environment and internalized societal expectations, influencing their perceptions of suitable career paths. Additionally, an exploration of the challenges faced by women in balancing work and family duties (Eagly & Carli, 2007) resonated with Krumboltz's (1976) focus on task approach skills, emphasizing coping mechanisms and decision-making strategies. Women often shoulder more domestic and familial responsibilities than men, impacting their career choices and advancement prospects (Eagly & Carli, 2007).

The inclusion of Social Role Theory (1987; Eagly et al., 2000) added depth to the analysis by exploring how gender stereotypes contributed to disparities in leadership roles. Eagly (1987) suggested that societal roles attributed to each gender were learned through socialization processes and were subject to changes in societal attitudes and expectations (Eagly, 1987; Eagly & Wood, 2011). The study aligned with Social Role Theory in understanding how societal expectations influence the roles women are encouraged to occupy, shaping their leadership styles and career trajectories (Eagly, 1987; Eagly & Caly, 2007).

Purpose and Central Research Questions

The purpose of this study was to explore women's lived experiences in leadership roles in the wine industry. The central question that guided this study was "What are your lived experiences while pursuing a leadership role in the wine industry?"

Methodology

This study adopted a qualitative approach, drawing on participants' experiences, perceptions, and behavior to gain insight into the pathways of women ascending to leadership roles in the wine industry (Denzin & Lincoln, 2017). The qualitative foundation of this research was grounded in a phenomenological approach, seeking to explore and understand each participant's distinct perspectives and personal experiences (Denzin & Lincoln, 2017).

Participants were identified by using search engines such as Google to identify women in the wine industry in each of the key selected regions of Oregon, South Africa, and Virginia. Specific regional denotations were also included but have been excluded to maintain participant anonymity. The search focused on sources such as news articles showcasing renowned women, award recipients, and wine board lists. Participant selection criteria included experience levels, awards received, and community involvement. Recommendations from fellow University of Tennessee researchers with prior experience in these regions also influenced the researchers' choices. Following this, the researchers contacted participants through introductory emails. These emails outlined the purpose and scope of the research and extended an invitation for participation in the study. Table 1 below lists the participants and their identifiers.

Data Collection

Once participants were selected and consented to participate, the researchers elected to travel to Oregon and South Africa. These regions were selected for travel as the researchers did not have previous background knowledge or experience of these regions' wine industries. The researchers already possessed cultural and regional familiarity with Virginia. Additionally, due to scheduling constraints, it was excluded from travel consideration. In the individually visited regions, researchers met with the participant at each winery and conducted a farm or facility tour. The participants from Virginia participated in the interviews via Zoom.

Data collection for this study included private, recorded interviews that spanned anywhere from 1-2 hours in length based on the selected open-ended research questions with each of the participants. Interviews were based on questions founded on Krumboltz's (1976) Social Learning Theory of Career Selection and the Centered Leadership Model (Barsh et al., 2008). Krumboltz (1976) influenced questions such as "Describe your family upbringing" and "Describe your

Table 1

Overview of Each Participant in This Study

Title.

Name	Location	Occupation	Age
Participant 1	Oregon	Head Winemaker/ Viticulturist/ Business Owner	Young Adult
Participant 2	Oregon	Head Winemaker	Middle Aged
Participant 3	Oregon	Head Winemaker/ Business Owner	Middle Aged
Participant 4	South Africa	Head Winemaker	Young Adult
Participant 5	South Africa	Head Winemaker	Older Adult
Participant 6	South Africa	Head Viticulturist	Young Adult
Participant 7	Lives in Kenya, but operates in South African market	Business Owner	Middle Aged
Participant 8	South Africa	Head Winemaker/ Business Owner	Older Adult
Participant 9	Virginia	Head Winemaker	Middle Aged
Participant 10	Virginia	Head Winemaker	Middle Aged
Participant 11	Virginia	Head Winemaker	Middle Aged
Participant 12	Virginia	Head Winemaker/ Business Owner	Older Adult

educational experience." The Centered Leadership Model (Barsh et al., 2008) influenced questions such as "Describe your network relationships and mentorship experiences (both past and present)" and "Describe your philosophy of collaborating with others and your ability to take risks." In addition, questions evolved related to conservation practices and leadership perspectives from interview conversations.

Data Analysis

All interviews were transcribed using Rev, an online transcription service. Following transcription, a set of 40 codes were developed from the data to capture recurring themes in the interviews (Denzin & Lincoln, 2017). The codes were as follows: family dynamics, wine background, science background, agricultural background, gender related barriers, hardworking, pressure, industry experience, continued education, advice, community, other barriers, environmental concerns, mentorship, regional choices, continued involvement (research, board member, etc.), engagement, personality, leadership traits, COVID-19, agricultural identity, fear of label, philanthropy, identity, competition, benefits as woman, equipment issues, collaboration, motherhood challenges, strong female leads, motivation, supportive partner/family, age barriers, wildfire experiences, risk aversion, cultural barriers, government support, and awards. The researchers read and coded the transcripts. These codes were then synthesized and analyzed to derive six themes emerging from the interviews as a collective whole (Denzin & Lincoln, 2017). The decided upon themes were diversity in background, gendered barriers, mentorship, community support, getting it done, and continuous immersion in the industry. Diversity in background emerged from the family dynamics, wine background, science background, and agriculture background codes. Gendered barriers evolved from the gender barriers, industry experience, advice, and motherhood challenges codes. Mentorship arose from the industry

experience, mentorship, and strong female leads codes. Community support was derived from family dynamics, industry experience, community, and supportive partner/family codes. Getting it done came from the mentorship and leadership codes. Finally, continuous immersion in the industry emerged from the industry experience, mentorship, continued involvement, engagement, leadership, philanthropy, and collaboration codes. Each theme was then broken down and discussed in the study context.

Rigor

Denzin and Lincoln (2017) highlighted the importance of ensuring trustworthiness in research findings, including credibility, transferability, dependability, and confirmability. Credibility involved demonstrating that the research faithfully captures participants' experiences and perspectives (Denzin & Lincoln, 2017). Techniques such as prolonged engagement, wherein researchers immerse themselves in the research context for an extended period, member checks for verification with participants, and triangulation using multiple data sources or methods contribute significantly to establishing credibility (Denzin & Lincoln, 2017). Additionally, triangulation served as a strategy to enhance the trustworthiness of research by employing diverse evidence-gathering procedures. This approach involved using multiple data sources, investigators, units of analysis, data methods, and theoretical perspectives (Denzin & Lincoln, 2017). In this study, triangulation was achieved by including 12 women leaders in wine as participants, utilizing multiple data sources, such as interview transcripts, observations, and facility tours (Denzin & Lincoln, 2017). Investigator triangulation was applied during data collection and analysis, encompassing the gathering and examination of interview data, interview transcriptions, the coding process, and the development of findings (Denzin & Lincoln, 2017). Triangulation of data methods was employed through individual interviews and observations of

participants in their respective environments. Peer debriefing was undertaken with recorded interviews, written transcriptions, handwritten notes, and journal entries to comprehend the researcher's impact on the study (Denzin & Lincoln, 2017). Additionally, member checking was employed to enhance the study's credibility. This involved each participant reading and approving the interpretation to ensure accurate representation of their experiences.

Transferability, as defined by Denzin and Lincoln (2017), pertained to the extent to which other contexts or subjects could deduce the outcomes of a study. In this research, transferability was established by employing a combination of interviews, an exploration of related literature, and the maintenance of a research reflexive journal to ensure consistency across various sources. The inclusion of a detailed description concerning the studied population further reinforced the transferability of the findings. Additionally, the researcher provided detailed descriptions of the study's procedures, the outcomes of interviews, and the derived conclusions (Denzin & Lincoln, 2017).

Dependability was concerned with the stability and consistency of research findings over time and under similar conditions. Denzin and Lincoln (2017) advocated using clear, detailed documentation throughout the research process, including decision trails. This meticulous documentation served as an audit trail, enabling others to comprehend the journey to research conclusions and enhancing dependability (Denzin & Lincoln, 2017).

Confirmability ensured that research findings remain rooted in the data and were not unduly influenced by researchers' perspectives (Denzin & Lincoln, 2017). Maintaining neutrality, engaging in reflexivity to address potential biases, and subjecting the research process to external audit or peer review enhanced confirmability (Denzin & Lincoln, 2017). Throughout the research process, the researchers kept a series of written reflections that included their expectations for

interviews, the actual interview experiences, the impact of the research on the researcher, and observations regarding how the researcher's presence influenced the participant's environment. Confirmability existed when findings were closely tied to data and analysis (Denzin & Lincoln, 2017). We maintained awareness and openness throughout the study and held a discussion following each interview. To ensure confirmability, we initiated an audit trail by reviewing recorded interviews before transcribing them, and the comparison of notes and codes by both researchers validated the codes.

Subjectivity Statement

Both primary researchers have operated in several roles as women in agriculture. This background allowed interaction in this study as an observer-participant. It also allowed the researchers to understand each other as both women and people who have worked in agriculture. There were no prior relationships with any of the women chosen to participate in the study. Due to the participants of this study sharing a background as both a woman and a person in agriculture, the researchers were sure to manage any biases. Additionally, they have kept personal experiences separate from those heard from the study participants.

Findings

Theme 1: Diversity in Backgrounds

Each of the participants came from different backgrounds. Only Participant 3 and Participant 9 have families who are involved in the wine business. Participant 3's family started a small family-run business, so she grew up around the business. According to her, "It was very much a boots on the ground type of thing though, and mostly my parents and their friends just doing all the hard labor and probably my brother and myself being a distraction in the meantime." Since then, the business has grown into a larger organization. Participant 9's family did not start their

wine business until she was a young adult. She changed career paths and moved to their family wine farm to help them with the business. She said, “I got into what I was doing [her previous job], and I realized I wanted a slightly different focus.”

