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# An empirical investigation of the perceptions of the successful woman in management

John P. Gavin

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An Empirical Investigation  
of the Perceptions of the Successful  
Woman in Management

An independent research project proposal  
submitted in partial fulfillment of  
the requirements for the MBA degree

by

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To

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## Abstract

This research paper is an empirical study of the perceptual differences of male management and the female professional employee population at Philip Morris U.S.A. Operations. The female professional employee population has been further categorized into two groups, "successful" (grade 10 and above) and all other exempt females (those who have yet to attain the stated level to be considered successful).

The perceptual differences between the three groups was determined by responses to a survey administered to a statistically valid representative sample of the male management and female populations (2).

The data from the survey was examined for significant differences from that which has been reported in literature from similar studies. In addition, analyses were conducted to identify discriminative perceptual differences between male and female respondents. Finally, the data was examined for group differences in order to discover evidence of perceived differences based on success or sex type.

This data will be valuable for identifying the differences in what female professionals and male management consider: success, success related behavior, and organization actions aimed at helping females achieve success at Philip Morris.

## SECTION I

### Introduction

The topic, "Women in Business," has been studied from a number of different perspectives. For example, Kovak (1981) studied male and female college student responses to personnel problems, examining them for implicit stereotyping in their decisions. Durkin (1971) conducted in-depth studies of male and females aptitudes in an attempt to discover discernable sex differences. In addition, Basil (1972) conducted a comparative study of men and women in management designed to identify positive and negative attitudes about women in management as well as perceptual differences as to their choice of personal characteristics as requirements for upper management. However research involving organizational units as intact work groups is very limited. Therefore, this research project is a critical study of perceptual differences between male management and female professionals in an active operating unit. The study includes all major departments and geographical locations at Philip Morris U.S.A. - Operations.

Many of the barriers to effective development of women in business are often created or fostered by unfound<sup>ed</sup> perceptions about women. The literature shows that women are perceived to perform poorly when dealing with quantitative analysis or as being unable to make tough decisions. Women are also perceived as being: emotional, irrational and non-objective (Lyles, 1983).

Often, these groups may not be aware that different perceptions exist or they may not know the importance one group attaches to a

particular action. By discovering the perceived differences or similarities, progress can be made toward the mutual goal of achievement of success for qualified female professionals at PM, and that through recognition, the impact of perceptual differences can be lessened.

Data was gathered from three groups by means of a confidential questionnaire. These groups were designated as Successful Females, Other Females, and Successful Males. The questionnaire had three sections: A) sex based statements or actions, B) personal characteristics deemed important to success and C) helping strategies. The respondents made their choices as to their perception of importance.



## SECTION II

### REVIEW OF THE LITERATURE

#### Overview of Barriers to Women in Management

A significant turning point in our labor force will occur when women are represented on a prorata basis in management and supervisory positions. Today woman account for 80 percent of clerical workers, 70 percent of retail sales, 32 percent of managers and administrators and 8 percent of craft workers (Women's Bureau at the Department of Labor, 1985). The labor force is rapidly changing and white males are becoming the minority among those working (Hunsaker, 1983).

Recognizing this change, management must respond by countering the barriers to effective development of women for management positions. These barriers are erected very early during the females' socialization in which they are subjected to sex stereotyping. This action precludes full development; therefore, when women enter the business environment they need to be shown the system because they lack political awareness (Lyles, 1983).

Before management can make real progress in developing women as managers, management must become aware of its perceptions. Research (Ames and Heide, 1982) has shown that current views of women as managers include:

- Women want to do the work and could do well if the "system" lets them.
- Women can do the work but do not want to try, even through the system would let them.
- Women can't do the work and don't want to try.

- Women want to do the work but can't handle it due to their psychological make-up or prior socialization.
- Women want to do the work but do not have the requisite technical and administrative skills.
- Women want to do the work and could do it if they knew how to "wire" the system (gain access to informal channels).

Once management has identified its perceptual base and how it differs from that of women professionals, both can begin eliminating the differences that studies show exist. Having identified perceptual differences, a starting point for overcoming "stereotypical views," work can begin toward helping women develop by providing information, social contacts, access to organization power bases and providing challenging assignments (Lyles, 1983).

Tokenism (attempting to meet certain obligations by partial or symbolic efforts) only exacerbates the problem. Tokenism results in putting a woman in the position of representing womankind, creates a feeling of isolation and strong pressure to succeed; in addition, it creates an exclusion from organizational groups (Stead, 1985).

The potential costs of managements' failure to act will be measured in female employee alienation through low job satisfaction, poor decision making, high turnover, and ultimately lost resources (Stead, 1985). To avoid these costs numerous hurdles must be cleared. An examination of the literature indicates that there are many forms of barriers.

### Barriers To Women In Management

#### Stereotyping

A conventional or customary mode of thought - stereotyping, has been a major barrier to success for women. Women in business have a long way

to come in order to overcome perceptions of being "soft, loving, attending" while being perceived of afraid of (poor at) quantitative analysis and unable to make tough decisions. Women are also perceived as being emotional, irrational and non-objective (Lyles, 1983; Fernandez, 1981).

In the recent past, societal norms did not sanction the placement of women in dominate positions (Bass, 1977). But even today when given the opportunity, females are perceived to more often perform cooperatively as opposed to men who more often perform competitively (Orzech, 1972). This dichotomy leads to problems for women in terms of advancement. If the male management relates aggressiveness with leadership or competitiveness, strong feelings concerning the superiority of males in leadership roles might result (Smith, 1981).

Another problem surfaced from information reflected in Bass's surveys; men who did not work with women had more positive regard for women than men who did work with them (Bass, 1977). Bass speculated that men loose esteem when they have women peers as if to suggest "if a woman can do the job, it must not be very important".

Surveys show that men think that women are not serious about their careers. It is also felt that women do not obtain jobs on ability, but for reasons such as Equal Employment Opportunity requirements (Fernandez, 1981).

Is there any basis for these stereotypes? Literature reviews (e.g. MacCoby, 1974) show that the following are unfounded beliefs about sex differences:

- Girls are more social than boys
- Girls are more suggestible than boys

- Girls have lower self-esteem than boys<sup>1</sup>
- Girls are better at rote learning and boys are better at higher cognitive processes
- Boys are more analytical than girls
- Girls are more affected by heredity, boys are more affected by environment
- Girls have less achievement motivation than boys

Sex differences that are fairly well established by research are:

- Girls have greater verbal ability than boys
- Boys excel in visual spatial ability
- Boys are more aggressive than girls
- Boys excel in mathematical ability

Overall survey results show large amounts of unintentional subconscious sex stereotyping. Even if the Equal Employment Opportunity law is followed to the letter, barriers for development and advancement for females is extensive due to stereotyping (Kovak, 1981).

### Tokenism

Tokenism is clearly another barrier to effective development of women. Women need a high level of information regarding the job and a

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<sup>1</sup>Two other sources disagree that this position is unfounded. Putman and Heinen (1976) hold that women have more negative opinions in their self worth than men. Gordon and Strober (1975) found that self confidence or self esteem are the same for boys and girls until they reach college years. During these years females became less optimistic about themselves.

variety of social contacts to allow them to develop. Tokenism puts women in the position of representing womankind and creates feeling of isolation which results in strong pressure to succeed and creates an exclusion from the needed organizational groups (Lyles, 1983).

### Indications of Prejudice

"Men workers are very interested in protecting their territory. If more women enter a predominately male field, they increase the labor supply. At the same point men may fear their jobs could become 'womens work' and flee from the profession " (Strober, 1975). This attitude and others like it that have been documented in research can lead to an environment where subtle forms of discrimination create unforeseen barriers for women (Collins, 1982).

Epstein (1970) reported that barriers for women can take many forms, such as:

- Double standards of performance
- Sex-typing of jobs
- Misconceptions of the competence of women
- Informal social cliques
- Attitudinal prejudice
- Inappropriate assigned tasks and task expectations not commensurate with abilities
- Little consideration for the special problem of job - family role conflicts that many women face.

Studies on this subject, such as the one conducted for the New York Times by the Wellesley College, Center for Research on Women (1982) confirmed that such barriers exist. Their findings based on field studies indicated that the highest performance ratings were given to older less aggressive women (did not rock the boat, less threatening, less dynamic) but management looked for aggressive dynamos to fill high level positions. Women who fit the description - young, aggressive dynamos, weren't being promoted.

Additional results indicated that feedback/corrections, which are needed for improved performance, males were "called on the carpet" and frequently with females the problem was ignored (Collins, 1982).

In a 1965 Harvard study documented by Basil (1972), reasons for prejudice were examined. The study posed statements and asked the male and female respondents to agree or disagree:

	% agreement Male	Female
° Men do not like to work for women	80%	80%
° Western culture dictates an inferior position for women in the world of business - creating problems of insecurity and inferiority for men and even women working for women	60%	80%
° Women in management are quickly accepted as fellow managers and differences in sexes became unimportant	20%	30%

Recent studies (e.g., Fernandez, 1981) support the findings noted above. Female managers do face more rigorous demands and obstacles than male managers. In a survey of 765 white female and 1,312 white male managers, the response in agreement with the statement, with "Female managers have to be better performers than men to get ahead," was 69.8% and 18.0% respectively.

### Trait Theory Model and Related Hypotheses

Studies of issues relating to women in management are replete with theories on the problems surrounding women's full participation in business management. An examination of a sampling of the various hypotheses follows.

Putman and Heinen (1976) writing on the "Fallacy of the Trait Approach" explained the trait theory model as originating with a study of the characteristics of great male leaders. The basic assumption was that leaders possess some unique physical and personality traits that enable the person to assume a leadership position in any situation.

From the trait approach the image of a successful leader emerges as person who is aggressive, forceful, competitive, achievement oriented, self-confident, and independent. More often than not, this image is associated with men rather than women. This leads to a "Double Bind". If a female displays the culturally defined traits of a woman, she is then rejected as unacceptable as a manager.

There is little support showing that "the" personality traits are distinguishing with regard to effective or ineffective managers. Considering dominance, the relationship to leadership was generally found to be low and dependent upon a range of situational factors. Also, no evidence can be found to link aggressiveness to such management skills as tackling challenging assignments, setting achievable goals, planning, organizing, persuading, conciliating and conveying enthusiasm. Thus the notion that successful managers are dominant or aggressive may depend on the situation they experience (Putman and Heinen, 1976).

Self-confidence is different from other traits. There is a clear positive relationship with leadership as reflected studies conducted between 1904 and 1970 (Stogdill, 1974). However, the development of self-confidence is highly dependent on the way an individual is treated. There is generally strong agreement that all workers need support and positive feedback.

Research findings also suggest that women lack emotional control and sound judgement. Women are considered emotionally too tense for work that requires objectivity, analytical skills and careful reasoning. While many surveys show a slight positive link between these factors (degree of self control and/or lack of emotional expression and leadership), some show no correlation or even a negative effect (Hackamack and Solid, 1972). In a study by Basil (1972), 214 male respondents (71%) and 102 female supervisors (49%) said women are more emotional than men).

The failure of the trait approach is due in great part to its limited perspective. That is, this approach does not consider the fact that many effective leaders consider the situation in terms of the type of task, organization, and nature of subordinates before determining which behaviors will yield the best results. Therefore, the presence or lack of a particular trait which may have a sex bias cannot be used as a single predictor of leadership success.

The situational model recognizes that the accomplishment of the task involves a significant interaction between the leader and the situational factors faced. Putman and Heinen (1976) contend that to focus on appropriate situational responses for leaders will make the question of the manager's gender relatively unimportant. Therefore, following a situational model will increase the emphasis upon changing certain aspects of the environment rather than trying to change the person (Stead, 1985).

The enrichment hypothesis, (Almquist and Angrist, 1970), holds that women who are successful have experienced enriched environments that have



led to higher levels of personal adjustment, professional training and to greater motivation to succeed. Therefore, having received this enriched training, these women tend to be more successful than the norm.

Similarly, Rossi's deviance hypothesis states that high career achievement in women is related to a pattern of development different from that of other women (Almquist and Angrist, 1970). For example, successful women are likely to have begun dating later and dated less. Moreover, they are less likely to marry, have children, value family roles, or spend time visiting relatives. These women are less likely to value classical family values including the need or desire to please their parents.

