

***Mentoring* en el Programa de Empoderamiento Transversal Sostenible (PETRAS): Uso de las Fuentes de Autoeficacia y su relación con la Autoeficacia de Líder en mujeres jóvenes.**

Alumna: Lucía Del Mar Cassanelli Rodríguez

Tutora: Eva Cifre Gallego

Resumen

En la actualidad, la escasez de mujeres en roles de liderazgo persiste, y la investigación sobre herramientas para promover su liderazgo es limitada. La falta de identificación con roles de liderazgo y la baja autoeficacia percibida son factores clave para incrementar su presencia. El *mentoring* se destaca como herramienta para fortalecer el liderazgo de las mujeres, al conectarlas con modelos a seguir que hayan superado barreras similares. El Programa de Empoderamiento Transversal Sostenible (PETRAS) busca impulsar el liderazgo femenino, especialmente entre las jóvenes, utilizando el *mentoring* para aumentar su autoeficacia de líder. El estudio, con un diseño cuasiexperimental, evaluó el impacto del programa en 13 participantes de la Comunidad Valenciana, con una edad promedio de 27 años, que estudian o han estudiado en la Universitat Jaume I y/o se encuentran trabajando en la actualidad. Los datos se recopilaron mediante un cuestionario elaborado en Qualtrics, del cual se han utilizado los ítems referentes a la autoeficacia de líder y las fuentes de autoeficacia, así como preguntas abiertas con ejemplos del uso de esas fuentes. Los resultados cuantitativos revelaron que las mentoras utilizaron efectivamente las fuentes de autoeficacia; como son la experiencia previa, la experiencia vicaria, la persuasión verbal y los estados emocionales positivos, durante las sesiones. Tras el programa, las participantes reportaron niveles medio-altos de autopercepción de líder, lo que sugiere un fortalecimiento de su creencia en su capacidad de liderazgo. Destaca el éxito del programa en proporcionar modelos a seguir femeninos, evidenciado por la alta valoración de la experiencia vicaria. Los resultados cualitativos reflejaron ejemplos de las fuentes de autoeficacia empleadas, aunque se observaron discrepancias entre las puntuaciones y las justificaciones, así como una falta de comprensión en algunos aspectos. En conclusión, el Programa *Mentoring* PETRAS ha contribuido al desarrollo de la autoeficacia de liderazgo en las participantes, brindándoles confianza en sus habilidades para liderar y alcanzar resultados positivos. Aunque se identificaron limitaciones, como la mortandad de la muestra, se destaca su impacto en el fortalecimiento de las participantes como futuras líderes.

Palabras clave: Fuentes de Autoeficacia, Autoeficacia de líder, Mujeres jóvenes, Perspectiva de Género, *Mentoring*.

Abstract

Currently, the scarcity of women in leadership roles persists, and research on tools to promote their leadership is limited. Lack of identification with leadership roles and low perceived self-efficacy are key factors. Mentoring stands out as a tool to strengthen women's leadership by connecting them with role models who have overcome similar barriers. The Program for Transversal Sustainable Empowerment (PETRAS) seeks to boost female leadership, especially among young women, by using mentoring to increase their self-efficacy in various domains. The study, with a quasi-experimental design, evaluated the impact of the program on 13 participants from the Valencian Community, with an average age of 27 years, who are studying or have studied at the Universitat Jaume I and/or are currently working. The data were collected using a

questionnaire elaborated in Qualtrics, from which the items referring to leader self-efficacy have been used. Quantitative results revealed that mentors effectively used sources of self-efficacy, such as previous experience, vicarious experience, verbal persuasion, and positive emotional states, during the sessions. After the program, participants reported medium-high levels of self-perception, suggesting a strengthening of their belief in their leadership ability. It highlights the success of the program in providing female role models, evidenced by the high rating of the vicarious experience. The qualitative results reflected a positive evaluation of the mentors, although discrepancies between scores and justifications were observed, as well as a lack of understanding in some aspects. In conclusion, the PETRAS Mentoring Program has contributed to the development of leadership self-efficacy in the participants, giving them confidence in their abilities to lead and achieve positive results. Although limitations were identified, such as the mortality rate of the sample, its impact in strengthening the participants as future leaders is highlighted.

Keywords: Self-efficacy sources, Leader self-efficacy, Young women, Gender perspective, Mentoring.



Student: Lucía Del Mar Cassanelli Rodríguez

Tutor: Eva Cifre Gallego

Introduction

Currently, there is a lack of women in leadership roles, which is coupled with little research on ways to boost their leadership. Lack of connection to these roles and low self-confidence are key issues. Mentoring stands out as an effective tool to strengthen women's leadership by exposing them to role models.

The Transversal Sustainable Empowerment Program (PETRAS), composed of a training program and a mentoring program, aims to promote leadership skills, including leadership self-efficacy (SE), in young women; using, among others, the mentoring tool.