Participant 1 grew up on a livestock farm. She said, “I also grew up on a horse ranch, so I think farming to some degree, we farmed cattle…So, to some extent that kind of, I already knew that way [farm life].” Participant 8 came from a rural area, but it focused more on seafood and foraging than farming. “So, seafood was a staple food, we never went hungry, and my mother liked to do the food outside on a big fire,” stated Participant 1.

Each of the other participants came from a suburban or urban area and were not readily exposed to agriculture or wine production. Participant 10 shared, “Wine is not something I was exposed to when I was younger. It wasn't on the table in my family. It's nothing I saw soon enough for it to even possibly be a first career.” Participant 11 grew up in Southern California and stated, “I was exposed to wine, but you don’t ever hear about who does that as a career.” In fact, all of the Participants 1, 2, 3, 5 8, 9, 10, 11, and 12 either hold their bachelor’s degree in a different subject and/or had a first career in an entirely different area than wine. However, the majority of them did start on track with a Science, Technology, Engineering, and Math (STEM) degree. Moreover, Participants 4 and 6 received their degrees with the purpose of entering the wine industry.

Theme 2: Gender Barriers

Each participant discussed some gendered barriers they had encountered at some point in their career, even if they did not want to recognize the barrier was related to being a woman in the wine industry. Those barriers included areas related to misogyny and motherhood challenges.

Misogyny was discussed by each of the participants, but in varying degrees. Some experienced straightforward comments about them being a woman, such as Participant 7, who stated she hears "*So whose business is it? Who?*" quite often. Participant 12 discussed the significant roadblocks faced by women in winemaking during her time. She emphasized the difficulty in gaining respect, especially as a non-enologist and a woman. Winning awards became a crucial turning point for her in earning recognition in a predominantly male environment. Participant 10 also discussed winning a prestigious award, the reactions she received, and the fact that her peers were slightly shocked:

> I think they were cool with me being in the place that I was in the industry, but they didn't want me to be all the way there at the top. I have colleagues that I would've considered friends that never said a word to me, [no] congratulations at all, [not] even once.

Other participants discussed slight disrespects they recognized as being related to their gender. Participant 1 recalled looking at new tractor implements "and the sales guy kept being like, 'Don't worry, they're nail break safe.', and I [thought], '*I don't like you. I don't care about the nails. I just don't want to be here for 10 hours trying to figure it out.*'" Participant 9 also recalls an instance with a colleague:

> One of the instances I remember the most is that for the most part, I'm wearing work boots, jeans, and flannels every single day…but every now and then, I have to dress like a professional and go to a meeting or something like that…an older French winemaker that I was collaborating with on a sparkling wine project, he was in the cellar, and he said, 'Hey, [Participant 9], why don't you go get me that bucket?' In order for me to get the bucket, I had to walk on a catwalk in my heels…like, *Look at you in your heels*

> *challenge*, so I did. I walked right across that catwalk in my heels, scared to death, got him the bucket, and set it down for him.

Additionally, women who work in the vineyard run into further discrimination, as farming is seen as more of a man's job. Participant 6 noted that a big fight arose with her father when she established she wanted to enter viticulture. She said, "And it was a big fight in our home because my dad, of course, said, 'You want to go do a man's job? What job is this? Why do you want to go do this job?' And he was actually quite upset with me." Additionally, Participant 2 highlighted the struggles of a female colleague who is her viticulturist:

> Yeah, I would say in the vineyard it's been more challenging for [my colleague] because that is a very male dominated section. For women in wine making, in [our region] it's about 20%, is what I last saw from a few years ago data. So, it's very much higher than the industry norm across the country. I would say vineyard managers is less than five [percent]. It's substantially lower.

Several of the participants were mothers and discussed the struggles of balancing children with their careers. Participant 2 reflected on raising her child during harvest season:

> My previous boss had no children, did not understand what maternity leave was, did not understand that I would need to pump when I got back during harvest. I had to do that in the bathroom because there was no facility for that. [He] was utterly flabbergasted when I told him, 'I'm doing this every two hours and it's going to take me 10 minutes.' And he was like, 'But it's harvest.' And I said, 'That's too bad.'

The impact on family life during the intense harvest season is emphasized, with extended hours affecting time with the family. Participant 2 reflected, "Harvest is a period where we're working... I'm here every day for six to eight weeks, and it's 10-to-12-hour days, which is really

challenging, and I think hard on the family. My husband's picking up all the pieces. My daughter doesn't see me." Participant 9 recalled when her kids were younger, "I just remember the eye roll or kind of like, 'Okay. We're all working, but you go get your kids.'"

Theme 3: Mentorship

Formal mentoring is a structured and organized relationship between mentors and mentees. In this type of mentoring, there is a deliberate and planned effort to pair individuals for the specific purpose of mentorship. Informal mentorship is marked by a natural evolution of a relationship, where trust and mutual understanding form the foundation. It not only entails professional advice, but also personal aspects of the industry, creating a well-rounded relationship. Mentorship played a pivotal role in shaping the experiences of all participants, involving mentors from diverse backgrounds and both genders who served as role models throughout the women's career journeys. Even the participants who said no at first when asked about mentors described several people who they had developed relationships with and who had helped them along their leadership journey.

All the women interviewed said any mentors had come about on an informal basis through a natural, organic progression. Mentors' willingness to share technical knowledge and insights into decision-making processes and industry dynamics contributed significantly to the women's development. Participant 12 discussed someone who really helped get her business up and running, saying:

> …they actually did my first custom crush because I didn't have a facility built yet when my first harvest came in. So, [they] helped me tremendously with that first custom crush, with learning how to put everything together, and [they] always gave me great advice for the next 20 years.

Additionally, many of the participants emphasized the importance of hands-on experience and practical knowledge transfer in mentoring relationships. Participant 9 said about her mentor, “I can call him and pretty much ask him anything, and he'll stop and explain why, and tell me exactly how he's done it and what he's done wrong.”

There was a recurrent theme of mentorship involving regular communication amongst the women. Participant 1 reflected, “The [head] winemaker at the time [of where I worked in the past] … she's still one of my closest mentors and confidants. I talk to her on a monthly basis about everything in the industry.” Others highlighted mentors’ who provided guidance on major career decisions, such as changing locations or starting their own wine label as in the case of Participant 10. She worked under her prior boss and current mentor until they both realized she needed to find other employment. Participant 10 stated:

> I worked for [him in] 2011, '12, '13 harvest still as the assistant winemaker. It finally got to the point where I needed to move on. When you're working somewhere where that head position is the owner, you can never move up. There's not going to be a spot there. So we both realized I needed to make my own wine. He did give me some creative freedom with some of the wines, and he let me run that cellar.

Interestingly, almost every participant mentioned a male mentor as either integral to their career or playing a significant part along the way. Participant 4 shared, “The person that has actually spearheaded my career is a male.” She also added that most of her connections in the industry had come through that male mentor.

Each participant also discussed the clear emphasis on being a mentor themselves. For example, Participant 11 stated, “I would like to think that I advocate for the people who work in here, the people that you can see that are really interested and that are assets and it would be a

shame to lose them." Participant 8 stated, "I do spend a lot of time with outside people, helping them and trying to steer them in the right direction or just give advice." Furthermore, Participant 2 was a part of an organization that aimed to help less-represented communities in the wine industry through financial support, mentorship, and job placement. Regarding her mentoring, she said:

> So, I have someone who I've been working with now for almost a full year, and we meet every month via Zoom and just talk about what he needs. He's trying to start his own label. He is…trying to figure out where his harvest connections might be. And so, getting more people of color into the wine industry.

Additionally, there was a clear emphasis on hiring and mentoring women in winemaking positions, as Participant 3 and Participant 4 highlighted. These individuals expressed a deliberate effort to address gender imbalances within the industry. The commitment to mentorship extended beyond personal development to actively creating opportunities for female professionals. In the case of Participant 3, when she was seeking out a mentor, she deliberately sought out a female winemaker in New Zealand to work for. Now, as a mentor herself, she takes a proactive approach to hiring women in winemaking positions, especially when selecting an assistant winemaker. She said, "Any chance I get, I always try to hire women who are interested in wine… bringing women into the organizations with me has always been important."

Theme 4: Community Support

Community support from either family, friends, or peers in the wine industry also arose as a prominent theme. Several participants emphasized the significance of family support in their winemaking journey. Participant 9 shared her experience living on a farm with extended family members, creating a close-knit support system, "I've always been very lucky in that I live on the

farm and so do my parents, so I had an infrastructure that's different than most people ever have." Furthermore, Participant 6 discussed the role of her farm colleagues as a substitute for family, stating, "So I spend my after-work time…going to the farm manager's house, just chatting with them."

Additionally, the importance of professional networks and communities within the wine industry was a recurring theme. Several of the women actively engaged in peer groups and industry symposiums, creating platforms for knowledge exchange and mutual support. Participant 3 described her involvement, stating, "My lady winemaker group has been great for a lot of these types of things too...Having that group of people that you can bounce questions off of that you know are in the same situation." Participant 2 mentioned constantly checking in with her peer group. She stated, "During harvest, anytime I, or any of them, run into things, it's like, on the text thread, 'Did you guys see this? What'd you do? How'd you handle it?'"

Additionally, the women shared how vital supportive partners were, especially during challenging periods such as harvest seasons or when balancing motherhood demands with a wine career. The narratives also shed light on the experiences of participants who are mothers, highlighting the importance of having partners who actively contributed to childcare and household responsibilities. Participant 5 emphasized the importance of a supportive partner who understood the time-consuming nature of the job, stating, "But the support system in the timing [of having children], that's extremely important-... And the spouse/partner/husband of children has to be extremely supportive."