The idiosyncratic hypothesis (Williams, 1976) relates the success of women to unique factors not likely to be experienced by most women. Such factors include husbands who are especially sensitive to their spouse's aspirations, protected work situations and accidents or crises such as war. To demonstrate this hypothesis, of the seventy (70) women in Congress 1917-1964, over fifty percent were special circumstances where women were appointed or elected to fill a vacancy caused by the death of a husband (Constantini and Craik, 1972).

The anti-success syndrome reported by Smith and Smith (1970) states that traditionally women suffer from:

- Fear of failure or lack of self-confidence.
- Dependence and need for social approval, greater concern for financial security preferring safe jobs with modest incomes and sacrificing success for a partner.
- Lack of aggression and competition
- Lack of achievement motivation.

Friedan (1963) using the "feminine mystique" argues that women have equated sexual attractiveness with intellectual flightiness and personal dependency. Another avoidance hypothesis states that women act for or with others in mind while men act for self-serving reasons.

### Competing Demands

"The myth of separate worlds" is based on a widely held assumption that worklife and family life constitute two separate and non-overlapping worlds (Kanter, 1977). This is a myth. The work force is changing. In 1983, it was projected that white males will become a minority among those working (Hunsaker, 1983).

The understandable result of these work force changes will be that organizations may find employees harder to manage. Employees will begin to define limits to their job involvement by weighing job responsibilities against personal responsibilities when making career decisions. Situations will occur where a promotion for one spouse can cause problems for the other. "Women professionals have historically turned down promotions that have interfered with their husband's careers. Increasingly professional men are facing the same dilemma" (Hunsaker 1983, p. 72). Since professional women are likely to marry professional men, the dual career pattern and the problems for business can also be expected to increase.

A survey conducted by K. A. Kovak (1981) identified some major problems for women facing the conflicting demands of work and family. The survey sampled 271 male and 241 female college students and the results of four situations are noted below.

- Problem 1. Conflict between responsibilities on the job and at home. Results showed that the female is expected to give more support to the male in his work than a male is expected in a reverse situation.
- Problem 2. Child care problems vs. work. 50% said it was okay for females to request leave but less than 33% said it was okay for males.
- Problem 3. Selection of a candidate to attend a conference that would help advance career. Results showed 23% would send female and 39% would send male. If the selection was made without regard to sex by substituting younger and older, the results were 31% and 69% respectively.
- Problem 4. Selection for promotion to a job requiring extensive travel (problem also indicated the existence of four children). Results showed male was viewed more favorably.

The perception that women will give priority to their spouse or children's needs is clear. The data also shows that businesses recognize this when they consider how to spend time and money on the development of management talent.

### Other Theories and Perspectives on Women in Business

#### Critical Mass: More Women Means Less Sexism

Women as managers and administrators have made advances in terms of sheer numbers. The number of women in this category rose from 1.1 million in 1960, to 1.3 million in 1970, and eventually to 3.0 million in 1982 (U.S. News and World Report, 1982). The Women's Bureau at the Department of Labor reported that, in 1982, women accounted for 32% of managers and administrators. But, will more women in organizations yield less sexism and job discrimination? Researchers are in disagreement.

Dr. Harlan, project director for a study conducted at the Wellesley College Center for Research on Women (1982) reported that the "critical

mass" theory is a myth. The theory holds that, as more women enter a corporation, sexism and job discrimination will decline significantly at the point women occupy 15 percent of the management positions. When women occupy 35 percent of the positions, an equal opportunity balance will be achieved. Management theorists had predicted that, when this level (35 percent - critical mass) was reached, men would take for granted working with women.

However, when the percentage of women reaches 15% plus in an organization the reactions is, "They're all over the place" and men feeling threatened react accordingly (Collins, 1982). Nevertheless, Basil reported from his surveys that firms with women as executives were more favorable toward the idea of women managers (Basil, 1972).

#### Women in Non-Traditional Occupations

Traditional female careers are social work, nursing, teaching and office work. Non-traditional courses are those with less than 30% women, such as construction trades, skilled crafts and technical and professional fields in science, law, engineering, and medicine. Non-traditional careers offer better pay and opportunity for advancement.

In a study of the background traits of women in non-traditional occupations, M. Hennig (1970) researched 25 highly successful women in high level business management positions. The research showed high incidences of the following background characteristics:

- ° All 25 were the first born
- ° Each was an only child or eldest in an all girl family with more than 3 children.
- ° All from "upward aspiring" middle class families

- Fathers of 22 of 25 were managers in some business
- 24 of 25 had mothers who were housewives
- Mothers had education levels equal to or greater than fathers
- No patterns in religious or ethnic backgrounds
- Almost all influenced as children by others, rather than mothers
- Enjoyed outdoor activities with father (learned male point of view)
- Fathers accepted them as persons and females
- They preferred co-ed activities, liked being with men
- Tend to be better educated than norm
- Childless
- Most important single factor is type of college degree

The point regarding the college degree was noteworthy since other data strongly support the connection between success and education.

### The Potential of Women

Addressing a congressional committee, Jon Durkin of the Human Engineering Laboratory at the Johnson O'Connor Research Foundation made the following statement regarding women's participation in the field of management.

"The aptitudes which seem to underlie successful management are: objective personality, abstract visualization and high english vocabulary. Equal numbers of men and women possess objective personality and high vocabulary. More women than men have abstract visualization. Theoretically at least, there ought to be more women in management than men. However, this definitely is not the case." (Durkin, 1971)

The Human Engineering Laboratory conducted in-depth studies to determine the discernable sex differences with respect to human

aptitudes. Those which showed no differences were; reasoning, foresight, inductive reasoning, memory for design, number memory, objective personality, subjective personality, pitch discrimination, rhythm memory, timber discrimination, tonal memory and tweezer dexterity. Those aptitudes which did show a sex difference, in which women excelled were finger dexterity graphoria (measure of clerical speed and efficiency), ideaphonia (measure of rate of flow of ideas), observation (measure of one's ability to see small changes in physical details), silograms (measures ability to easily form associations between known and unknown words), and abstract visualization - 75% of women passed and 50% of men passed. Conversely, men excelled in grip (measure of physical strength) and structural visualization (measured by assembly of 3 dimensional puzzles). Given this data, Durkin indicated that there is no field which can claim, with absolute assurance, to be the exclusive domain of either sex.

Career choices start with a mix of four factors that are important given a particular aspiration: environmental stimuli (advanced training and books); education; reference groups (vocational and education counseling); and personal characteristics (Chusmir, 1983). If women accept the data that shows there is no sex based differential advantage, they should choose a vocation which will be "harmonious with self-development and continual personal growth" (Durkin, 1971).

### What's Really Necessary For Management?

There have been many studies directed at finding out what it really takes to manage (e.g., L. K. Brown, 1979, and Hartnett and Novarra, 1981). Various approaches have yielded various recipes. However, the

following four basic managerial attitudes or skills have occurred frequently during my research and were summarized by Ames and Hiede (1982).

- Favorable attitude toward work - e.g., ambition, commitment, desire for power.
- Psychological and social preparedness for leadership/fellowship roles in the world of work.
- Technical and administrative skills.
- Understanding organizational dynamics (i.e., recognition of the political skills necessary to gain access to formal and informal channels of influence and information, to secure mentors and/or allies.

In addition to the general areas listed above, one very specific skill is necessary to become an effective manager - communication skills. A survey was conducted to determine how executives spend their time and it showed that 94% of their time was involved in a communications-related activity. This involvement was further broken down to show 69% of time in oral communications, 53% in face-to-face meetings and 16% through the use of the telephone (Anonymous, 1983).

In research, previously mentioned, Basil collected data on the personal attitudes toward managerial qualifications. His study included 102 female executives and 214 male executives. The profile of the respondents is presented in Table 1.

The respondents had similar responses to the ranking in importance certain personal characteristics as requirements for upper management. The ranking is presented in Table 2.

Table 1  
Profile of Female & Male Executives

	<u>Males</u>	<u>Females</u>
Age		
20-29	2%	2%
30-39	15%	16%
40-49	34%	30%
50-59	35%	40%
60+	10%	6%
Years in Management		
<10	5%	31%
10-19	34%	28%
20-29	35%	28%
30-39	12%	2%
40+	1%	1%
Education		
College Degree	57%	34%
Post Graduate	34%	17%

Table 2  
Ranking By Importance of Personal  
Characteristics of Upper Management

	<u>Men</u>	<u>Women</u>	<u>Women's Rank Order</u>
Decisiveness	96%	92%	2
Consistency and Objectivity	95%	90%	3
Emotional Stability	94%	93%	1
Analytical Ability	93%	88%	4
Perception and Empathy	91%	88%	5
Loyalty	90%	87%	6
Interest in People	87%	85%	7
Creativity	83%	79%	8
Attention to Detail	40%	31%	9



## Helping Strategies

Women do work for the same reasons as men (Semzanov, 1980; Stead, 1981). However, women may not have had the early "boot camp" training that is necessary for developing self-confidence. They may not have had the chance to prove themselves or to practice leadership skills (Williams, 1976).

Organizations need to understand this situation and recognize the need for helping women as being legitimate. Also, women must be willing to accept help and recognize the need for it (Lyles, 1983). An important point relative to the success of helping strategies is the interest level of the helper. Do they want to help? What are the consequences of helping or not helping (Lyles, 1983)? Without a strong commitment from the organization and the helper, efforts to help will be pointless and possibly counterproductive.

Helping strategies should relate to four important areas of organization dynamics: information, social, structural and authority. Information in all forms is important. Social contacts provide a basis for building a network. Authority/power means being able to influence activities such as training, work assignments, and development opportunities (Lyles, 1983).

## Summary

This literature review has provided a frame of reference to view the responses of this study's participants. Stereotyping, a barrier to women progressing into management, provides a perspective on the views that are widely held by society. Do the Philip Morris employees reflect this norm?

Tokenism is also a barrier but different in that it individualizes the suffering by making a chosen few. This is not an overt problem at Philip Morris in that Successful Females (as defined in this study) represented 20 percent of what has been defined as Successful Males.

The indications of prejudice is a broad brush look at the many social problems that are manifested as women prepare to enter management positions. This study does not attempt to measure the existence of prejudice at Philip Morris.

The trait theory section represents a limited survey of commonly held theories on why women do not succeed as managers. Since many of these theories form the basis for widely held misconceptions about women in business this study should indicate to some degree their presence at work at Philip Morris.

Women face competing demands. Work and family both demand their attention and energies. Studies show that many successful women have chosen to forego the rewards of family in favor of a greater opportunity for success in business. Unfortunately the limits of this study do not allow for the detailed profile examination necessary for comparisons.

There is also the issue of critical mass which implies that "there is safety in numbers." Consequently, do men become defensive and react when they fear being crowded out? If so, it may be evident in an examination of the willingness of successful males to cooperate with respect to the helping strategies presented in Section C of the survey.

Women in non-traditional roles profiles 25 highly successful women in upper management. This represents an opportunity for a comparative study that has not been addressed in this research effort.

The potential of women is an authoritative study of the sex based differences which indicates that women should be more successful given their aptitudes.

What's really necessary for management is a short list of attitudes or skills that are not sex related. These factors could be used in conjunction with the helping strategies to support the development plan for anyone who is preparing for a more responsible management position.

Based on what has been examined here, the next section provides the framework for examining the perceived differences between men and women in a shared organizational unit.

## SECTION III

### HYPOTHESES AND METHODOLOGY

#### Hypotheses

The preceding review of the literature has shown there are clearly differences in how women and men are viewed as managers or potential managers. The basic objective of this study is to identify the perceived differences that exist between defined groups. Differences between groups (Successful Females, Other Females and Successful Males) and differences, if present, between this organizational unit from the patterns reported in literature.

This study is based on the hypotheses that there are perceived differences between males and females with respect to:

Perceptions of sex based statements - Section A.

Perceptions of success related characteristics - Section B.

Perceptions about what are important helping strategies -  
Section C.

If there is a common perspective among groups, the hypothesis is it will follow sex lines rather than achievement lines. This implies that Group 1 (Successful Females) would be more like Group 2 (Other Females) than Group 3 (Successful Males) in terms of responses.

A further hypothesis of this study is that the results will indicate responses different from those generally held in society, meaning, these groups will not reflect the same perceived ideas about women in business. This position is based on the assumption that as a work or organizational unit the participants have shared a common conditioning. They have been exposed to the same company culture and therefore will reflect a

different perspective than that which literature reports as commonly held beliefs.

Depending on the impact of company culture and conditioning, it may over-ride the strength of the sex ties hypothesized to exist. This will be an interesting trend to look for in the responses. In other words, will "Success", implying kinship from success conditioning and exposure to management culture, overcome the sex ties?