Objectives

Main objective: To describe the use of SE sources in mentoring sessions and analyse their relationship with leader SE levels in PETRAS Mentoring Program participants.

Specific objectives:

- To describe the specific tactics used in every SE source by the mentors (prior experience, vicarious experience, verbal persuasion and emotional states).
- To analyse the use of these SE sources and perceived leader SE.

Method

Design: Quasi-experimental intrasubject unifactorial design with a quantitative and qualitative analysis and a single post-treatment measure. The independent variable is the uses of SE sources by the mentors in the PETRAS Mentoring Program and the dependent variable is leader SE.

Procedure:



Participants: 13 young women (27 years average), participants in PETRAS. They are Valencian Community residents and are studying or working currently. They are Spanish and Latin American.

Instruments: Self-created questionnaire (on Qualtrics) to assess leader SE after PETRAS Mentoring Program. They were asked to provide examples for each item to justify their answers.

Data Analysis: Descriptive statistics tests and content analysis of responses.

Results

Quantitative Results

Table 1: Descriptive Results

Descriptive	PR_EXP_SE	VCR_EXP_SE	VRB_PRS_SE	EMT_ST_SE	PRCV_LSE
N	13	13	13	13	13
Mean	4.85	5.23	4.69	4.62	4.69
Median	6	5	5	5	5
Standard Deviation	1.68	0.927	1.60	1.76	1.55
Minimum	1	3	1	1	1
Maximum	6	6	6	6	6

Note: PR_EXP_SE, prior experience; VCR_EXP_SE, vicarious experience; VRB_PRS_SE, verbal persuasion; EMT_ST_SE, emotional states; PRCV_LSE, perceived leader SE.

Table 2: Pearson's Correlation Results

Correlation Matrix		PR_EXP_SE	VCR_EXP_SE	VRB_PRS_SE	EMT_ST_SE	PRCV_LSE
PR_EXP_SE	Pearson's R	—				
	df	—				
	p value	—				
VCR_EXP_SE	Pearson's R	0.400	—			
	df	11	—			
	p value	0.175	—			
VRB_PRS_SE	Pearson's R	0.757***	0.333	—		
	df	11	11	—		
	p value	0.003	0.267	—		
EMT_ST_SE	Pearson's R	0.459	0.059	0.458	—	
	df	11	11	11	—	
	p value	0.114	0.848	0.116	—	
PRCV_LSE	Pearson's R	0.398	0.228	0.362	0.902***	—
	df	11	11	11	11	—
	p value	0.178	0.454	0.224	<.001	—

Note. * p < .05, ** p < .01, *** p < .001

Qualitative Results

Prior Experience	A pattern can be seen in which mentees have felt listened to by their mentor and the mentors, taking their experiences and achievements as a reference, have given them advice for their professional future. However, in this first item, some mentors have not gone too deeply into the leader role or have focused more on the mentee's strengths than on her experiences or achievements.
Vicarious Experience	Mentees have managed to see that their mentors are reference leaders; however, it can be observed that some of them have justified that the mentors are referents not addressing the leadership part, but from a more personal point of view, more focused on the mentor's values, which fit with those of their mentees.
Verbal Persuasion	In this item there are both negative and positive responses. Approximately, half of the participants say that they felt that the mentor validated their leadership abilities; but, the other half say that they did not talk about this issue or that the mentor validated other aspects of the mentee than leadership ability.
Emotional States	It can be said that the participants have generated positive emotional states; however, some of them have not correctly understood the meaning of the item, and some of them have indicated that these emotional states have not been caused by the fact of talking about their leadership capacity, but by other aspects.
Perceived Leader SE	Mentees feel more capable of entering a leadership position; however, some of them believe that they still need to continue working to polish these skills, and others have indicated that these skills have been consolidated thanks to PETRAS as a whole, not only to the work of their mentors.

Discussion

Mentors have used SE sources correctly and mentees have seen their leader SE increase, for the most part, thanks to them. This is supported by Albert Bandura's Social Learning Theory (1997, 2001), which explains the concept of SE and the SE sources and the implications of developing them (Bandura 1997; 2001). Although it refers to the use of SE sources in an individual way, the objective in a mentoring program is to make use of these sources and work on them so that the mentees increase their SE (leader SE in that case). These results are consistent with those obtained in other studies in which a mentoring program was used to increase the ability to lead and leader identity, such as that of María I. Osorio and Meisy C. Prens (2018), and that of Lidia Heller and Nora Gómez (2020), which found that after the intervention with a mentoring program the mentees had increased their levels of identity with the role of leader and their leadership skills.

Limitations: Discrepancies between quantitative and qualitative results, lack of understanding of the items evaluated in the questionnaire and sample mortality of 33%.

Practical applications to improve PETRAS Mentoring Program: Promote positive emotions, train mentors on self-efficacy and its sources, and better explain the concepts in the questionnaire.

Conclusions:

The benefits of using SE sources in the PETRAS Mentoring Program have been demonstrated, due to the fact that the participants have increased their levels of leader SE.

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