Theme 5: Getting it Done

When asked about their leadership styles, the women shared diverse perspectives, yet a common thread emerged – a resolute focus on *getting the job done*. Each participant highlighted

the significance of a collaborative approach, emphasizing partnerships as a necessity for completing their work. Participant 2 expressed a preference for group discussions, stating, “I really enjoy having conversations, figuring out strategies within the context of a group discussion, rather than saying, ‘We’re going to do it this way or that way.’” Participant 4 highlighted the importance of flexibility and openness to different approaches: “I would come in… ‘Okay, we need to do this job.’ And [the workers said], ‘We do it this way.’ ‘No, no, no, we need to do it that way.’ I’m like, ‘Okay, we’ll try it your way.’ And then if it doesn't work…‘Okay, you ready to try it my way?’’’ Participant 7 noted, “I find I can be authoritarian in laying down, ‘This is how we do things,’ and making sure people understand. But once…you get it, then I’m very democratic, then I give people more responsibility to do what they do.”

Participant 9 highlighted that she played a significant role in all of the work at her wine farm, “We all just get it done- all of us. I don't sit in my office and oversee. We all get it done all together.” This hands-on attitude extended to Participant 5, who emphasized collaboration with her vineyard manager, “And as long as the vineyard manager and I get on very well and we support each other, and especially during harvesting, he must understand what type of grapes I want to make wine with, and we have to work together in that way.”

Constant communication emerged as a crucial factor, as articulated by Participant 6, who said, “All of us communicate daily. It’s a big farm, but we are only a few people working here... we communicate constantly… so it’s a good system we have.” Participant 12's philosophy revolved around understanding team members' skill sets and fostering a collective sense of responsibility. She stated, “My motto is everybody works hard, everybody is the same… we get it done.”

Theme 6: Continuous Immersion in the Industry

The final theme emerging from the participants was the presence of continuous immersion in the industry. Pursuing knowledge and skill development is evident through various avenues, contributing to a collective culture of ongoing education, experimentation, and outreach. Participant 2 emphasized the importance of a natural progression for winemakers to delve into aspects like business strategy and marketing, noting, “I think that's a natural progression as well for a winemaker to go towards that end.” Continuous learning was not confined to formal education, as illustrated by Participant 6, who emphasized the significance of reading and staying informed about irrigation, fertilizer, and ongoing research. Participant 12's proximity to a local university led to extensive participation in extension courses and collaboration with enology and viticultural experts. She and her husband also did extensive research on opening their winery. Participant 12 stated:

> But business-wise, we needed to grow whites and red, so we got a lot of good advice. We did visit a tremendous amount of the top producers throughout the world, studying what they were doing, what clones they were growing, how they were doing it.

Participant 2’s involvement in research committees and attendance meetings highlights a commitment to staying up to date on industry developments. Participant 3 served on the board of an environmental certification program, which demonstrates a long-term commitment to shaping and improving industry practices, especially when it comes to sustainability. Participant 9 started a research exchange program in her area. She emphasized creating an official platform for winemakers to conduct experiments that address the unique challenges of the region:

> because all of the research and all of the papers and all of the additives and all of the things that we use in winemaking are developed basically for [other regional types] ...

> we're all looking at tools that we have and evaluating them for what they do to [our] wine quality.

Participant 10 has also participated in research initiatives in her area, “the [research program] has now been fully funded, and we have a full-time enologist that runs that, and she helps put together the experiments, so I've done a couple with her as well.” The theme of continuous immersion in the industry highlighted the participants' commitment to staying informed through various channels, from formal research committees and educational programs to individual initiatives and collaborative research projects.

Conclusion

In this study, 12 women shared their unique journeys, diverse experiences, and influences and offered insights into the pathways that led them to leadership roles in wine. Six key themes emerged from their journeys: a) a variety of backgrounds and upbringings was represented; b) all of the women encountered some gendered barrier, whether implicit or explicit; c) giving and receiving mentorship played a vital role in each participant's career; d) community support, whether from family, peers, or a partner was necessary for most of the participants, especially those with children; e) the participants viewed collaboration and teamwork as essential in their leadership approach; and f) each participant was committed to staying up to date in their industry, through continued education and participation in research and other industry organizations.

The participants in this study exhibited diverse backgrounds, predominantly hailing from suburban or urban environments. Beyond personal experiences, career decision-making is influenced by genetic factors, environmental circumstances, learning experiences, and task approach skills (Krumboltz, 1976). The values, hobbies, skills, careers, and wealth of an

individual's parents contribute significantly to the individual's life choices (Krumboltz, 1976). Many followed unique educational and career trajectories, with a significant number pursuing different professions before entering the agricultural sector. Most had no prior exposure to the wine industry before venturing into it. Despite lacking previous exposure, the participants' entrance into the wine industry highlighted its ethos that values a learning mindset and the acquisition of relevant knowledge, as learning experiences and environmental conditions are integral to career decision-making (Krumboltz, 1976). Additionally, career choices are influenced by exposure, observation, and socialization outside of the family unit (Krumboltz, 1976; Eagly, 1987).

The study participants encountered different treatment due to their gender, shedding light on women's nuanced challenges in leadership roles. The findings suggest these instances, reflecting disrespect and skepticism, are rooted in implicit biases about women's suitability for leadership roles (Eden & Leviatan, 1975). Individuals carried pre-existing beliefs about the characteristics and attributes of effective leadership, and these implicit biases can influence perceptions in leadership contexts (Eden & Leviatan, 1975). However, their collective experiences suggested these instances were not impassable barriers to accessing specific spaces within their respective roles. Overcoming gender biases became transformative turning points for these women, aligning with the idea that influential leaders inspire and motivate by fostering innovation and change (Bass, 2008). Awards served as tangible achievements challenging stereotypes ingrained in the industry, showing the transformative impact of these women on industry perceptions (Bass, 2008).

The discussion around motherhood further complicated the intersectionality of gender roles and professional responsibilities. The emphasis on the importance of a supportive partner to

navigate the complexities of motherhood and a demanding career highlighted the interconnectedness of gender roles and family dynamics (Eagly, 1987). Societal expectations influenced gender roles, and the participants' narratives echoed this by emphasizing the significance of supportive partnerships in managing their dual roles as mothers and professionals (Eagly, 1987). This theme mirrored findings in other studies, emphasizing the broader societal expectations women grapple with (Frankel et al., 2020). The study also revealed that while gender was not perceived as a direct barrier by the participants, challenges were rooted in societal attitudes influenced by implicit biases. Acknowledging some participants' struggle to balance motherhood with professional careers highlights the ongoing societal struggle for work-life balance, emphasizing the need for transformative shifts in expectations and norms (Eagly, 1987; Eden & Leviatan, 1975).

Mentorship was foundational in the participants' professional journeys, aligning with previous research surrounding women in agriculture (Brawner et al., 2020; Cline, 2019; Kleihauer et al., 2013; Louder, 2020). Almost every woman highlighted its crucial role in shaping their career (Eagly & Carli, 2007). Notably, several male mentors played pivotal roles in their professional journeys. This showed the importance of a robust and interconnected mentorship network for individuals entering leadership roles. A supportive mentor can guide newcomers through the complexities of their respective professions with an emphasis on technical knowledge, decision making, guidance, trust, mutual understanding, and the organic evolution of connections (Barsh et al., 2008; Bass, 2008; Burns, 1978; Eagly & Carli, 2007).

Furthermore, the women demonstrated a commitment to giving back by taking on mentorship roles themselves, reflecting a collective effort to contribute to the professional development of others. This cyclical pattern, where the mentored become mentors, aligned with mentorship's

transformative and empowering aspects, fostering a supportive and collaborative professional community (Bass, 2008; Eagly & Carli, 2007). Leaders adopting a transformational approach inspired and motivated followers by articulating a compelling vision and instilling a sense of purpose (Bass, 2008). Transformational leaders and mentors prioritize individualized consideration, recognizing and addressing their followers' or mentees' unique needs and concerns (Eagly & Carli, 2007). Transformational leadership and mentorship intertwine, emphasizing individualized consideration, continuous learning, and development. Both empower individuals through guidance, constructive feedback, and fostering a culture of growth (Bass, 2008). The study's findings highlighted that mentorship is not only a valuable resource for the individual growth of these women but also a means of cultivating the next generation of professionals in their respective fields, aligning with the transformative and empowering aspects of both mentorship and transformational leadership (Bass, 2008; Burns, 1978; Eagly & Carli, 2007).

Community stood out as a fundamental element in the professional lives of the women in the study, showing the necessity of a robust support system. Support from partners, family, and peers was deemed necessary for navigating the challenges in their respective fields. This showed the interconnected nature of the industry, where individuals rely on a collaborative network for personal and professional support. The findings suggested that the industry functions through mutual support and interdependence. When not leaning on their industry peers, the women turned to their partners and family, particularly during demanding periods such as harvest times. These women drew strength and assistance from their networks to overcome obstacles and thrive in their roles. The study suggested the sense of community is integral to the success and well-being of women in these professions, contributing to a shared understanding and collaborative environment which fosters resilience and achievement (Bass, 2008; Barsh et al., 2008).

The women also were actively engaged in peer groups and industry symposiums (Bass, 2008). Peer groups, like Participant 3's lady winemaker group, provided transformative platforms for knowledge exchange and mutual support, showcasing the transformative impact of shared experiences and collective motivation (Bass, 2008). This was similar to findings in other industries, such as turfgrass (Carroll et al., 2021). Additionally, we found that supportive partners were significant for many of the women during challenging periods, such as harvest season or other busy times of the year, much like Kleihauer et al.'s study on women deans in the agriculture field (2013). These partners played a vital role in providing individualized consideration, recognizing unique challenges, and actively contributing to the well-being of the participants (Bass, 2008). Participant 5's emphasis on timing and support systems reinforced the transformative impact of having a solid support network, aligning with past studies (Brawner et al., 2020; Louder, 2020).