### Methodology

This descriptive research project is for the purpose of discovering and reporting the perceptual differences between male management and women professionals regarding current working relationships, practices and values. The findings will also be compared to data from similar research that has been published. The effects of any perceptual differences must be determined in order to impact the full development of women professionals.

This research effort relies primarily on data gathered from a survey and secondary comparative data from published resources. The survey data was generated by means of a questionnaire administered to a statistically representative sample of management and professional female employees.

### Development of the Questionnaire

The questionnaire was developed from material drawn from the literature review. Each question is based on an issue relating to a perceived difference about men and women in business or differences based solely on sex roles. The material in each section of the survey has been grouped based on a particular perspective.

## Section A

The statements in Section A are intended to describe a "successful female professional" or present a dichotomy based on sex. Each statement is grounded in reported findings from previous research.

Participants were asked to rank their perception of the statements' accuracy on a seven (7) point scale, ranging from 1 - Very Inaccurate to 7 - Very Accurate (see Exhibit A2). The instructions direct the participants to base their responses on their perception of female professionals in general. Any inquiries as to the meaning of "in general", were advised to base their response on their perceptions as developed from experience gained in previous employment, their current position or a perspective formed on the basis of any topical readings. The responses indicated that there were very few such inquiries.

Questions 1, 2, 5, 8, 13 and 15 were taken from material presented in MacCoby's 1974 study, 3 and 10 were based on Bass' survey conducted in 1977. Question 4 was drawn from information reported by Orzeck (1972), while 6 and 14 were based on material presented by Meeker and Weitzel (1977). All of these sources were summarized in an article, "Bringing Women into Management", Manage, October, 1981 written by J. R. Smith.

Question 7 was taken from work by Ames and Heides (1982), Training and Developing Women Managers.

Question 9 - Semzanov (1980) cited by L. H. Chusmir, Characteristics and Predictive Dimensions of Women Who Make Non-Traditional Vocational Choices, (1983).

Question 12 - Was taken from Greenfield (1980), The Feminine Mystique in Male - Dominated Versus Female - Dominated Jobs.

### Section B

This component of the study focused on a list of twenty characteristics of which sixteen were taken from the Bem Sex Role Inventory (S. L. Bem, 1974). The Bem inventory lists sixty characteristics which are classified as being masculine, feminine or neutral. The other four characteristics are supported in literature as being commonly recognized as leadership qualities. The twenty characteristics presented were chosen to offer a mix of female and male oriented characteristics and generally recognized leadership qualities.

The participants were directed to select seven that they considered the most important to being a successful professional. They were further directed to rank their choices. A complete list of the Bem factors is presented in Table 3.

Table 3

Bem Sex Role Inventory And Other Characteristics

<u>Masculine</u>	<u>Feminine</u>	<u>Neutral</u>
	Affectionate	# 8 Adaptable
#12 Aggressive	Cheerful	Conceited
#14 Ambitious	Childlike	# 2 Conscientious
# 5 Analytical	Compassionate	Friendly
# 3 Assertive	Does not use harsh language	Happy
Athletic	Eager to sooth hurt feelings	Helpful
# 9 Competitive	Feminine	Inefficient
Defends own beliefs	Gentle	Jealous
Dominant	Loves children	#16 Likable
#17 Forceful	# 4 Loyal	Moody
Has leadership abilities	# 6 Sensitive to the needs of others	#10 Reliable
#11 Independent	Shy	Secretive
Individualistic	Soft spoken	Sincere
Makes decisions easily	Sympathetic	Solemn
Masculine	Tender	#13 Tactful
# 1 Self-reliant	Understanding	Theatrical
Self-sufficient	Warm	#18 Truthful
Strong personality	Yielding	Unpredictable
Willing to take a stand		Unsystematic
Willing to take risks		
Leadership qualities supported by literature		
# 7 Achievement Oriented	#19 Self-Confident	#15 Self-esteem
#20 Objective		

(Source: Bem, S. L., (1974), "The Measurement of Psychological Androgyny", Journal of Consulting and Clinical Psychology, V42 (2), pp 155-162, April, 1964.)



## Section C

This section consists of a list of actions which research indicates are helping strategies for the development of professionals in business. These actions may be for an individual (mentor or candidate) or organizational in nature.

The respondents were asked to classify the action in terms of their perception of it as important or unimportant to the development of a professional. To further classify the statement, a choice was required as to whether the respondent was willing or unwilling to perform or accept this form of assistance.

The statements are drawn from material presented in M. A. Lyles, "Strategies for Helping Women Managers - or Anyone", (1983). Classification of the statements as to their nature is presented in Table 4.

## Pilot Survey

There were a number of reasons that led to the decision to conduct pilot survey. This need stemmed from the organization requirements of advance notification to management as to the survey and its purposes. Also, there was a basic need to test the questionnaire and the computer program used for analyzing the data.

Senior management was very supportive of this endeavor. When they were informed that this was an integral part of this project, they offered their assistance and cooperation.

In order to make senior management more knowledgeable on the form and substance of the survey, each Department Head was asked to participate

Table 4  
Helping Strategies

**Informational:**

- Tasks; 1) Tell about upcoming meetings, events, etc.
- 2) Provide information without being asked.
- Political; 3) Help identify important people.
- 4) Help identify unwritten rules.

**Social:**

- Including; 5) Invite along for lunch.
- Sharing; 6) Learn to deal with emotions.

**Structural:**

- Office assignments; 7) Put her office in a centralized location.
- Work assignments; 8) Give opportunity for "success" projects.

**Authority:**

- Group Maintenance; 9) Asking for advice or opinions at meetings.
- 10) Watch for people being overly critical.

- Sponsorship; 11) Provide access to upper level management.
- 12) Involvement in a mentor/sponsor program.

- Development; 13) Develop skills in needed areas.
- 14) Gradually develop responsibility and leadership role.
- 15) Identify long run opportunities.

(Source: Lyles, M. A., (1983), "Strategies for Helping Women Managers - or Anyone", Personnel, January-February, American Management Associations, New York, reprinted in Women in Management, B. A. Stead, (1985.)

in the pilot through the completion of a questionnaire. As a group they represented the Successful Male category of the pilot survey. It should be noted that the Department Heads were not asked to intervene in any way to ensure a successful response rate. Their inclusion was based on a desire to acquire input and remove any potential of a negative reaction to surveying their staffs without advance notice to them.

The perspective of advance information to key personnel was also continued in the selection of the Successful Females and Other Female Groups. Therefore, it should be clear that the pilot survey was not conducted with randomly selected groups. Key people were included based on my assessment of their need to be aware and my desire to solicit their feedback on the instrument. Of the three survey groups, the Successful Females had the best response rate (100%). This characteristic, the highest response rate, carried through the actual survey.

The inclusion of the pilot survey proved useful for a number of reasons:

- There was no observable negative response to the survey.
- The feedback led to modification of part B due to responses which indicated a misunderstanding of the directions for completion.
- The programming was modified to provide more discrete information for analysis of results.

The survey documents and cover letter may be found as exhibit A. Both the original and revised part B's are included as well.

### Survey Population

The survey was administered to samples drawn from the management and female employee populations of over 400 and 800 individuals respectively.

Individual were randomly selected, except for the Successful Female group where the total population was surveyed. Individuals were grouped in the following manner:

Group 1: "Successful Females". This group included full-time, active female employees positions graded ten and above. The grade ten designation was selected due to it's significance in this organization. This level is represented by pre-management positions which are, at least, second-level supervisors or seasoned professionals in the staff departments. Position titles which typify this level include Group Supervisor, Senior Engineer, Employee Relations Administrator, and Senior Computer/Systems Analyst. The salary range (1985) minimum for a grade ten is \$35,000.

Group 2: "Other Females". In this group were full-time active female employees in exempt positions below grade ten. For practical purposes, this group will be represented by positions which are graded nine through five. These levels will be represented by positions which are an exempt progression for high level administrative non-exempt positions or are entry level professional positions and "journeymen" level professional positions. The salary range (1985) minimum for a grade nine is \$32,100 and for a grade five is \$22,900.

Group 3: "Successful Males". This group included full-time active male employees in positions graded twelve and above. The grade twelve designation was made because it represents the beginning of the management structure. Some very senior professional positions may be included at this level although it is predominately management positions. Typical

titles reflected at this level and above include Manager, Director, Department Head and Vice President. A grade twelve salary range (1985) minimum is \$41,800.

### Sample Population

The profiles of the two female groups (successful and other) are remarkably similar with an average age of 37 and 35 respectively (see Table 5). The average age for the successful male group was forty-four. The cumulative percent of the groups population accounted for, by age 49, was 93.6% of Successful females and 95.7% of Other females as compared to 71.7% of the Successful males. The difference between the ages of the male and female groups can be partially explained by their respective years of service.

Both female groups average eight years of service compared to the males who average nearly twice as much (fifteen years). It is also significant to note that only 53.3% of the males were accounted for in the years of service up to fourteen.

Salary differentials, which to a large degree are a direct function of grade, are explained by the group definitions. Group 1 (Successful Females) is constituted from incumbents in grades ten through fifteen. This group is weighted more heavily by incumbents in grades 10, 11 and 12. The Group 1 average salary is \$45,200. Group 2 (Other Females) has a more even distribution across grades five through nine. The average salary for this group is \$32,300. The Successful Males Group 3 is made up of incumbents from grades 12 through 15. An addition to this group are the Department Executives who were included during the pilot survey

and have higher grades and salaries. Therefore, group 3 had the highest average salary at \$52,000.

Since salary is a direct function of grade and each grade has an approximate ten percent differential, there will be, by definition, differences in average salaries between the groups.

Race was not a significant factor in terms of differences between the study groups since each group was at least seventy-five percent white.

Education level was the most consequential factor between the groups. The Successful Females had the highest group attainment with 86% of participants with Bachelor degrees or higher compared to the Successful Male and Other Females at 68.4% and 47.1% respectively. The Successful Females had 43% with Bachelor degrees and 43% with Masters Degree 'plus'. In any comparative breakdown, the Successful Females have attained the highest education levels.

### Collection of Data

Participants for this survey were randomly selected from the salaried exempt employee population which was segmented based on the previously mentioned groups. Each participant received a confidential mailing which included a cover memo and the survey document (see Exhibit A). This request provided the participants approximately ten days to complete and return the package. Ninety percent of the returns were received within three days of the due date.

Table 5

Group Profiles of the Sample Population

A summary profile of the employees who were randomly selected from the groups previously described is shown below. More detailed data is included in exhibit (B).

	Group 1 <u>"Successful Females"</u>	Group 2 <u>"Other Females"</u>	Group 3 <u>"Successful Males"</u>
Age	62.4% fall into 30-39 range 21.5% fall into 40-49 range  Average 37 years	50.7% fall into 30-39 range 25.0% fall into 29 & below range  Average 35 years	37.5% fall into 40-49 range 32.9% fall into 30-39 range 28.3% fall into 50 & above range Average 44 years
Years of Service	58.1% fall into 5-9 years range  Average 8 years	44.3% fall into 5-9 years range 21.1% fall into less than 5 years range  Average 8 years	46.7% fall into more than 14 years range 26.3% fall into 10-14 years range 23.7% fall into 5-9 years range Average 15 years
Salary	63.4% fall into \$40-49 k/year range 20.4% fall into \$50 k or over range Average \$45,200	62.9% fall into \$30-39 k/year range 33.6% fall into under \$30 k/year range Average \$32,300	90.8% fall into \$50 k/or over year range  Average \$52,000
Race	81.7% white	75% white	90.8% white
Education	43% Bachelor degrees 43% Masters degree Plus	42.1% High school plus 40% Bachelor degree	42.1% Bachelor degree 26.3% Masters degree plus

The cover memo assured participants of anonymity and requested their voluntary participation. In total the response rate was in excess of seventy-five percent. Group 1 (Successful Females) had a 90% response rate, while Group 2 (Other Females) and Group 3 (Successful Males) each had a 70% response rate.

The responses were received, coded and entered into the computer by third parties in order to maintain the confidentiality of the participants. The data was compiled using a SAS program, which sorted and categorized the 14,245 data points (see Exhibit C for computer output).

### Statistical Procedures

This study uses basic descriptive statistics to gain information from the responses of the participants. The mean is used as a measure of location for the responses. However, upon examination of the data it became clear the the mode would be more descriptive for Section A responses (see Table 8 in Section IV).