The prevalent *getting it done* attitude observed among the women in the study served as a unifying theme, showing their shared commitment to hands-on involvement and a robust work ethic. The women consistently emphasized the importance of collaboration, and partnership, which emerged as a recurrent theme in their narratives (Barsh et al., 2008). This collaborative approach emphasizes shared visions, inclusive decision-making, and adaptability (Northouse, 2022). Participant 2's preference for group discussions over unilateral decision-making exemplifies a leadership style that encourages active participation and engagement from team members (Northouse, 2022). The collective approach to work emphasized by Participant 9 aligns with the core tenets, proving the leader's pivotal role in ensuring the accomplishment of group tasks through collaboration and coordination (Northouse, 2022).

Furthermore, the women's dedication to collaboration, mutual support, and a collective commitment emerged (Bass, 2008). The women actively pursued collaborative efforts, and their emphasis on open communication aligned with the transformative aspects of leadership identified in Transformational Leadership Theory (Bass, 2008). Their *getting it done* attitude reflects a strong work ethic and their leadership styles challenged traditional views, embodying qualities associated with influential women leaders (Eagly & Carli, 2007; Bass, 2008).

The women in the study exhibited a shared commitment to staying informed and continually advancing within the industry, highlighting a prominent theme of ongoing learning and professional development. Through continued education, research initiatives, and active participation in boards and committees, these women demonstrated a proactive approach to staying abreast of industry trends, evolving technologies, and best practices (Barsh et al., 2008; Krumboltz, 1976). Their collective dedication to staying up to date showed a genuine passion for their respective fields and a commitment to driving progress within the industry. This aligned with principles of professional development within leadership theories, emphasizing the importance of continuous learning and adaptability. The women's proactive engagement in educational pursuits and industry-related activities enhanced their competence and contributed to the advancement and innovation within their areas of expertise (Bass, 2008; Krumboltz, 1976).

The participants' active involvement in research, industry symposiums, and collaborative initiatives reflects their commitment to honing their skills (Krumboltz, 1976). Individuals actively cultivated skills and leveraged strengths to navigate their chosen career paths successfully, which was similar to Stephens et al. (2018). This is particularly evident in Participant 9's creation of a research exchange program. In summary, each woman was actively

championing her industry and collaborating with fellow women to propel the advancement of leadership roles for women in the wine industry.

Implications and Recommendations for Future Research

The narratives of women in the wine industry aimed to serve as a guide, offering insights to prepare future female leaders with the knowledge and skills needed to overcome barriers and embrace positive opportunities. The identified need for increased opportunities for women in the wine industry plays a crucial role in enhancing the recruitment and retention of women in this field. While innate qualities like gender may initially influence occupational preferences, individuals are more inclined to favor a particular profession if they receive positive reinforcement through successful engagement in associated opportunities (Krumboltz, 1976). Given that past learning experiences significantly impact occupational decision-making, providing women with more chances to participate actively in the wine industry and fostering positive experiences can contribute to their sustained involvement and growth as leaders in the field.

Stakeholders within the wine industry can leverage these insights when training women for leadership roles. Increasing visibility and developing formal mentorship programs can enhance recruiting efforts. Women in the wine industry emphasized the positive impact of mentorship and the value of fostering relationships among women, showcasing their abilities, and encouraging others to consider wine as a career. The information provided here can aid employers in comprehending the underlying challenges faced by women in leadership positions within the wine industry. Employers, educators, and mentors in the wine sector can use this article as a targeted resource to foster diversity in wine industry careers. This knowledge is valuable for those in the wine sector and individuals in any male-dominated field seeking a better

understanding of women's personal and professional struggles. The aspiration is that the narratives of these women inspire others to pursue leadership roles in the wine industry, fostering greater gender equality. Furthermore, the goal is to encourage more research on demographics in the wine industry, thereby contributing to expanding the literature. Considering the outcomes of this study and its implications, specific recommendations for women aspiring to leadership roles in the wine industry emerged.

Based on the research findings within the wine industry, several targeted recommendations can be proposed for agricultural education and extension professionals. Firstly, there is a need to enhance existing curricula by integrating content that explicitly addresses leadership roles held by women in the wine industry. This could involve collaboration with industry experts and successful female leaders to develop educational materials that shed light on diverse career paths and opportunities available to women in the industry. Early exposure programs should also be implemented, including field trips, workshops, and seminars that spotlight the experiences of women leaders, fostering interest and awareness among students. Mentorship programs represented a crucial aspect of supporting aspiring female professionals. Establishing formal mentorship initiatives that connect female students interested in the wine industry with experienced women leaders could provide invaluable guidance. Networking events should be further organized to bring together students, educators, and industry professionals, focusing on facilitating meaningful connections and knowledge exchange.

Additionally, organizing professional development workshops and seminars that address leadership skills, career advancement, and the unique challenges and opportunities for women in the wine industry is crucial. Encouraging and supporting research initiatives that explore gender dynamics, challenges, and opportunities within the wine industry can contribute to the

knowledge base. Future research in the wine industry should explore a) research surrounding female viticulturists; b) research focused on the intersectionality of gender with other factors like race, ethnicity, and socioeconomic background to understand how multiple identities influence women's journeys in the wine sector; and c) research focused on the strategies employed by the wine industry to recruit and retain women.

Chapter Four: Four Case Studies of Women's Transformative Journeys in the South African Wine Industry

Abstract

This paper explores the narratives of four women in the South African wine industry, highlighting their transformative roles and challenges faced within their chosen roles. These case studies form part of a more extensive investigation into the influence of gender, race, and environmental awareness in the wine sector. Through detailed interviews and observations, the experiences of Elizabeth, Sandy, Anna, and Rachel were analyzed to reveal how diverse factors, including genetic endowment, social powers, and specific environmental encounters, shaped their career choices. Each woman's story reflects their experiences related to societal expectations and industry stereotypes, particularly concerning leadership roles and racial and gender identities. The findings indicate that despite the slow pace of change within the industry, these women have fostered innovation, championed sustainable practices, and mentored future generations, thus contributing to a gradual transformation in the industry's dynamics. Their commitment to environmental stewardship and transformational leadership exemplifies the potential for inclusive practices to enhance organizational success. The paper concludes with recommendations for future research and policy adjustments, emphasizing the need for increased support for Black women and those entering viticulture, alongside the continued importance of mentorship programs.

Introduction

Transformational leadership, characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, is aligned closely with the qualities associated with effective leadership (Bass, 2008). Women's use of leadership styles linked with effective performance, such as transformational leadership, has positioned them as leaders inspiring positive change and fostering individual and collective growth within their teams and organizations (Bass, 2008; Eagly, 2007; Northouse, 2022). Recognizing and leveraging women's transformational leadership styles extends beyond gender diversity considerations; it directly impacts organizational success and team effectiveness and cultivates a dynamic and inclusive work environment, both domestically and internationally (Avolio & Yammarino, 2013; Northouse, 2022).

In recent years, the global landscape has gradually increased women's representation in leadership roles, albeit with a slowing in progress (Gallop & Chamorro-Premuzic, 2022). Globally, women comprised 39.5% of the overall labor force and 42.7% of leadership roles in 2022, reaching the highest gender parity score (World Bank Open Data, 2022; World Economic Forum, 2022). In South Africa, women constituted 47% of the labor force (World Bank Open Data, 2022) but were not equally represented in leadership positions (Businesswomen’s Association of SA, 2022). Implicit Leadership Theory (Eden & Leviatan, 1975) emphasized how preconceived notions about leadership may perpetuate these disparities by influencing perceptions of women’s suitability for leadership roles.

Historically, women played integral roles in agriculture, contributing to various aspects of the sector (Keller, 2014). However, societal expectations, biases, and gender-coded roles have limited their ascent to leadership positions (Keller, 2014). The wine industry, globally and within

specific regions, reflected these disparities, with women historically underrepresented in leadership roles (Gilbert & Gilbert, 2021; Insel & Hoepfner, 2018; Matasar, 2010).

South Africa, the eighth largest wine producer globally (International Organisation of Vine and Wine, 2023), has historically witnessed white male dominance in the wine industry (Bek et al., 2007). However, the later part of the century brought about a shift for women in the field, echoing global changes in societal attitudes towards gender roles, catalyzed further by the end of apartheid in the early 1990s[1] (Kritzinger & Vorster, 2002). However, this shift was substantially focused on white women (Bek et al., 2007).

Recent years have seen a positive trajectory in women's involvement in the South African wine industry, with a notable rise in their representation as winemakers, vineyard managers, and industry professionals (Basson, 2023). Despite this progress, women in the South African wine industry faced challenges (Basson, 2023). This study aimed to explore these challenges and opportunities and provide an understanding of women's experiences in leadership roles in the South African wine industry.

The theoretical foundation of this study was shaped by Krumboltz's (1976) Social Learning Theory and Eagly's (1987) Social Role Theory. Krumboltz's framework provided a comprehensive understanding of the factors influencing career decision-making, categorizing them into genetic endowment and special abilities, environmental conditions, events, learning experiences, and task approach skills (Krumboltz, 1976). Eagly (1987) proposed that societal roles attributed to each gender are acquired through socialization processes, influenced by

[1] Apartheid was a system of institutionalized racial segregation and discrimination enforced by the National Party government from 1948 to 1994, which marginalized and oppressed the country's non-white population, mainly black South Africans, through laws and policies that restricted their rights, movement, and opportunities (U.S. Department of State).

biological and psychological factors, and subject to changes in societal attitudes and expectations.

Gender emerged as a central theme within this theoretical framework, significantly influencing individuals from childhood to adulthood (Eagly & Wood, 2011). Social Learning Theory (Krumboltz, 1976) highlighted the role of environmental conditions, such as societal expectations based on gender, in shaping individuals' career paths. From early childhood, gender roles permeated various aspects of life (Eagly, 1987), persisting into adulthood, and impacting occupations, life roles, responsibilities for child upbringing, household chores, and daily interactions.

The study also recognized the formation of gender stereotypes related to suitable occupations, activities, and behaviors for men and women (Eagly & Wood, 2011), aligning with Krumboltz's (1976) emphasis on the impact of learning experiences on career decision-making. Individuals absorb societal expectations from their environment, shaping their perceptions of appropriate career paths. Additionally, exploring challenges women face in balancing work and family duties (Eagly & Carli, 2007) resonated with Krumboltz's (1976) focus on task approach skills, emphasizing coping mechanisms and decision-making strategies. The disproportionate domestic and familial responsibilities often shouldered by women impact their career choices and advancement prospects (Eagly & Carli, 2007).

Incorporating Social Role Theory (Eagly et al., 2000) enriched the analysis by delving into how gender stereotypes contribute to disparities in leadership roles. Social Role Theory (Eagly, 1987) proposed that societal roles attributed to each gender are learned through socialization processes and subject to changes in societal attitudes and expectations (Eagly, 1987; Eagly & Wood, 2011). The study aligned with Social Role Theory in understanding how societal

expectations shape the roles women are encouraged to assume, influencing their leadership styles and career trajectories (Eagly, 1987; Eagly & Carli, 2007).

Purpose and Central Research Questions

The purpose of this study was to explore women's lived experiences in leadership roles in the South African wine industry through case studies. The central research question that guided this study was "What are your lived experiences while pursuing a leadership role in the wine industry?"

Methodology

Research Design

The research adopted a case study design based on Yin (2003), aiming to explore and understand four women's experiences, challenges, and leadership styles within the South African wine industry. The case study approach allowed for an in-depth investigation of each participant in their natural context (Yin, 2003). The study focused on four women in the South African wine industry, ensuring diversity in roles such as winemakers, viticulturists, and entrepreneurs. Each woman was given a pseudonym to ensure confidentiality. They are as follows: Rachel, Elizabeth, Sandy, and Anna.

Following the selection of the primary research questions and supporting propositions (Yin, 2003), search engines, such as Google, were utilized to identify women in the wine industry in South Africa. Specific regional identifiers have been omitted to safeguard participant anonymity. The search primarily targeted sources such as news articles featuring prominent women, recipients of awards, and listings on wine boards. Participant selection criteria encompassed experience levels, accolades received, and community engagement. Recommendations from University of Tennessee researchers familiar with the region further guided the selection process.

Subsequently, we initiated contact with potential participants through introductory emails sent either to the respective wineries or businesses associated with each participant or directly to their email if available. These emails detailed the purpose and scope of the research and extended an invitation for participation. Following the selection and consent of participants, the researchers opted to physically visit each participant on-site at their respective places of work to see the participants in their respective environments.

Data Collection

The data collection process for this study involved conducting private, recorded interviews with each participant, lasting approximately 1-2 hours. These interviews adhered to a semi-structured format centered around open-ended research questions, aligning with Krumboltz's (1976) Social Learning Theory of career selection principles and the Centered Leadership Model (Barsh et al., 2008). Following the decision on the scope of the case to be discussed, the study questions were developed (Yin, 2003). Questions inspired by Krumboltz's (1976) theory, such as "Describe your family upbringing" and "Discuss your educational experiences," aimed to uncover the participants' formative experiences. Questions influenced by the Centered Leadership Model (Barsh et al., 2008), such as "Detail your network relationships and mentorship experiences (both past and present)" and "Articulate your philosophy of collaborating with others and your willingness to take risks" were crafted to explore aspects of leadership and collaboration. Additionally, questions evolved during interview conversations related to conservation practices and leadership perspectives. Exploring conservation-related questions during interviews allowed the uncovering of how these women, potentially embodying transformational leadership qualities (Bass, 2008), perceive and integrate environmental stewardship. By understanding their perspectives on conservation, insight was gained into how

they align their leadership styles with sustainable practices, including their motivations, challenges, and strategic considerations.

Throughout the data collection process, multiple sources of evidence, such as transcripts, reflections, observations were considered in a manner that encouraged convergent lines of inquiry, enhancing the construct validity of the study (Yin, 2003). To maintain the reliability of the data collection process and ensure a robust chain of evidence, the draft was reviewed by the participants, contributing to the overall trustworthiness and dependability of the study (Yin, 2003). The reliability of the study's findings was systematically ensured through the meticulous data collection process, guided by Yin's (2003) recommendations for methodological rigor and systematic inquiry, reinforcing the credibility and dependability of the research outcomes (Yin, 2003).

Data Analysis

To ensure a systematic data organization, all interviews were transcribed using Rev, an online transcription service. Subsequently, our researchers thoroughly read the transcriptions, providing a foundation for reporting the results, and drawing conclusions. The theoretical framework applied in our analysis was tailored to address the experiences of each woman individually and collectively. By establishing explicit criteria, the researchers aimed to uphold the validity and reliability of the interpretations (Yin, 2003).

The criteria encompassed various dimensions, including construct validity, internal validity, external validity, and reliability (Yin, 2003). Construct validity was addressed through multiple sources of evidence, such as transcripts, observations, and reflections, establishing a clear chain of evidence, and having key informants review the draft case study (Yin, 2003). Internal validity was ensured by employing two key strategies: pattern matching and explanation building. Pattern

matching involved comparing expected patterns from the existing theoretical framework with the observed patterns within the collected data. Additionally, explanation building involved constructing explanations for the observed phenomena (Yin, 2003). To enhance external validity, we used the relevant theoretical frameworks of the Social Learning Theory of Career Selection (Krumboltz, 1976) and Social Learning Theory (Eagly, 1976), aligning the findings with established theories (Yin, 2003).

The reliability of our study was maintained by developing a detailed case study protocol and maintaining a well-organized case study database. The case study protocol outlined the specific procedures, methodologies, and data collection and analysis criteria. This systematic plan provided a standardized framework for conducting interviews, transcribing data, and interpreting findings, enhancing the consistency and replicability of our study. These measures guaranteed that our interpretations accurately mirrored the data, maintained logical coherence, and exhibited stability over time. The information organization within the database ensured that our interpretations were firmly grounded in the empirical evidence, minimizing the risk of bias or misinterpretation. The researchers aimed to enhance the dependability of the study by enabling other researchers to potentially replicate the methods and validate the findings (Yin, 2003).

Subjectivity Statement

Both primary researchers have engaged in various roles within the agricultural sector. This background facilitated their involvement in this study as observer participants. It also provided a common understanding between the researchers and participants, as both women and individuals with agricultural experience. There were no pre-existing relationships with any of the selected women for this study, and no connections were established until the initiation of contact. Given the shared background of the participants as women and individuals in agriculture, the

researchers took measures to manage any potential biases. Furthermore, they maintained a clear distinction between their personal experiences and those of the study participants.

Findings

Case 1: Rachel

Rachel, a vibrant, younger Black winemaker, represents a newer presence in the South African wine industry. She came from a region in the east of South Africa with no wine background and was raised in a township[2]. She said only beer was drunk there. Her initial interest in wine was piqued when she heard there were opportunities to travel within the industry. Rachel attended Stellenbosch University and received bachelor's and master's degrees in enology. She had a good mentor at school but initially had difficulties securing a job following graduation. She stated, "Everyone around me was getting jobs, and I wasn't… so I was really ready to actually leave the industry." Finally, she came to work at her current estate as assistant winemaker and stated, "[my mentor] made it so enjoyable that I fell in love with wine again." She was then later promoted to head winemaker from within. This mentor was essential in securing this role when he hired her for the initial internship. She stated he was necessary, "to even believe that 'Okay, let's give this person a chance' and they [saw] potential here."

Rachel stated that the industry has always been skewed towards males, "The perception has always been male. They're the brewers, they're the winemakers." However, she did acknowledge:

> I think I haven't been in the industry long enough to see maybe racial blockades [or] gender blockades…And then if something negative comes up at this point, I usually look

[2] A South African township typically consists of makeshift dwellings or low-cost housing and often lacks infrastructure such as paved roads and proper sanitation, and is home to predominantly black residents, reflecting the legacy of apartheid-era spatial segregation (Seekings & Nattrass, 2005).

at it as a challenge for me to actually be like, '*You know what? Maybe I'll do better. I'll do you one better.*'"

Rachel recalled an encounter where someone expressed surprise that she was the creator of the wine he enjoyed:

There was a time where I ran into a young man. I [said], 'Oh, you're packing my wine.' And he [said] 'Your wine?... I've always seen this big white man... I never would have thought you made this wine!'...that was quite exciting for me to blow his mind.

She now makes a point of fostering the next generation of winemakers, specifically those from disadvantaged backgrounds, partnering with the Pinotage Youth Development Academy, where she works to guide participants in the program through processes in the cellar. She additionally gets invited to speak to university students. Her advice to aspiring winemakers emphasized adaptability, "Be ready to adapt to the environment because what you find at one farm is not going to be the same as what you find on the next farm."