In section two, rank order becomes the discriminating factor (Table 9 in Section IV). The frequency percent that a particular strategy was chosen is the most meaningful measure for Section C results (Table 12 in Section IV).

The variance and standard deviation of the responses were also calculated. These statistics are not significant in the analysis because the information has been presented in table format and the variability should be apparent.



## Summary

The process employed in this study was designed to gather objective data about which qualitative judgements could be made. Therefore a closed form (no option for open comment) questionnaire was employed.

A questionnaire was used due to the need for input from a wide variety of individuals who were in positions which could be effectively classified. Since the population to be sampled was a closed environment, it was assumed that many of the normal problems (e.g., slow or limited response rates) associated with the use of questionnaire's would not occur. In addition, the questionnaire represented a confidential, efficient means of gathering the necessary data.

The original mailing list represented a random sample of sufficient size to ensure representative feedback. As previously mentioned, the response rate, greater than 75 percent overall, was significant.

Since individual returns were not identified, the respondent's identity remained confidential. The questionnaire, however, was coded as to the group membership of the respondent. In addition, individuals were asked to identify themselves by sex ("are you female?") and grade level ("are you grade 10 or above?"). These questions allowed for cross verification with the coded forms.

The cover memo was intended to induce the individual's participation in the study, by assuring anonymity and suggesting that participation would not be burdensome.

The pilot survey served as a communication vehicle to key persons and allowed for a test of the questionnaire and the data compiling process. Both the questionnaire and the compiling process were modified slightly based on the pilot survey. Section B of the questionnaire required clarification in the directions since some respondents ranked all twenty characteristics in terms of their perception of the factor's importance using a scale of 1-7. The intent was to choose seven and rank them.

The compiling process was modified to check for invalid data. Since some questions were not answered it was necessary to classify non-responses as invalid data. In total, invalid responses represented between one and two percent depending upon the group.

SECTION IV  
ANALYSIS OF FINDINGS

Pilot Survey Results

The information which follows should be interpreted with caution in that participants were not randomly selected nor do they represent a statistically valid sample.

SURVEY RESULTS

PILOT GROUP

Section A

Fifteen questions, each scaled by the respondent as to his or her perception of the degree of accuracy of the statement. The seven-point scale included the following anchor points:

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

1. Women have greater verbal ability than men.

Respondents: 7 Successful Females, 6 Other Females, 3 Successful Males

The Successful Females responded by indicating the "Slightly Accurate" response. The Successful Male and the Other Female groups were more alike in their response, tending toward "Slightly Inaccurate".

Extreme Positions: 3.17 Other Females, 5.0 Successful Females

2. Women are less analytical (logical or diagnostic) than men.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

All of the groups indicated that this statement was "Inaccurate". The Successful Females had the strongest response indicating "Mostly Inaccurate".

Extreme Positions: 2.17 Successful Females, 3.25 Successful Males

3. Women are more dependable than men on task-related activities.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

All of the groups clustered in the "Uncertain" ranges tending toward "Slightly Accurate". There were no appreciable differences to note between groups.

Extreme Positions: 4.4 Other Females, 4.7 Successful Males

4. Women perform cooperatively more often than men.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

Successful Females indicated that this statement was "Slightly Inaccurate" while the Other Female group said it was "Slightly Accurate". The men were "Uncertain".

Extreme Positions: 3.57 Successful Females, 5.0 Other Females

5. Females have lower self esteem than their male peers.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

The Other Female group indicated "Slightly Inaccurate" while the Successful Females and Males were "Uncertain".

Extreme Positions: 3.2 Other Females, 4.0 Successful Females and Males

6. Competitive or dominating behavior is legitimate for men but not for women.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

The two successful groups agreed that this statement was "Mostly Inaccurate" however the other Female Group was "Uncertain".

Extreme Positions: 2.5 Successful Males, 4.4 Other Females

7. Women have a greater fear of failure, which leads to less risk taking and lack of aggressiveness.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

All groups rated this statement "Slightly Inaccurate".

Extreme Positions: 3.0 Successful Males, 3.8 Other Females

8. Women work for the same reason as men.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

All groups indicated this statement to be "Accurate", however there was some variation in degree. The Successful Males and Other Females stated it was "Mostly Accurate" and the Successful Females said "Slightly Accurate".

Extreme Positions: 5.57 Successful Females, 6.75 Successful Males

9. Men who have worked with women have a more positive regard for them compared to men who have not worked with women.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

The Successful Male group did not agree with this statement indicating that it was "Slightly Inaccurate". Both female groups indicated this was "Accurate" however they vary as to the degree.

Extreme Positions: 3.75 Successful Males, 6.2 Other Females

10. Men exceed women in mathematical ability.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

All the groups agreed that this statement was "Inaccurate" but the males did not indicate "Inaccuracy" to the same degree.

Extreme Positions: 2.6 Other Females, 3.25 Successful Males

11. Successful business women tend to be childless or have fewer children.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

Successful Females agree with the accuracy of this statement however Successful Males and the Other Female group indicated "Uncertain".

Extreme Positions: 4.2 Other Females, 5.14 Successful Females

12. Women are more social than men.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

The Successful Male group indicated this statement was "Mostly Inaccurate" and the two female groups were "Uncertain"

Extreme Positions: 2.5 Successful Males, 4.4 Other Females

13. Women have less status in the organization than their male peers.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

All groups stated that this was an accurate statement. Successful Males said "Slightly Accurate" while Successful Females said "Mostly Accurate".

Extreme Positions: 5.0 Successful Males, 6.29 Successful Females

14. Women have less achievement motivation than men.

All groups said this is inaccurate, the strongest position was taken by the group of females who have yet to achieve the level, that in this survey, was designated successful. The group, (Other Females) said that the statement was "Very Inaccurate".

Extreme Positions: 1.4 Other Females, 2.25 Successful Males

15. Working women and working men have nearly identical educational levels.

Respondents: 7 Successful Females, 5 Other Females, 4 Successful Males

The Successful Females were "Uncertain" however the other two groups indicated the same rating of "Slightly Accurate".

Extreme Positions: 4.57 Successful Females, 5.0 Other Females and Successful Males

When you consider the questions which are open to interpretation as to a positive or negative perspective (all except 6, 8, 11, 12) the Other Female group (those who have not yet achieved the level defined as successful) were most positive in their ratings regarding women. The successful males were the most negative, in an absolute sense.

Considering the rate of agreement between groups (defined as least difference in mean scores), the Successful Females and Other Females agreed most often. This agreement occurred more than twice as often as other combinations of groups.



It is interesting to note that the Successful Male group agreed at an equal rate with the two female groups, 3 times each.

### Section B

Out of a list of twenty characteristics, respondents were asked to rank the seven most important characteristics which could be used to describe a successful professional. These responses are summarized in Table 6.

Overall, the most frequently listed characteristics was Adaptable. The Successful Females also choose this characteristic most often. The Other Female group choose Self-Confident while the Successful Males selected Conscientious and Truthful.

### Section C

This section should provide important information about what the organization can do to further the development of women. The data should reflect differences in perspectives about what is important to whom. The data has been summarized by % of responses in Table 7.

Key areas of near consensus were expressed with respect to the following strategies;

8. Give opportunity for "success" projects.
9. Asking for advice or opinions at meetings.
13. Develop skills in needed areas.
14. Gradually develop responsibility and leadership role.
15. Identify long run opportunities.

Table 6  
Pilot Survey  
Rank Order List of Section B Responses

Rank Order	Overall Results	Successful Females	Other Females	Successful Males
1	Achievement Oriented	(7 Different 1st Choice)	Achievement Oriented	
2	Reliable	Reliable	Reliable	
3	Adaptable	Adaptable	(5 Different, 1 Each, 3rd Choice)	
4	Assertive Sensitive to Needs of Others	Sensitive to Needs of Others Objective	Assertive	
5	Assertive Analytical Adaptable	Assertive	Analytical	
6	Truthful	Reliable Truthful	(5 Different, 1 Each, 6th Choices)	
7	Adaptable	Adaptable Tactful	Adaptable	

Table 7

## Pilot Survey

Section C Responses Summarized by % of Response

	Important & Willing			Important & Not Willing			Unimportant & Willing			Unimportant & Not Willing		
	S.F.	O.F.	S.M.	S.F.	O.F.	S.M.	S.F.	O.F.	S.M.	S.F.	O.F.	S.M.
1. Tell about mtg. ...	85.7	100	25				14.3		75			
2. Provide info w/o ...	100.0	60	75		20			20	25			
3. Help id imp people	85.7	40	100	14.3	20			20			20	
4. Help id unwrit rules	85.7	80	75		20				25	14.3		
5. Invite to lunch	42.9	40	50	14.3	20		42.9	40	50			
6. Deal w/ emotions	85.7	80	75				14.3		25		20	
7. Put office in cntl area	42.9		0		20	25	57.1	80	50			25
8. Give oport for success	100.0	80	75					20	25			
9. Ask for advice & opin	100.0	80	100		20							
10. Watch for over critic	71.4	60	50				28.6	20			20	50
11. Provide access to mgmt	71.4	60	100	14.3			14.3	40				
12. Mentor/Sponsor	57.1	80	50	28.6	20		14.3		50			
13. Develop skills	100.0	100	100									
14. Develop respon & lead roles	100.0	100	100									
15. Id long R oport	85.7	100	100							14.3		

Note: "S.F." - Successful Female, "O.F." - Other Female, "S.M." - Successful Male

These strategies were identified by nearly 100% of the respondents from all three groups as important and the respondent was willing to personally perform as accept it.

Other strategies were not as strongly supported - across the board. For example, #1 ("tell about upcoming meetings, events, etc."), was identified as important by both groups of females but only 25% of the Successful Male group agreed. The remaining 75% of Successful Males said it was unimportant but they were still willing to provide the information.

In another example of split responses, the two Successful groups agreed that #3 ("help identify important people"), was of importance but the Other Female group (those who have not achieved the successful level yet) did not agree. Only 40% of the Other Female group identified #3 as important and willing while 85.7% Successful Females and 100% of the Successful Males thought it was important and, therefore, were willing to perform or accept it.

## Major Survey Results

### Section A

In the major survey, Section A contained fifteen statements which required of the respondent a scaled response (summarized on Table 8) based on his or her perception of the degree of accuracy of the statement. As was the case for the pilot survey, the seven-point scale included the following anchor points:

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

1. Women have greater verbal ability than men.

Research has shown that women do excel in verbal ability. Their verbal ability exceeds that of men (J. Durkin 1971, J. R. Smith, 1971). The survey responses indicate that both female groups share this belief but the men think it is "Very Inaccurate." Successful Females (Group 1) said it was "Mostly Accurate" and the Other Females (Group 2) choose "Slightly Accurate".

These responses differ somewhat from the pilot survey in that the Group 2 (Other Females) were more similar to the male response of "Slightly Inaccurate."

2. Women are less analytical (logical or diagnostic) than men.

This is an unfounded belief. There is no documented evidence to support this position, but it remains as a widely held stereotype. The survey responses generally recognize it as being inaccurate. Group 1 (Successful Females) chose "Very Inaccurate", and Group 2 (Other Females) and part of Group 3 (Successful Males) chose "Mostly Inaccurate". Group 3 (Successful Males) had a bi-modal distribution with the other mode at "Slightly Accurate".

The pilot responses all recognized the statement as being inaccurate.

3. Women are more dependable than men on task-related activities.

Research shows that neither sex is favored (Gordon and Strober 1975). However that is not the way the female respondents viewed this statement in the present study. Both female groups had a mode response of "Mostly Accurate". The male response was "Mostly Inaccurate". The mean response for all of the groups clustered around the "Uncertain" response. The groups' mean response was the same as the pilot groups' - "Uncertain".

4. Women perform cooperatively more often than men.

Research does indicate that women do perform cooperatively more often and men perform more competitively (J. R. Smith, 1981; Constantini and Craik, 1972). All three group's responses indicate that they viewed this statement as being inaccurate. Group 1 (Successful Females) responded most strongly with "Mostly Inaccurate". The other two chose "Slightly Inaccurate".

These responses are similar to the respective pilot group response except for the Other Females (Group 2) who had indicated "Slightly Accurate" (pilot response).

5. Females have lower self esteem than their male peers.

There are numerous sources in literature that indicate that this statement is well established (L. Putman & J. S. Heinen, 1976; Gordon & Strober, 1976; Abell, 1984). All survey participants agreed by choosing a response of "Slightly Accurate".