Conservation played a significant role in the running of the wine farm. Rachel stated, "I think it's a passion project for everyone on the farm." The farm is a certified World Wildlife Fund (WWF) Conservation Champion. From cover cropping, being selective with spraying and fertilizing, and clearing alien species to dedicating acreage to fynbos, sustainability played a significant role in their operations. Rachel herself specialized in her postgraduate degree in smoke taint to help solve issues with wildfire that she stated is, "very much a part of a lot of wine industries… it's becoming much more prevalent." Additionally, they have been making more strides in the cellar to be environmentally friendly. They use lightweight bottles and recycled materials to contribute little bit by bit. Rachel stated, "So there's been more conversations [at the

farm] happening around [sustainability]…and not just using and messing up the environment."

Case 2: Elizabeth

Elizabeth is an experienced, passionate Afrikaner[3] woman who has been working in the industry as a winemaker and consultant for decades. In her own words, she stated, "And I've gone from everywhere, [all types of wine farms]." Raised in the east of South Africa from a religious family, she did not come across wine growing up. She stated, "I don't think I had a drop of liquor over my lips until I arrived at [university]." She initially attended Stellenbosch University to receive a bachelor's degree in natural science. She said she, "ended up here in an area where I could infiltrate the wine industry, totally by accident." She began by applying for seasonal jobs and ended up in a winery cellar for two harvests. After traveling and working harvests abroad, she returned to become assistant winemaker at a different winery. Once there, she thought, "I must think seriously, am I interested in this?" She stayed there for several seasons, then moved on to a smaller winery for several more seasons, and finally onto her current wine estate.

Elizabeth did not discuss many barriers related to her gender, but she did discuss how few women were around when she started her career and how that rate has changed over the years. Despite this, Elizabeth stated, "I never had a feeling of, '*I will show you that I can do it,*' I just needed to make wine." She stated, "So from a winemaking class, which was between four and eight when I started making wine, and maybe one girl in that four or eight, to [now] 40 or 50 in the class, and more than half are girls." She now tells people, "'Please don't study winemaking.

[3] Afrikaners descended from Dutch, German, and French colonial settlers in the 17th century. They established their own language, national identity, and history, with a significant population still speaking Afrikaans today in South Africa. They represent approximately 5% of the South African population and comprise most of the white population (South African History Online).

Concentrate on viticulture because there isn't enough viticulturists…There's too many winemakers and not enough jobs.'"

Elizabeth openly discussed the many challenges of being a mother while balancing a career in winemaking. However, she stated, "My career has always been important for me. It was never, '*I'm doing this job until I have children.*'" Supportive places of employment and partner both played a role in her ability to balance the two. She was interviewing at one point during a change in employment and thought, "Well, if they are willing to take me on as a woman and as a new mother… [it must be right]. They said, 'No, we'll just make a creche there for the baby.'" She also discussed the importance of her husband, who stepped up, especially during demanding harvest seasons and frequent travels, "The spouse/partner/husband of children has to be extremely supportive. Because that's just the type of job it is." Her husband spent a lot of time with the children, and she stated, "They were always looked after nicely." Still, the internal conflicts and guilt associated with not spending enough time with her children during their formative years were prominent in her interview. She stated, "It was terrible for me…I was worried they would have real trauma because the mother was never there, [but] they can't remember a thing."

Before coming to her current winery, she discussed the challenges she faced due to her age when her previous place of employment was sold. She stated:

> I [found] it more difficult to get accepted in a different position. It was very easy for me to get into the last three. But then, in a group of other winemakers, who has a lot of experience but maybe 10 to 15 years younger than me…why will I choose the old auntie if I can choose somebody who's 15 years younger?

However, finding her current position only took a couple of months. And now, as she reflected on the last two years in this role, she stated, “I don’t want to change the whole world anymore…I am just happy to sit it out.”

Although Elizabeth’s previous places of employment did not engage in conservation practices, her current wine farm is a WWF Conservation Champion. When she first began, she stated, “I was sort of astounded by all this [conservation] stuff that’s happening.” The owners have removed most non-grape alien species and replaced them with native fynbos. They cover crop, do not use pesticides or herbicides, and encourage wildlife corridors. She stated, “We have the responsibility…we have to try and leave [the land] being in a better state than [how] we got it.”

Case 3: Sandy

Sandy is a young, Afrikaner viticulturist from the east of South Africa who initially was introduced to wine on vacation. She said, “I actually tasted wine for the first time…so my curiosity sparked.” When Sandy discussed this interest with her parents, she said, “It was a big fight in our home, because my dad of course said ‘You want to go do a man’s job? What job is this?’” Despite this, she began pursuing a degree in enology, but said, “I was luckily so bad at chemistry that one lecturer asked me, ‘Do you really want to do wine making...Don’t you want to do the combination of viticulture and enology?’” From there, her passion for viticulture flourished. In her final year of school, she worked at a wine farm from which she transitioned to her current wine farm.

Sandy described the viticulture field as “absolutely still quite a man's world in terms of the knowledge that they have.” She stated, “In my study group, I was the only [woman] who actually really took on the viticulture part…[and] I think we had more females than males for wine

making." However, her determination and a series of mentors, including the first female viticulturist she worked with and the men she currently works with, encouraged her. Regarding her two current bosses, she said, "They don't see me as a woman, they see me as a colleague or anyone who works for them." Additionally, her expertise was evident in the interview, especially when discussing the soil composition of the area.

Sandy discussed some issues she encountered on the farm with people of different cultures, regarding both her gender and her age. Both men and women working under her would refer to her as little girl or not make her feel accepted as a boss. She found herself changing her personality to be sterner in order to gain respect. Eventually, she learned, "I had to do introspection and stop taking so much offense." She then hired a mediator and learned how to communicate more directly. In closing, Sandy discussed how in the viticulture field:

> I think every female has to take the responsibility to pave the way for the next. So you'll have to be better than the men…you are going to have be as good as you can. You're going to have to shine out for people to accept you easier in your industry…you have to tackle this full on.

Conservation plays a large role in Sandy's approach to viticulture. The wine farm is a WWF Conservation Champion. They have cleared alien species from the land to replace with fynbos. Additionally, they cover crop, cut out several fertilizers, and have attempted to better manage erosion on the farm. She stated, "In terms of the vineyard, I am trying to steer them into a direction of just smaller, better practices."

Case 4: Anna

Anna is an experienced Black business owner and winemaker from a small village. She grew up in a large, disciplined family that impacted her work ethic from a young age. She stated, "I was very obedient…I think it was a character that I developed."

Racial barriers have primarily impacted her experience in the industry. She was not introduced to wine until later in her life. She stated, "I did not really drink wine at the time, because wine in our [Black] communities was [associated with] the evils of the past." Following the end of apartheid, she entered into a part of a workshop that the Minister of Agriculture hosted, urging people of colour to enter the wine industry. However, she stated:

> We were still not confident and comfortable to venture into the white man's world…the wine industry was not really open for that…it belonged to the white people in the wine industry, and primarily white male dominated…So it was very difficult in the beginning.

Her first business was unsuccessful, and she felt down but remembered a time in her childhood when her father was unfairly let go from his employment, which made her feel like, "You better get out of it and start fighting for your rights." She then established her current brand and focused on the American market because she stated:

> Thinking I was going to sell my wines locally did not work up until today. It was a no go, because of the saturated markets, because of old systems, political views, and because of an already white economy. Why would they need us? Why would they need our products?

Anna met an American investor, and her brand took off. She said, "We really made the money in America to help us build this farm." When she decided to purchase her wine farm, she sought grants, organizations, and mentors to assist with the process, but she said, "no bank,

financial institute, would finance us. They would say, 'First of all, you're a Black woman. Secondly, you don't know anything about wine. Thirdly, it's a risky business.'" However, she was adamant building a legacy, so she continued and finally founded her farm. Her overall aim for the brand, she stated, "[is] to let people just be happy [and] celebrate life."

Anna has found a lot of community among other Black winemakers and professionals in the industry. She stated:

> Really, all the women…we've been through a lot, so we will always call on each other…We were the pioneers of change in this industry, to transform. We pushed, we screamed, we forged, we cried, we suffered a lot…but we knew we just have to stand strong.

About the state of the industry now, she said:

> If you are a winemaker, I think it's easier. If you're a Black winemaker and you've studied…work for any white company and earn a good salary, [but] if you're a wine entrepreneur, it's very difficult…It's changing very slowly.

She additionally discussed how essential her supportive partner, siblings, and children have been. They all chip into the business where they can. She stated, "My husband is very supportive. He makes life comfortable for me."

Anna continuously discussed her dedication to furthering social good, especially with marginalized community members. She stated, "And maybe it's part of my DNA to do good." Especially during COVID-19, when their gates were closed, she and her husband wondered, "*How are we going to help the people that we have trained to work in the facility?*" They devoted those years to helping find food for those in the community. She now uses a portion of

wine sales for welfare projects, helps the farm worker children to pursue educational opportunities, and discussed future ideas for more projects.

Anna additionally discussed how vital conservation was to her. When she initially purchased her land, much of the soil was poor, which was not disclosed before the sale. She is now focused on planting organic, maintaining an existing wetland on the property, and using fewer herbicides and pesticides.

Conclusions

The four case studies above highlighted only a few women's experiences in the South African wine industry, but they each contributed to a narrative that helped shape the collective identity of the South African wine industry. This study was part of a larger project, examining women in the wine industry and themes that tie them together. Each woman included in the study was very passionate and knowledgeable about their area of expertise, displayed transformational aspects, and was passionate about conservation (Bass, 2008). Learning experiences, social powers, and encounters with various environments also informed their career choices (Krumboltz, 1976). They all faced boundaries at some point in their career, whether related to race, gender, age, or not being considered suitable for a leadership role (Eden & Leviatan, 1975). Overall, the industry is changing, but progress has slowed.

Each woman discussed the industry's historic male dominance, which reflects societal perceptions that have long influenced the wine sector and individuals' behaviors; however, social norms are changing (Eagly, 1987; Eden & Leviatan, 1975). Elizabeth noted how when she began her career, there were few women in the winemaking field and now there may be too many. She instead urged students to study viticulture instead. As a viticulturist, Sandy still faced challenges related to her gender and age, especially with those under her, showing how societal expectations

can shape individuals' experiences (Eagly, 1987). Elizabeth also experienced complex feelings and societal pressures around her identity as a mother. The societal expectation that mothers should prioritize time with their children created internal conflicts and guilt for Elizabeth, as she worried about the potential trauma her children might experience due to her absence. (Eagly, 1987). Anna, as a Black woman, faced challenges related to the societal expectation of what a wine business owner should look like (Eagly, 1987).

Each of the women challenged expectations for what a leader should look like (Eden & Leviatan, 1975). Elizabeth was among a group of winemakers that constituted few women when she first began her career. Additionally, when pursuing a career change later in life, she had a more difficult time getting hired, especially when in competition with women 10-15 years younger. Viticulturists are often viewed as being male, due to their closer relationship to agriculture. Upon hearing about her initial career choice, Sandy's father asked her, "You want to go do a man's job?"

Rachel is young and Black and her journey from a township with no wine background to becoming a head winemaker at her estate defies some implicit expectations of leadership (Eden & Leviatan, 1975). However, her success and passion have contributed to reshaping these expectations in the industry, emphasizing that effective leaders can emerge from diverse backgrounds. Anna, as a more experienced, Black woman who came up just following the end of apartheid, seemed to have the most experience with implicit biases of who belongs in a leadership role (Eden & Leviatan, 1975). She discussed challenges with securing funding and having her wine purchased locally, due to her identity, similar to Stephens et al. (2023). Anna still feels the weight of oppressive policies and attitudes in her business operations and discussed that the industry is changing, albeit slowly. Anna added, "If you are a winemaker, I think it's

easier. If you're a Black winemaker and you've studied…work for any white company and earn a good salary." This is evident in Rachel's experience as a young Black winemaker who studied and now has a leadership role in a white-owned company.

The women's decisions to join the wine industry were impacted by their genetic endowment, learning experiences, social powers, and encounters with various environments (Krumboltz, 1976). The diverse experiences of these women, from different regions and backgrounds, showed the complexity of elements that lead to career decisions. Observing and learning from others in the industry was essential (Krumboltz, 1976). Rachel gained positive learning experiences through her university education experiences and her relationship with her mentor, who helped find her place and support her (Krumboltz, 1976). Elizabeth had diverse experiences across different wine farms, which showed the significance of exposure and learning from various contexts in shaping career decisions (Krumboltz, 1976). Sandy felt able to build her confidence in the more male dominated field of viticulture thanks to the support of people in her circle.

Each woman served a transformational role in their area and inspired, motivated, and fostered innovation (Bass, 2008). As a newer presence in the industry, Rachel showcased the transformative power of a supportive mentor. Her mentor's influence reignited her passion and propelled her into a leadership role. She was able to view a challenge as an opportunity (Bass, 2008). As a young viticulturist, Sandy demonstrates elements of transformational leadership by challenging gender norms in her field, fostering positive change, and influencing others to excel (Bass, 2008). Anna exemplified resilience and commitment to social good. Her ability to navigate racial barriers, build a successful business, and contribute to community welfare projects reflected a transformative impact within the industry (Bass, 2008). Additionally, each

woman discussed the importance of mentoring the next generation of women in the wine industry, inspiring and empowering others (Barsh et al., 2008; Bass, 2008).

Rachel, Elizabeth, Sandy, and Anna shared a commitment to environmental stewardship and sustainable practices, emphasizing organizational success and consideration for their broader impact (Bass, 2008). Each woman actively participated in conservation efforts and demonstrated a proactive stance toward sustainable practices. Three of the four wine farms are WWF Wildlife Champions and adhere to a set of policies focused on supporting native species alongside the vineyards. This extended to their day-to-day practices, where they championed eco-friendly methods like cover cropping, minimizing chemical usage, and clearing alien species. By considering the long-term impact of their actions, these women exemplified a transformative mindset that acknowledged the interconnectedness of ecological health, societal well-being, and organizational success (Bass, 2008).

Implications and Recommendations for Future Research

The narratives of Rachel, Elizabeth, Sandy, and Anna offered implications for the South African wine industry. These findings shed light on some of the challenges women face in the industry and highlighted pathways to change. These implications emphasize the need to challenge traditional norms and promote inclusivity. Acknowledging and embracing the contributions of women with varied backgrounds, races, and ages can reshape industry dynamics by shifting perceptions (Eagly, 1987). Organizations within the wine industry stand to benefit significantly by recognizing the value of diverse perspectives. By integrating insights highlighting the importance of learning experiences and exposure in shaping career decisions, organizations can leverage the diverse experiences of women like Rachel, Elizabeth, Sandy, and Anna to foster innovation and adaptability within the industry (Krumboltz, 1976).

Stakeholders should focus on increasing pathways for Black women, particularly those aspiring to entrepreneurship. Acknowledging and fostering pathways for Black women could contribute to a more inclusive industry, breaking historical barriers for Black women entrepreneurs. Companies and institutions should actively work toward dismantling these norms, promoting equal opportunities, and creating policies that ensure fair representation at all levels. They should provide these women access to training programs, educational resources, and certification courses tailored to their career goals and interests. This could include viticulture courses, winemaking workshops, and business management training to enhance their skills and expertise in the field. Additionally, increasing access to capital for these women would further reduce barriers.

There is additionally a need for increased support for women entering viticulture and integrating initiatives that provide targeted support, training, and resources for women in viticulture, which can address knowledge gaps and enhance their career development. Implementing outreach programs designed to attract women to the wine industry should be a focus. These programs could include workshops, seminars, and networking events to showcase diverse career opportunities within the industry. Targeted advertising campaigns and partnerships with educational institutions could also raise awareness and attract more women to the field.

Mentorship emerged as a critical success factor for these women, suggesting the importance of their continued implementation, particularly for women and individuals from disadvantaged backgrounds. This highlights the role of learning experiences and task approach skills in shaping career decisions (Krumboltz, 1976). Ensuring access to mentorship opportunities for aspiring women in the wine industry can contribute to their professional development, offering guidance

and helping them overcome systemic barriers (Eagly, 1987). Future research should include a) further exploration of the intersectionality of gender with race and ethnicity across various roles within the wine industry; b) research on the effectiveness of industry-wide inclusivity initiatives for various roles; c) specific barriers for women entering the viticulture field.

Chapter Five

General Discussion and Recommendations

This thesis contained two papers that explored women's leadership journeys in the wine industry. Chapter Three discussed the themes seen through 12 participants spread throughout Oregon, Virginia, and South Africa. Six key themes emerged from their experiences: the representation of diverse backgrounds, gendered barriers, the necessity of mentorship, community support, a *getting it done* attitude, and a dedication to continuous learning.

The participants were primarily from suburban or urban environments and exhibited distinctive educational and career trajectories. They often transitioned through various professions before joining the wine industry (Krumboltz, 1976). Gender-related challenges were rooted in disrespect, skepticism, and implicit biases regarding women's aptitude for leadership roles (Eden & Leviatan, 1975). However, the participants ignored or allowed these experiences to challenge them (Bass, 2008). The intersectionality of gender roles and professional responsibilities, especially concerning motherhood, highlighted the need for shifts in societal expectations and norms (Eagly, 1987).

Mentorship emerged as a cornerstone in the participants' professional journeys, with mentors of both genders playing essential roles in their development (Eagly & Carli, 2007). The reciprocal commitment to giving back now through becoming mentors themselves showcased a collective effort to contribute to the professional development of others, fostering a supportive and collaborative professional community (Barsh et al., 2008; Burns, 1978; Eagly & Carli, 2007). Additionally, the integral nature of community support from partners, family, and peers emerged as a fundamental element in navigating the multifaceted challenges within their respective fields. This highlighted the industry's interconnected nature, where collaborative

networks became an anchor for personal and professional support (Bass, 2008; Barsh et al., 2008).

The women's prevalent *getting-it-done* attitude, characterized by a shared commitment to hands-on involvement and a robust work ethic, stood out as a theme in their leadership approach. This proactive approach emphasized the importance of collaboration, partnership, and inclusive decision-making (Northouse, 2022). Furthermore, their proactive engagement in continued education and industry-related activities demonstrated a genuine passion for staying informed and advancing within the industry. These women contributed to the industry's advancement and innovation through continued education, research initiatives, and active participation in boards and committees (Barsh et al., 2008).

Chapter Four examined the South African wine industry through four case studies that highlighted the industry's multifaceted challenges and transformations. Examining each woman's experiences reveals a complex interplay of societal expectations, gender norms, and evolving industry dynamics. Their narratives emphasized the transformative aspects ingrained in their leadership styles (Bass, 2008). Despite progress, the industry's historical male dominance persists, posing challenges related to gender, race, and age, as shown in the experiences of Rachel, Elizabeth, Sandy, and Anna (Eagly, 1987; Eden & Leviatan, 1975).

Elizabeth noted the shift from few women in winemaking to a surplus, at least in the university classes, and advocated for studying viticulture and challenging traditional expectations. Sandy, a viticulturist, confronted gender and age biases, illustrating the impact of societal expectations on individual experiences (Eagly, 1987). Rachel's journey from a township upbringing to head winemaker defied implicit leadership expectations, contributing to reshaping industry norms (Eden & Leviatian, 1975). Anna, a Black wine business owner, also faced issues

related to implicit ideas of what a business owner should look like, especially regarding her race, and issues with accessing capital (Eden & Leviatian, 1975; Stephens et al., 2023).