In the pilot, Groups 1 (Successful Females) and 3 (Successful Males) were "Uncertain" while Group 2 (Other Females) selected "Slightly Inaccurate".

6. Competitive or dominating behavior is legitimate for men but not for women.

This statement is generally held as being a correct reflection of the norm (Meeker and Weitzel as cited in J. R. Smith 1981). The participants in this study, however, state strongly that the statement was "Very Inaccurate".

The two successful groups (1 & 3) in the pilot survey stated that the statement was "Mostly Inaccurate". The other female (Group 2) was "Uncertain".

7. Women have a greater fear of failure, which leads to less risk taking and lack of aggressiveness.

Based on the 'anti-success' syndrome, this statement is supported in literature. The successful females (Group 1) here responded with "Slightly Accurate". The other two groups, Successful Males and Other Females felt the statement was inaccurate choosing response #2 and #1 respectively. All of the pilot respondents choose "Slightly Inaccurate".

8. Women work for the same reason as men.

True, this statement is supported by research done by Semzanov (1980), Stead (1981), and Clusmir (1983). All of the respondents agreed. There was some variation but both successful groups chose "Mostly Accurate". These responses paralleled the responses of the pilot groups, who also indicated that this statement was accurate.

9. Men who have worked with women have a more positive regard for them compared to men who have not worked with women.

The opposite is true based on research findings (J. R. Smith, 1981). However, all of the groups said this statement was "Mostly Accurate". The two female groups in the pilot also indicated that this was an "accurate" statement. Only the pilot group "Successful Males", who are senior executives, said this was "inaccurate".

10. Men exceed women in mathematical ability.

Literature supports this statement (J. R. Smith, 1981). The respondents all gave some form of response to reflect their perspective that this is an "inaccurate" statement. The same perspective was held by the pilot participants.



11. Successful business women tend to be childless or have fewer children.

Based on data from studies this trend is true (Hennig, 1970; Chusmir, 1983). The modal response of all the participants in this study was "Mostly Accurate". The responses in the pilot were not as assertive, but there were no claims of "inaccuracy".

12. Women are more social than men.

This is an unfounded belief (MacCoby 1974). The trend of the responses in this study was toward "inaccurate." However, the Successful Females (Group 1) had a bi-modal distribution choosing both "Slightly Accurate" and "Mostly Inaccurate" (this is a stronger response). In the pilot, both female groups indicated "Uncertain". Group 3 (Successful Males) chose "Mostly Inaccurate".

13. Women have less status in the organization than their male peers.

Based on a study conducted Fernandez (1981) of 1,728 women and 2,463 men in business, this statement is supported. All of the Groups agreed in varying degrees. Both female groups had stronger responses than the "Successful Male" group. This is the same direction and perspective reflected by the pilot groups' responses.

14. Women have less achievement motivation than men.

This statement has proven to be unfounded (MacCoby, 1974). In this study "Very Inaccurate" was the position taken by both female groups followed by "Mostly Inaccurate" from the Successful Males. The same perspective was held by the pilot groups.

15. Working women and working men have nearly identical educational levels.

In Basil's study, "Women in Management" (1972), the women included were not as well educated as the men. However, in this study the female population is better educated than the males. All of the groups had the same modal response - "Mostly Accurate". This represents a stronger position than that taken by the pilot groups in which Successful Females were "Uncertain" and the other two groups indicated a "Slightly Accurate" response.

Results - Section B

In Section B, the designation following a characteristic name refers to the rank order that characteristic holds in the group being discussed. In this section, the respondents were asked to choose and rank the seven most important characteristics that, in their opinion, describes a successful professional. There were twenty characteristics from which to choose.

Considering the overall ranking of the combined groups, the list includes three characteristics from the choices that are commonly recognized in literature as leadership qualities: Achievement Orientation (1st), Self-Confident (2nd) and Self-Esteem (7th). Only one of the Bem Sex Role - Masculine characteristics was included in the top seven, Ambitious (3rd). However, three of the Bem characteristics that are classified as "Neutral", were included: Truthful (4th), Conscientious (5th) and Reliable (6th). (Section B responses are summarized on Table 9).

Table 8  
Section A Responses

	Mode Selections							Mean Values		
	Inaccurate Very 1	2	Slightly 3	Uncertain 4	Slightly 5	6	Accurate Very 7	Group 1	Group 2	Group 3
1. Women have grtr verbal ability	#				*	X		3.7	4.24	3.0
2. Women are less analytical	X	*			#			2.4	2.3	3.4
3. Women are more depend - re task		#				X		3.95	4.6	3.4
4. Women perm cooperatively more often than men		X	*					3.5	4.2	3.4
5. Females have lower self-esteem					X	*		3.9	3.5	3.6
6. Competitive behav legit for men but not women	X	*			#			3.2	3.1	2.4
7. Women have grtr fear of failure	*	#			X			3.7	3.5	3.4
8. Women and men work same reasons						X	*	5.1	5.0	4.8
9. Men who wk'd w/women more positive about women						X	*	5.4	5.3	5.4
10. Men exceed women/math ability	*	X				#		2.6	2.6	3.5
11. Succfl women childless or have fewer						X	*	4.3	4.2	4.6
12. Women are more social		X	*		X			3.5	3.6	3.5
13. Women have less status than male peers		#			#	*	X	6.07	5.7	4.6
14. Women have less achievement motivation than	X	*						1.9	2.1	2.7
15. Working women and men have same education levels						X	*	4.36	4.2	4.36

X Successful Females  
\* Other Females  
# Successful Males

### Group 1's (Successful Females)

The ranking by Group 1 shared a common perspective with Group 3 (Successful Males ) through the inclusion of three characteristics on the list of the top seven - Achievement Orientation (1st), Self-Confident (3rd) and Ambitious (2nd). An important point to note is the fact that the "Successful" groups share the same first and third choices, Achievement Orientation and Ambitious.

Group 1 chose the greatest number of masculine (Bem) characteristics with Ambitious (2nd), Self-reliant (5th) and Aggressive (4th) for inclusion in their top seven. This group did not choose any of the feminine (Bem) characteristics and only one from the neutral (Bem) category - Likable (6th).

The Successful Females had three stand alone (not shared with any other group) choices. These included Aggressive (4th), Self-reliant (5th) and Likable (6th). The Likable characteristic is the lowest factor (16th) chosen considering the overall ranking.

### Group 2 (Other Females)

This group did not share any rank order agreement with the other two groups. They did, however, have common factors with both groups. As mentioned, the characteristics Achievement Orientation (3rd), Self-Confident (1st) and Ambitious (7th) were common among all groups. A additional characteristic, Self-Esteem (5th), was shared with the Successful Female groups and Assertive (4th) was shared with the Successful Male group. Having the fewest factors standing alone (two), this group shared the most commonality with the other two groups.

Other Females (Group 2) was the only group to include a feminine (Bem) characteristic on it's list and the factor is significant in terms of rank order at second place, Loyal (2nd). The other factor standing alone was Reliable (5th) which is neutral on the Bem Sex Role Inventory.

Group 2 (Other Females) only chose two masculine (Bem) characteristics - Assertive (4th) and Ambitious (7th). Like the Successful Females, this group only had one characteristic from the neutral (Bem) category - Reliable (6th) which was also a stand alone factor.

Having selected the only feminine (Bem) characteristic, Loyal (2nd), this group stands out. The ranking is also very high at second place.

#### Group 3's (Successful Males)

Group 3 ranked choices clustered at the top of the overall ranking list. As noted, Group 3 (Successful Males) and Group 1 (Successful Females) had the same characteristic choice for first and third position; Achievement Oriented and Self-Confident. The other characteristic which was common to all three groups was Ambitious (5th) from the Bem Inventory (Masculine).

Successful Males (Group 3) made the most neutral (Bem) characteristic choices, two - Truthful (2nd) and Conscientious (6th). It is noteworthy that both of these are stand alone characteristics. The other stand alone factor was Objective (4th) which is a leadership quality drawn from literature. Group 3's seventh choice was shared with the Other Female Group, Assertive (Bem - Masculine).

TABLE 9  
SECTION "B" RESPONSES

<u>Characteristics Listed In Order of Overall Average Rank</u>	<u>Orientation of Attribute</u>	<u>Ranking By Groups</u>		
		<u>1</u>	<u>2</u>	<u>3</u>
1. Achievement Oriented	Lit - Leadership Quality	1	3	1
2. Self-Confident	Lit - Leadership Quality	3	1	3
3. Ambitious	Bem - Masculine	2	7	5
4. Truthful	Bem - Neutral			2
5. Conscientious	Bem - Neutral			6
6. Reliable	Bem - Neutral		6	
7. Self-Esteem	Lit - Leadership Quality	7	5	
8. Self-Reliant	Bem - Masculine	5		
9. Assertive	Bem - Masculine		4	7
10. Objective	Lit - Leadership Quality			4
11. Aggressive	Bem - Masculine	4		
12. Loyal	Bem - Feminine		2	
13. Independent	Bem - Masculine			
14. Analytical	Bem - Masculine			
15. Sensitive To Others	Bem - Feminine			
16. Likable	Bem - Neutral	6		
17. Adaptable	Bem - Neutral			
18. Competitive	Bem - Masculine			
19. Forceful	Bem - Masculine			
20. Tactful	Bem - Neutral			

## Results - Section C

Section C consisted of fifteen statements which, in the research literature, are considered helping strategies for developing professionals. The respondents were asked to classify each statement based on their perspective of its importance, in terms of:

- a. important to full development and are personally willing to perform/accept (I&W)
- b. important to full development but not willing to perform/accept (INW)
- c. unimportant to full development but are personally willing to perform/accept (UBW)
- d. unimportant to full development and are not willing to perform/accept (UNW)

The responses to Section C are summarized on Table 12.

Overall there was significant across group support for these helping strategies. Nine out of fifteen strategies were classified as "important and willing" (I&W) by 75% or greater of the combined respondents. The strategy receiving the most support, 97.2%, was number thirteen, "Develop skills in needed areas". Table 10 below summarizes the top nine strategies by order of acceptance.

Table 10

Rank Order	Percentage Support	Section Number	Strategy
1	97.2	13	Develop skills in needed areas.
2	96.9	14	Grad. develop respon. & leadership role.
3	91.0	15	Identify long run opportunities.
4	90.0	6	Learn to deal w/emotions.
5	89.0	11	Provides access to upper level mgmt.
6	86.6	9	Asking for advice or opinions at mtgs.
7	86.2	8	Give opportunity for "success" projects.
8	85.2	2	Provide information w/o being asked.
9	82.4	1	Tell about upcoming mtgs, events, etc.

Many of the strategies which did not receive strong support in the "I. & W." classification, received notable support in "U.B.W." category (25% or greater).

Table 11

Rank Order	Percentage Support	Section Number	Strategy
1	53.8	5	Invite along for lunch.
2	43.8	7	Put her office in a centralized location.
3	29.7	10	Watch for people being over critical.
4	25.9	3	Help identify important people.

There are three strategies which stand out in terms of negative responses. Number seven, "Put her office in a centralized location" received 26.9% for classifying it as 'Unimportant and not willing'. This was followed by action ten (UNW) "Watch for people being overly critical" at 16.2% and action twelve, "Involvement in a mentor/sponsor program" at 10.0% (UNW).

There is some conflict between particular groups' ratings and the data presented in the overall section. These conflicts will be identified within the groups where they occur.



Group 1 (Successful Females) responded strongly in the 'important and willing' classification having supported all nine strategies discussed in the overall section and adding statement four "Help identify unwritten rules" with 78% support.

The Successful Females considered strategies seven "Put her office in a centralized location" and ten, "Watch for people being overly critical" as negative considering their 23% and 17% respective support for 'Unimportant and not willing to accept'. Of all of the strategies, Group 1 (Successful Females) showed the least support for number seven at 24% 'I&W'.

Group 2 (Other Females) supported the overall nine strategies at levels between 97% and 82%. There were no other strategies receiving 75% or greater support in the 'I&W' category.

This group showed the same perspective as the Successful Females in terms of a negative reaction to strategies seven and ten. The Other Females reacted more strongly to ten than seven at 21% and 17% 'UNW' respectively.

Group 3 (Successful Males) shared the same general perspective regarding the nine strategies. However, their level of support was not as great with a range from a high of 96% to a low of 75%.

Of the three groups, the Successful Males show the smallest positive response, 10%, and the strongest negative response, 39%, to strategy seven - "Put her office in a central area".

With the largest group response to the 'unimportant but willing' category the males showed the greatest reluctance of the three groups to:

- 1) "Tell about meetings . . . ", 4) "Help identify unwritten rules",
- 6) "Deal with emotions", 7) "Put office in central area", 9) "Give opportunity for success", 12) "Mentor/sponsor program", and 15) "Identify long-run opportunities".

Table 12

## Section C Responses

% RESPONDING BY PERCEIVED  
IMPORTANCE AND SUPPORT<sup>1</sup>

	Important & Willing			Important & Not Willing			Unimportant & Willing			Unimportant & Not Willing		
	SF	OF	SM	SF	OF	SM	SF	OF	SM	SF	OF	SM
1. Tell about mtg . . .	88	86	75	--	--	1	12	12	23	--	1	--
2. Provide info w/o . . .	88	82	86	1	5	3	10	8	8	--	2	1
3. Help ident. import. people	71	53	66	5	4	4	16	33	28	7	10	2
4. Help ident. unwrit. rules	78	71	71	6	7	5	10	17	19	5	4	5
5. Invite to lunch	35	31	36	4	3	1	52	55	54	8	10	9
6. Deal w/emotions	89	94	88	4	2	6	3	2	5	4	1	--
7. Put office in cntl. area	24	33	10	6	3	5	43	43	45	23	17	39
8. Give opport for success	94	90	78	2	6	--	2	8	9	1	--	5
9. Ask for advice and opin.	83	85	90	6	1	1	10	10	6	1	3	2
10. Watch for overly critic.	45	44	53	2	7	4	34	26	30	17	21	12
11. Provide access to mgmt.	92	87	88	4	--	5	2	8	4	1	3	2
12. Mentor/sponsor	59	65	51	12	4	9	23	18	25	5	12	13
13. Develop skills	99	97	96	1	--	3	--	1	--	--	1	--
14. Develop respon. & lead role	99	97	96	--	2	4	1	--	--	--	--	--
15. Ident. long-run opport.	94	95	86	1	--	7	2	3	5	2	1	1

<sup>1</sup> If the row/group % do not add to 100%, the remainder were invalid responses (e.g. #1 (Other females)  
86% + 12% + 1% = 99% 1% invalid)

## SECTION V

### DISCUSSION

#### Interpretation of Results

As stated earlier, the basic objective of this study was to identify the perceived differences between the three groups designated as (1) Successful Females, (2) Other Females, and (3) Successful Males. A secondary objective was to discover if these patterns are different from those reported in literature. The results of this study present a clear differential from these groups and what is considered the norm in society, based on responses to Section A.

Section A presented statements that were sex based and the respondents were required to indicate the level of accuracy based on a seven point scale. The Successful Male group (3) was at variance with the norm presented in literature 71 percent of the time. This was the highest variance of the three groups. Group 2 (Other Females) followed at 57 percent and Group 1 (Successful Females) took a varying position 50 percent of the time. This does not mean that the Successful Males had the most 'correct' responses but it does indicate that the hypothesis that the organizational unit or work groups would respond differently than the norm was supported.

With respect to the correlation to the 'correct' responses, the Successful Females most often agreed with the position supported by research - 73% of the time. Group 1 (Successful Females) was followed by Group 2 (Other Females) and then Group 3 (Successful Males) with agreement with the research position 64% and 55% respectively.

Continuing with Section A responses, there was a very high level of agreement between groups. The agreement between the two sexes occurred 87% of the time while agreement between the 'success' groups occurred 80% of the time. These measures of 'agreement' consider whether the responses were in the same end of the scale - accurate or inaccurate.

A closer examination of differences between groups can be made by considering the absolute difference between modal responses. For example, for statement (1), Successful Male mode response was 1 while Successful Female response was 6 with the absolute difference being 5. The Other Females response was 5 and thus the absolute difference is 4. The sum of the differences provides a measure of agreement between the sexes. The results (detailed in Table 13) indicate that the Successful Males and Other Females were closer in their response to Section A.

This same process indicates that there was closer agreement by the females than there was between the success groups. Therefore, based on Section A results, the hypothesis that the 'Successful' groups would be more alike has not been supported. But the alternative hypothesis that Philip Morris responses would be different from the norm is clearly supported.

In Section B, a different profile between the groups emerges. In this section, it appears that the Successful Females and Males are more alike in their choices in that they share the same factor choice for their first and third positions - Achievement Oriented and Self Confident. Both of these factors are supported in literature as generally recognized leadership qualities. Another factor that was shared by both groups was "Ambitious". However, it was assigned a

Table 13

## Measure of Absolute differences in

## Responses Between Groups

<u>Statement</u>	<u>Successful Males</u>	<u>Successful Females</u>	<u>Other Females</u>	<u>Other Females vs Successful Females</u>
1	1	5	4	1
2	2	1	0	1
3	2	4	4	0
4	3	1	0	1
5	5	0	0	0
6	1	0	0	0
7	2	3	1	4
8	6	0	1	1
9	6	0	0	0
10	2	0	1	1
11	6	0	0	0
12	2	0	1	1
13	5	2	1	1
14	2	1	1	0
15	6	<u>0</u>	<u>0</u>	<u>0</u>
		17	14	11

- Successful Males and Other Females closer in their responses than Successful Males and Successful Females.
- Successful Females and Other Females closer in their responses than either group is to Successful Males.

different rank order. The Successful Females had it ranked second while the Successful Males ranked it fifth. It should be noted that the Other Female group had these same three characteristics in their top seven but they assigned different rankings. Section B responses with cross references are summarized in Table 14.

Based on a review of the characteristic selection of the three groups, it appears that the Successful Females made the more vigorous selections. Their choices had three leadership qualities, three Bem - masculine qualities and one Bem neutral quality. While their choices also included two choices that were considered "necessary for management," the other two groups included the same two characteristics in their selections.

The "Other Female" group has what can be considered the least powerful selection of characteristics. While their selections include three Leadership qualities, they also include two Bem - masculine, one Bem - neutral and one Bem - Feminine. The selection of the only Bem - Feminine characteristics is significant but more important is the rank order given to the characteristic - second place. A question arises as to these weaker selections. Are they due to prior conditioning and, therefore, partially explain why these participants have not achieved success, or are they a reflection of their lack of political maturity and self-assurance that is part of the success conditioning? I submit that it is both reasons. A review of the profile of this groups shows a clear distinction in education background. This group, which was randomly selected, has a representative number of persons who have not been prepared for or aspire to positions of leadership, based on educational training.

Table 14

## Section B

## Summary and Background of Responses

Characteristic in Order Of Overall Avg Rank	Group and Assigned Rank			Where Referred To in Literature (Cross Reference)
	1(SF)	2(OF)	3(SM)	
1. Achievement Oriented	1	3	1	Trait theory, necessary for mgmt (Leadership Quality)
2. Self-Confident	3	1	3	Trait theory, Bass (Leadership Quality)
3. Ambitious	2	7	5	Necessary for mgmt. (Bem - Masculine)
4. Truthful			2	Not specifically referred to (Bem - Neutral)
5. Conscientious			6	Not specifically referred to (Bem - Neutral)
6. Reliable		6		Not specifically referred to (Bem - Neutral)
7. Self-Esteem	7	5		Not specifically referred to (Bem Neutral)
8. Self-Reliant	5			Trait theory (Bem - Masculine)
9. Assertive		4	7	Not specifically referred to (Bem - Masculine)
10. Objective			4	Bass, Durkin (Leadership Quality)
11. Aggressive	4			Trait theory (Bem - Masculine)
12. Loyal		2		Not specifically (Bem - Feminine)
13. Likable	6			Not specifically (Bem - Neutral)



The last group, "Successful Males", shared three characteristics from the Leadership Quality group and also selected two Bem - masculine and two Bem - neutral characteristics. This group is the only group to chose a factor that was documented by Durkin (1971) as a success aptitude - Objectivity.

In this Section B, it appears that there is more similarity between the two "Success" groups. Section B does not provide a clear basis for comparison with societal norms, except to note that the Other Female group had the most characteristics selected that were not supported by any cross reference.

Section C can best be characterized by stating that there is a very high degree of correlation between the groups regarding what is important and a willingness to provide it. While the Successful Males had the lowest percentage support for all but two strategies (#9, ask for advice and opinions at meetings - highest percentage and #2, provide information without being asked - middle percentage), their level of support was very significant. Interpretation of these responses leads to the conclusion that development of qualified professionals for management should not be a problem.

These responses do not correlate with the norms reported in literature. This may be due to the fact that this is an intact group which has benefited from a common orientation and company culture.

Considering the Successful Female responses only, there is an indication of a desire for support and opportunity of a less overt nature. A review of the strategies which received 90% or greater support is in Table 15 below.

Table 15

## Successful Female High Level Support Strategies

<u>#</u>	<u>%</u>	<u>Strategy</u>
13	99	Develop skills in needed areas
14	99	Gradually develop responsibility and leadership role
15	94	Identify long run opportunities
8	94	Give opportunity for "success" projects
11	92	Provide access to upper level management

These strategies when compared to number 5, 7 and 10 are not as overt. The help or support sought is not in the form of a guardian or protector, but an opportunity to grow. This pattern is also true of the Other Female group but not to the same degree of support.

In conclusion, it appears that the objective to identify the perceived differences between the groups has been accomplished. An examination of the differences shows that, on sex-based assessments, the female groups responded more alike, on success related characteristics the success groups responded similarly, and in the strategies and support section there is high correlation across all groups.

Therefore, the hypothesis that the Successful Females would respond more like the Other Female group would have to be modified. It appears that similarities between groups is situational. On sex related issues/factors, responses indicated sex-based similarities. A similar correlation occurred on success related comparisons. It seems therefore, inappropriate to make blanket predictions until the criteria for comparison has been developed and made clear.

## Suggestions for Future Research

While this study is limited in scope, it does provide a basis for future comparisons. Similar inquiries could be made in the future to measure the relative changes between these groups over time.

An interesting focal point would be the relationship between the Successful and Other Female groups. Over time, elements of the Other Female group could be expected to mature and be promoted into the successful group. Would this movement and subsequent replacement in the lower group change the profile of the perspectives of the two groups?

Another area of study would be a comparison of the Successful Female group to the criteria presented by Hennig's (1970) study of twenty-five highly successful women in management. What correlation would the Philip Morris group have to the background traits of Hennig's group? Are these traits predictors of success?

More study needs to be done on intact work or organizational groups. This study has added to the research on the relative differences in perspectives between male and female business persons but it is difficult to generalize to ungrouped populations.

## Strengths and Limitations of the Study

This is an objective unbiased snap-shot of three distinct group's perspectives. Its results are valuable in that they show goal congruence and shared values relating to women in business, success oriented characteristics, and helping strategies for developing professionals. While there will always be differences between male and female perspectives,

this study shows a high degree of agreement about women in business and what is necessary to become successful.

Unfortunately there is no base line assessment to compare to the results of this study. Without this comparison, it is not possible to measure the current situation against any prior level of the study groups shared understanding.

Due to the variance from societal norms that is reflected in the results of this study, it may be difficult to make meaningful generalizations to male and female business persons at large. However other intact group comparison should be possible.

#### Managerial Implications

Contrary to the results of earlier research, this study shows a high degree of agreement between males and females. The Successful Males did not follow the norms that had been presented in prior research. It does not appear that these groups have the same indications of prejudice that have been documented in other studies.

The 'Success' groups are similar in their view of success and there is a high degree of agreement about what is important to development and a willingness to provide it. Since these results appear unique in the differences from societal norms and the points of similarities, it would appear that more open communications would enhance the opportunity to achieve the groups mutual goal - the development and advancement of women in business.

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EXHIBITS  
AND  
APPENDICES



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EXHIBIT A1

• Addressee

Date: September 30, 1985

• John Gavin

• Survey Participation

I am conducting a confidential survey of selected groups of employees at Philip Morris U.S.A. and your participation is requested. You have been selected randomly out of a specified population and your identity will be unknown to me or others involved in compiling the data, therefore your anonymity is assured.

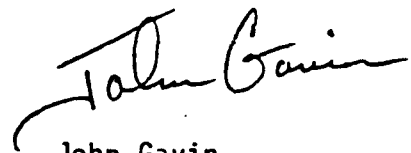
Your participation is important and will be very much appreciated.

On the following pages you will find several different kinds of questions about female professionals. Specific instructions are given at the start of each section. Please read them carefully. It should take no more than 20 - 25 minutes to complete the entire survey.

This data will be valuable for identifying the differences in what female professionals and male management consider: success, success related behavior, and organization actions aimed at helping females achieve success at Philip Morris.