The decision-making processes for entering the wine industry reflected the complexity of factors, including genetic endowment, learning experiences, and social influences (Krumboltz, 1976). Exposure to diverse contexts emphasized the significance of learning from various environments. Additionally, support from mentors played a pivotal role in shaping positive learning experiences and career trajectories (Krumboltz, 1976). Each woman served a transformative role, inspiring innovation, fostering positive change, and emphasizing the importance of mentoring the next generation (Barsh et al., 2008; Bass, 2008).

Their commitment to environmental stewardship and sustainable practices further showed a transformative mindset, acknowledging the interconnectedness of ecological health, societal well-being, and organizational success (Bass, 2008). Through active participation in conservation efforts and eco-friendly practices, these women demonstrated a proactive approach to long-term impact considerations.

The participants' diverse origins and career trajectories highlighted the need for inclusivity and recognition of different paths in the wine industry (Krumboltz, 1976). Gender-related challenges rooted in disrespect and implicit biases shed light on persistent societal norms, necessitating a reevaluation of expectations (Eden & Leviatan, 1975). The commitment to challenging and overcoming these biases highlighted the industry's potential for positive change (Bass, 2008).

These insights hold significance for winery owners, managers, and leaders, emphasizing the need for a proactive approach to fostering inclusivity and dismantling barriers. Extension agents can play a pivotal role in facilitating workshops and training sessions to raise awareness among

winery owners and managers about implicit biases and gender-related challenges. Additionally, extension offices could assist in connecting women with resources for accessing capital, guiding funding opportunities, and financial literacy programs. Stakeholders should continue to support mentorship programs and community initiatives that further empower women of different backgrounds in the industry. Creating awareness about implicit biases and gender-related challenges is crucial to challenging and dismantling these barriers. Additionally, finding avenues to increase access to capital for those from typically disadvantaged backgrounds should be encouraged.

Furthermore, industry associations and policymakers can leverage these findings to advocate for systemic changes. By understanding the persisting historical male dominance and the nuanced challenges women face in different regions, these stakeholders can work toward implementing policies that promote diversity, equity, and inclusion. This includes addressing societal expectations, implicit biases, and cultural factors that influence women's experiences in leadership roles.

Additionally, the findings have implications for educational institutions offering viticulture and winemaking programs. Recognizing the industry's evolving landscape and the increasing number of women participants, educational institutions can adapt their programs to address the unique challenges and opportunities women face. Additionally, women should be pushed to explore areas in the wine industry other than winemaking, especially viticulture.

Furthermore, it is crucial to recognize the vital role men can play in allyship within the wine industry. Men can actively support and amplify women's voices, challenge gender biases and discrimination, and advocate for policies and practices that promote gender equality and

inclusivity. Additionally, a male mentor's power was prevalent in many of the participants' lives. Men can take this implication and seek women to mentor or pull into leadership roles.

The research also prompts a broader societal reflection on gender norms and expectations, particularly within historically male-dominated industries. By shedding light on women's experiences in the wine industry, this study encourages conversations about breaking stereotypes and redefining leadership attributes. Recommendations for future research include a) a deeper exploration of how gender intersects with other identities like race to inform women's experiences in the wine industry; b) exploration of the specific barriers that female viticulturists face; and c) a further exploration of women in the industry's impacts on conservation.

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Appendix

IRB Outcome Letter

THE UNIVERSITY OF TENNESSEE KNOXVILLE

July 05, 2023

Carrie Ann Stephens
UTIA - UTIA - Agricultural Leadership, Education and Communications (ALEC)

Re: UTK IRB-23-07565-XP
Study Title: Female Winemakers Leading the Industry: A Qualitative Study

Dear Carrie Ann Stephens:

The Human Research Protections Program (HRPP) reviewed your application for the above referenced project and determined that your application is eligible for **exempt** review under 45 CFR 46.101 pursuant to category 2: Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

Your application has been determined to comply with proper consideration for the rights and welfare of human subjects and the regulatory requirements for the protection of human subjects.

Therefore, this letter constitutes full approval of your application (version 1.2) as submitted, including:

- Consent version 4 version 10
- Cultural compentency memo (002) version 2.0
- Research questions version 1.0
- Recruitment email version 1.0

that have been dated and stamped IRB approved. You are approved to enroll a maximum of 9 participants. Approval of this study will be valid from 07/05/2023.

Any revisions in the approved application, consent forms, instruments, recruitment materials, etc., must be submitted to and approved by the IRB prior to implementation. In addition, you are responsible for reporting any unanticipated serious adverse events or other problems involving risks to subjects or others in the manner required by the local IRB policy.

Approval of this study is valid for three years. If a Study Update Form is not submitted in iMedRIS and approved by the IRB prior to 07/04/2026, the study will be automatically closed by the IRB and no further study activity will be permitted until a Study Update Form is received. Please be sure to also submit a Study Closure Request (Form 7) when all research activity, including data analysis, has been completed.

Sincerely,

Institutional Review Board | Office of Research & Engagement
1534 White Avenue Knoxville, TN 37996-1529
865-974-7697 865-974-7400 fax irb.utk.edu

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Flagship Campus of the University of Tennessee System

Participant Consent Form

Informed Consent Statement-Interview (Adult)

Leadership Journeys of Twelve Women in the Wine Industry: A Qualitative Study

Introduction

_____ (the Participant) has been invited to participate in a research study by Colleen Baker and Carrie Stephens (the Investigators). The study will focus on the experiences of women in the winemaking industry. By executing this document, the Participant and the Investigator acknowledge and agree on the terms of the Participant's involvement in the research and the Participant provides her consent to such involvement.

Information about Participants' Involvement in the Study

The participant consents to be interviewed and to the use of the information gained from the interview in written research publications describing the experiences of women in winemaking, subject to the following terms and conditions:

a. The information obtained during this project will be used to write research publications and may be read by the Participant and other individuals.
b. The Participant agrees to participate in an in-depth interview and understands that the interview will last approximately 30-90 minutes. There will only be one interview conducted. The Participant will be asked to share her thoughts related to her experiences as a female in the winemaking industry. How the Participant may choose to share her personal stories is up to her. The Participant may elect to skip answering questions that they do not wish to answer. The Participant's identity will be kept confidential by using a number or pseudonym for her name.
c. The interview will be tape-recorded and the researcher will transcribe the tapes after the interview has taken place. Audio tapes will be stored in Dr. Carrie Stephen's office (320 Morgan Hall, The University of Tennessee) in either a locked filing cabinet or on a password protected computer. Recordings will then be destroyed.
d. Real names will not be used during data collection or in the final report.
e. The Participant will receive a copy of the study before the final draft is written and will be provided the opportunity to negotiate changes with the researcher.
f. The Participant will receive a copy of the final research report soon after completion.

_____ Participant's Initials

_____ _____ Investigators' Initials

Risk

The risks are minimal for participating in this study. If the Participant chooses to share personal stories, be cautioned those stories may be included in the final written report. The Investigator will use a number or pseudonym for the Participant's name in the written report.

Benefits

The benefit of this study is to inform women who are aspiring to lead in the winemaking industry. Additionally, participants will have an opportunity to reflect on their leadership journey and career.

Confidentiality

The information in the study records will be kept confidential. Data will be stored in a locked filing cabinet or password protected computer in Dr. Carrie Stephens' office. Data will only be made available only to persons conducting the study unless participants specifically give permission in writing to do so otherwise. The identity of the participants will not be publicly disclosed, and all possible efforts will be made to avoid references in oral or written reports that could be used to link participants to the study.

Contact Information

If the Participant has any questions at any time about the study or the procedures, she may contact Dr. Carrie Stephens at +1 (865) 712-2844 or by email at cfritz@utk.edu or Colleen Baker at +1 (865) 661-2013 or at cbaker53@vols.utk.edu.

Participation

Participation is entirely voluntary. The Participant may refuse to participate or discontinue participation in this research project at any time. If the Participant decides to participate, she may withdraw from the study at any time without penalty. If the Participant decides to withdraw from the study, information or material provided by her will be excluded from the study and returned to her or destroyed.

Consent

I have read the above information. I have received a copy of this form. I agree to participate in this study.

Participant's Signature _____ Date _____
Investigator's Signature _____ Date _____
_____ Date _____

Interview Questions

Social Behavioral Theory

1. Describe your immediate family.
2. Describe your family upbringing.
3. Describe your road to working in wine and obtaining your current position.
4. Describe your educational experience.
5. Describe events in your life that have altered the direction in your career pursuit.
6. Describe any serious roadblocks you faced in your journey.
7. Describe your perceptions of yourself in terms of your current role.

Centered Leadership Model

1. What has motivated you to obtain your role?
2. What advice do you have for future women pursuing a higher-level role in wine?
3. Describe how you make meaning of your strengths or weaknesses.
4. Describe your network relationships and mentorship experiences (both past and present).
5. Describe how you have acted as a mentor to others.
6. Describe your philosophy of collaborating with others and your ability to take risks.

Conservation Approach

1. Do you or your facility engage in any conservation practices?

Vita

Colleen Baker is a graduate student with a background in agriculture, education, and environmental science. She will hold a Master of Science in Agriculture Leadership, Education, and Communications from The University of Tennessee. Her academic history also includes a Bachelor of Environmental and Soil Science from the University of Tennessee, with a concentration in Conservation Agriculture and minors in Watershed Management and Spanish. Colleen has gained valuable work experience in various roles, including teaching assistantships, academic mentoring, and youth program instruction. She has also been involved in community service activities, such as volunteering as an ESL adult teacher at Centro Hispano de East TN. Colleen's professional skills range from qualitative research methodologies to classroom instruction. She is a Gamma Sigma Delta Agriculture Honors Society member and actively participates in the Graduate Student Senate at The University of Tennessee.