The questions are designed to obtain your perceptions so please answer each item as honestly and frankly as possible. Please return by October 9th to A. Jenkins (O/C AlW).

Thank you for your cooperation!



John Gavin

JG/tlt

Attachments

SECTION A

Listed below are a number of statements which could be used to describe female professionals in general.\*

Please indicate in the space provided the number of answer (1-7) which reflects your perception of the degree of accuracy of the statement as a description of female professionals in general.

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

\*(Women professionals - salaried, exempt, Analysts, Specialists, Supervisors, Managers, and Directors.)

- \_\_\_ 1 Women have greater verbal ability than men.
- \_\_\_ 2 Women are less analytical (logical or diagnostic) than men.
- \_\_\_ 3 Women are more dependable than men on task-related activities.
- \_\_\_ 4 Women perform cooperatively more often than men.
- \_\_\_ 5 Females have lower self esteem than their male peers.
- \_\_\_ 6 Competitive or dominating behavior is legitimate for men but not for women.
- \_\_\_ 7 Women have a greater fear of failure, which leads to less risk taking and lack of aggressiveness.
- \_\_\_ 8 Women work for the same reason as men.
- \_\_\_ 9 Men who have worked with women have a more positive regard for them compared to men who have not worked with women.
- \_\_\_ 10 Men exceed women in mathematical ability.
- \_\_\_ 11 Successful business women tend to be childless or have fewer children.
- \_\_\_ 12 Women are more social than men.
- \_\_\_ 13 Women have less status in the organization than their male peers.
- \_\_\_ 14 Women have less achievement motivation than men.
- \_\_\_ 15 Working women and working men have nearly identical educational levels.

\*

SECTION B

Listed below are a number of characteristics which could be used to describe a successful professional. People differ in their perceptions. I am interested in which you think are the most important. Please choose seven (7) and rank them - 1 being most important and 7 being least important.

- \_\_\_\_\_ 1) Self-reliant
- \_\_\_\_\_ 2) Conscientious
- \_\_\_\_\_ 3) Assertive
- \_\_\_\_\_ 4) Loyal
- \_\_\_\_\_ 5) Analytical
- \_\_\_\_\_ 6) Sensitive to needs of others
- \_\_\_\_\_ 7) Achievement oriented
- \_\_\_\_\_ 8) Adaptable
- \_\_\_\_\_ 9) Competitive
- \_\_\_\_\_ 10) Reliable
- \_\_\_\_\_ 11) Independent
- \_\_\_\_\_ 12) Aggressive
- \_\_\_\_\_ 13) Tactful
- \_\_\_\_\_ 14) Ambitious
- \_\_\_\_\_ 15) Self-esteem
- \_\_\_\_\_ 16) Likable
- \_\_\_\_\_ 17) Forceful
- \_\_\_\_\_ 18) Truthful
- \_\_\_\_\_ 19) Self-confident
- \_\_\_\_\_ 20) Objective

SECTION B

Listed below are a number of characteristics which could be used to describe a successful professional. People differ in their perceptions. I am interested in which you think are the most important. Please choose seven (7) and rank them - 1 being most important and 7 being least important.

	<u>RANK ORDER</u>	<u>YOUR CHOICE (CHARACTERISTIC NUMBER)</u>
1) Self-reliant	<u>1</u>	_____
2) Conscientious	<u>2</u>	_____
3) Assertive	<u>3</u>	_____
4) Loyal	<u>4</u>	_____
5) Analytical	<u>5</u>	_____
6) Sensitive to needs of others	<u>6</u>	_____
7) Achievement oriented	<u>7</u>	_____
8) Adaptable		
9) Competitive		
10) Reliable		
11) Independent		
12) Aggressive		
13) Tactful		
14) Ambitious		
15) Self-esteem		
16) Likable		
17) Forceful		
18) Truthful		
19) Self-confident		
20) Objective		

\*

SECTION C

The list below contains actions, individual or organizational, which could be considered helping strategies. Many of these could apply to female professionals.

Please indicate whether:

- a) You consider this important to full development and are personally willing to perform/accept this.
- b) You consider this important to full development but not willing to perform/accept this.
- c) You consider this unimportant to full development but are personally willing to perform/accept this.
- d) You consider this unimportant to full development and are not willing to perform/accept this.
- 1) a b c d Tell about upcoming meetings, events, etc.
- 2) a b c d Provide information without being asked.
- 3) a b c d Help identify important people.
- 4) a b c d Help identify unwritten rules.
- 5) a b c d Invite along for lunch.
- 6) a b c d Learn to deal with emotions.
- 7) a b c d Put her office in a centralized location.
- 8) a b c d Give opportunity for "success" projects.
- 9) a b c d Asking for advice or opinions at meetings.
- 10) a b c d Watch for people being overly critical.
- 11) a b c d Provide access to upper level management.
- 12) a b c d Involvement in a mentor/sponsor program.
- 13) a b c d Develop skills in needed areas.
- 14) a b c d Gradually develop responsibility and leadership role.
- 15) a b c d Identify long run opportunities.

Are you female?

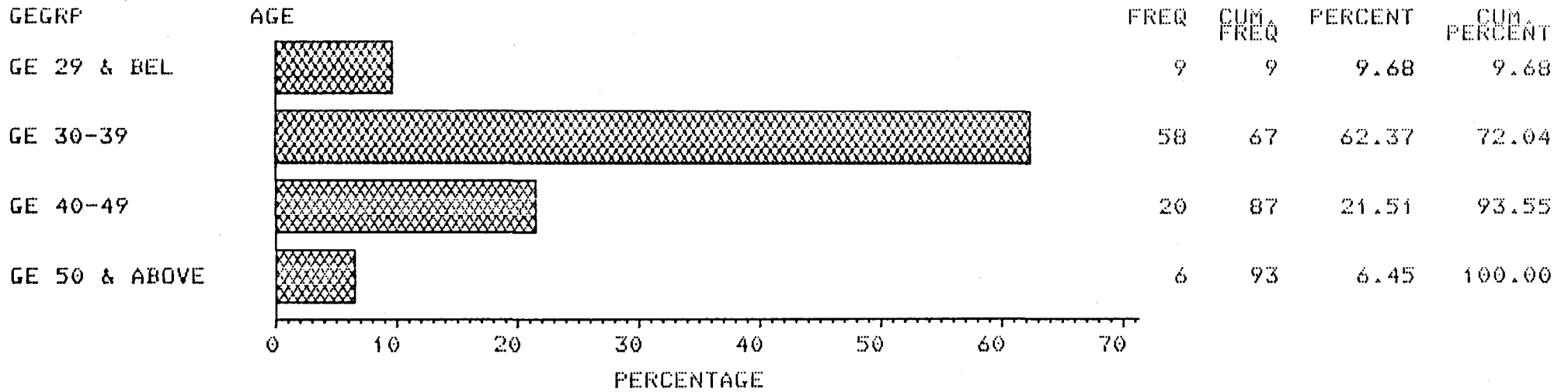
Y/N

Are you a grade 10 or above?

Y/N

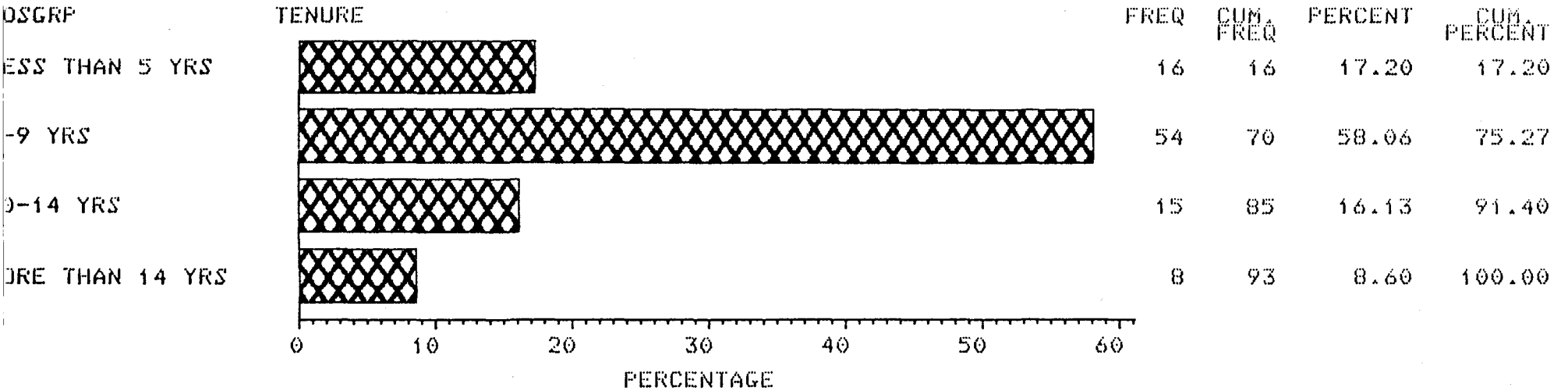
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AGE DISTRIBUTION  
 SURVEY GROUP=SUCCESS FEMALES



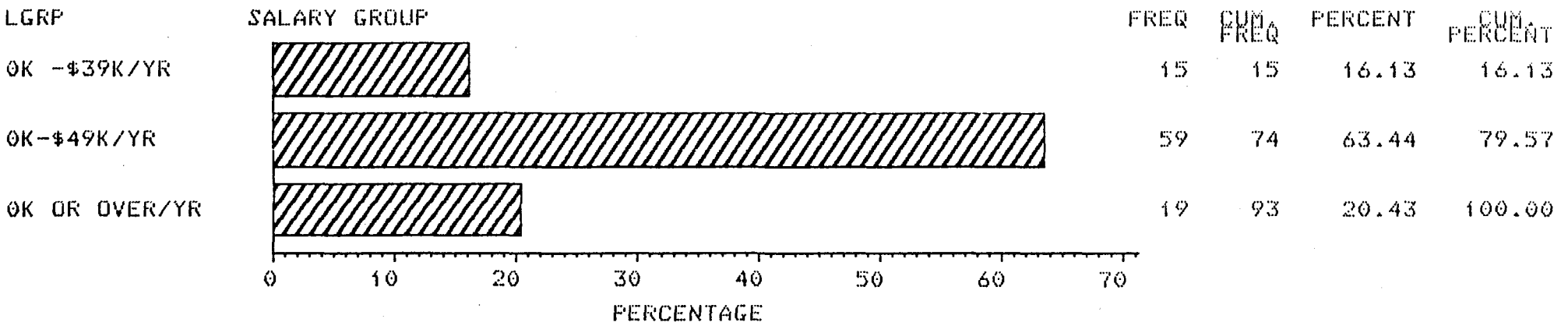
NOTE: AVERAGE AGE = 37 YEARS

YEARS OF SERVICE  
 SURVEY GROUP=SUCCESS FEMALES



NOTE: AVERAGE YEARS OF SERVICE = 8

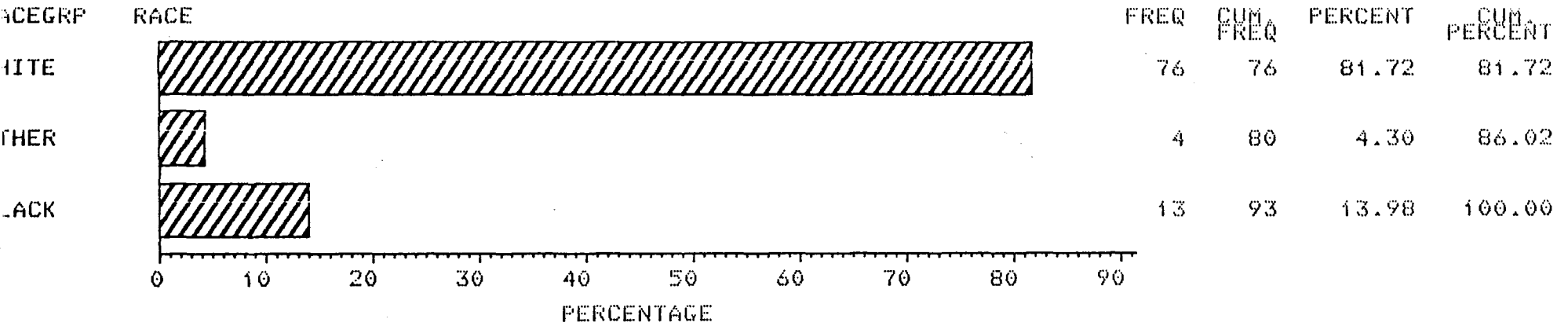
SALARY DISTRIBUTION  
 SURVEY GROUP=SUCCESS FEMALES



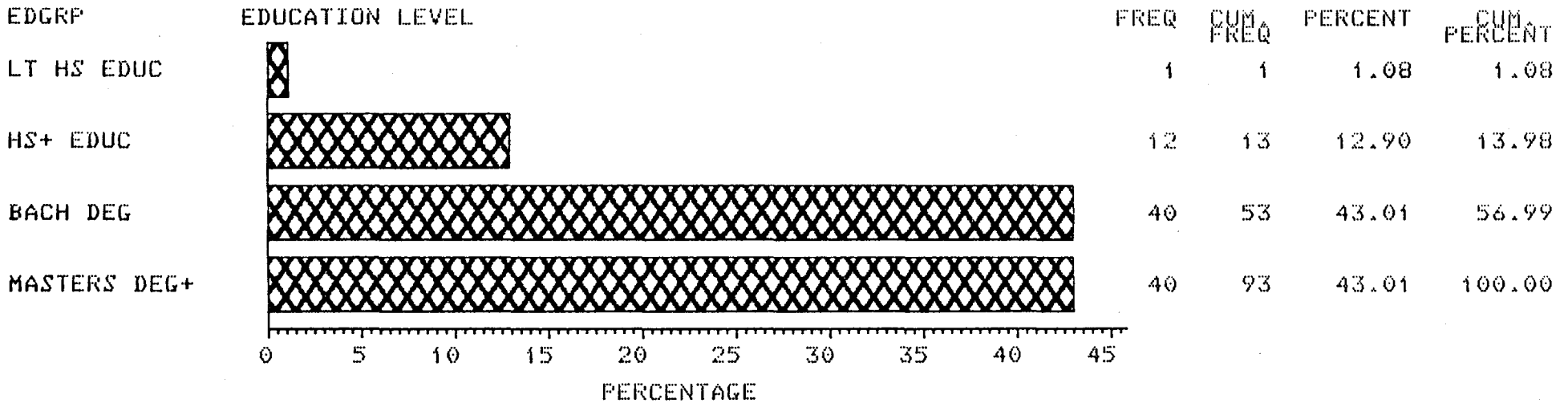
NOTE: AVERAGE SALARY = \$45,200



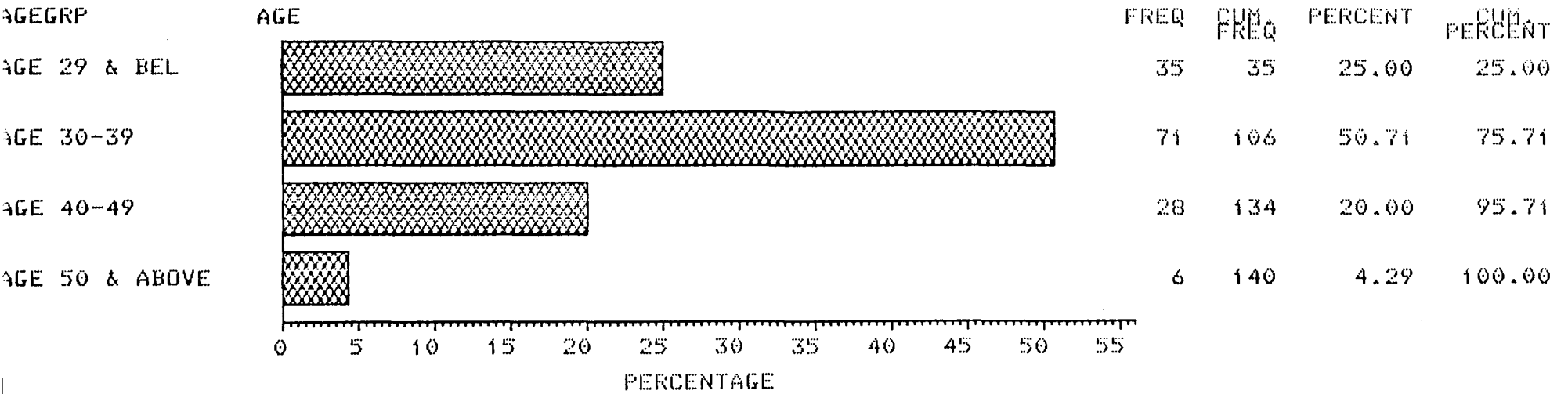
RACE DISTRIBUTION  
 SURVEY GROUP=SUCCESS FEMALES



EDUCATION LEVELS  
SURVEY GROUP=SUCCESS FEMALES

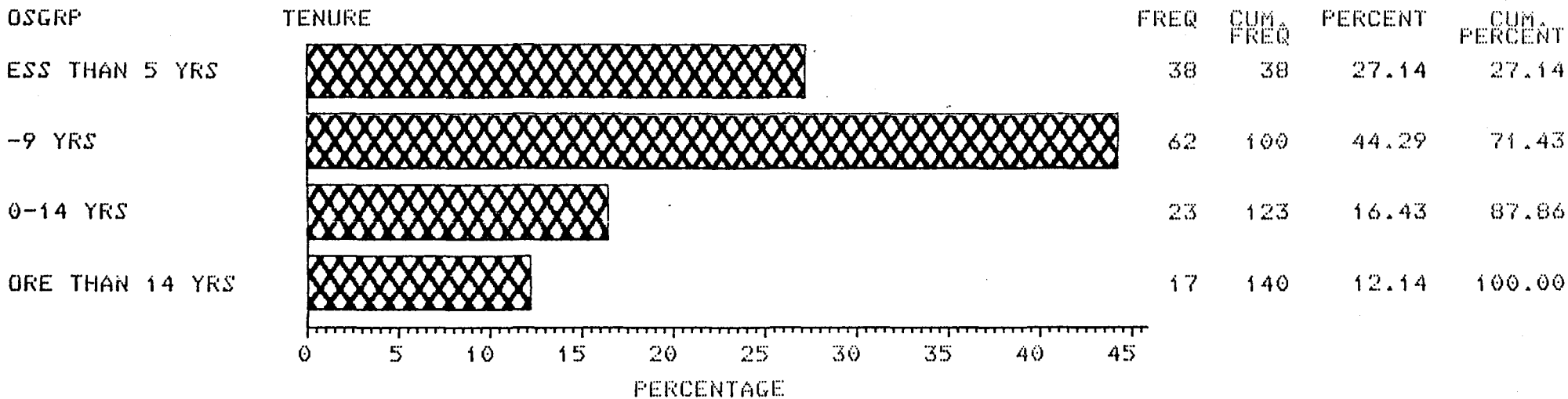


AGE DISTRIBUTION  
 SURVEY GROUP=OTHER FEMALES



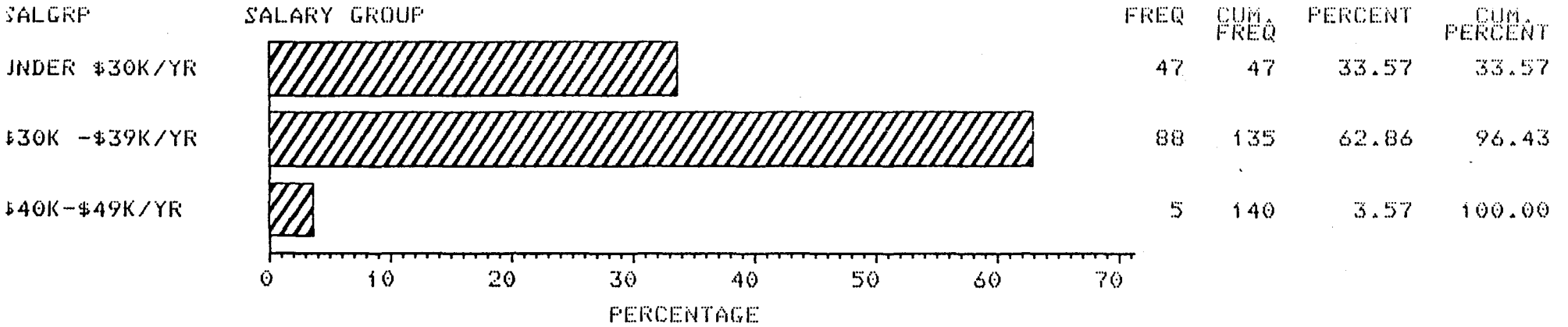
NOTE: AVERAGE AGE = 35 YEARS

YEARS OF SERVICE  
SURVEY GROUP=OTHER FEMALES



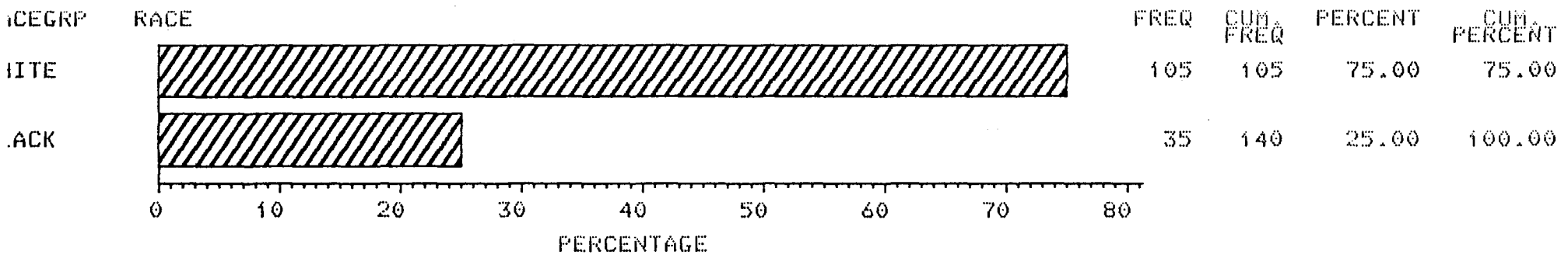
NOTE: AVERAGE YEARS OF SERVICE = 8

SALARY DISTRIBUTION  
SURVEY GROUP=OTHER FEMALES

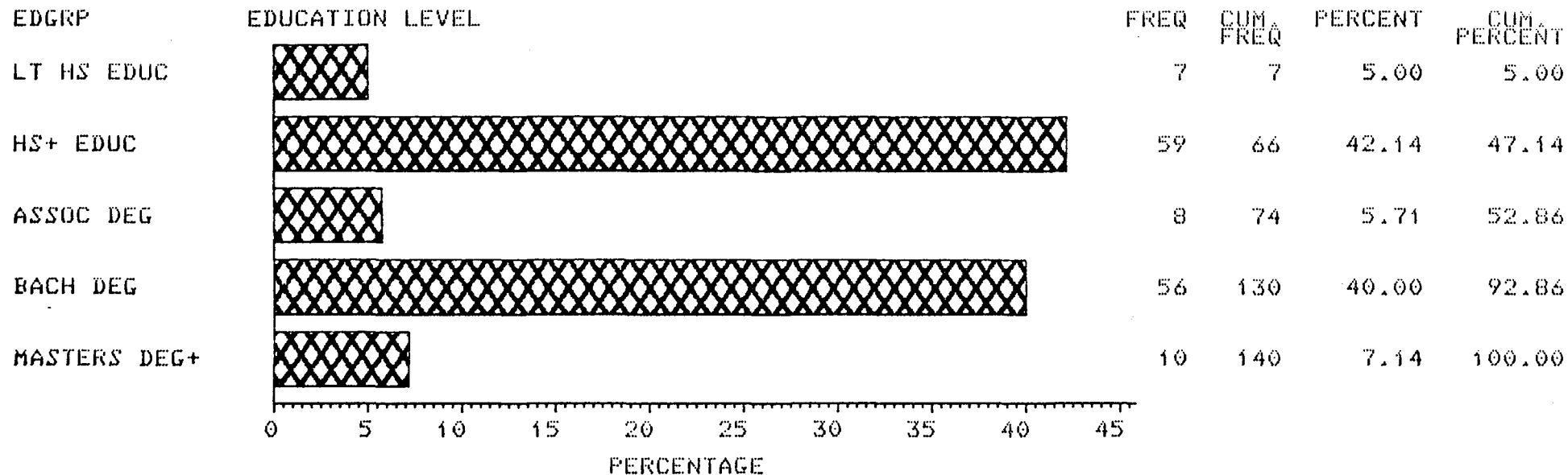


NOTE: AVERAGE SALARY = \$32,300

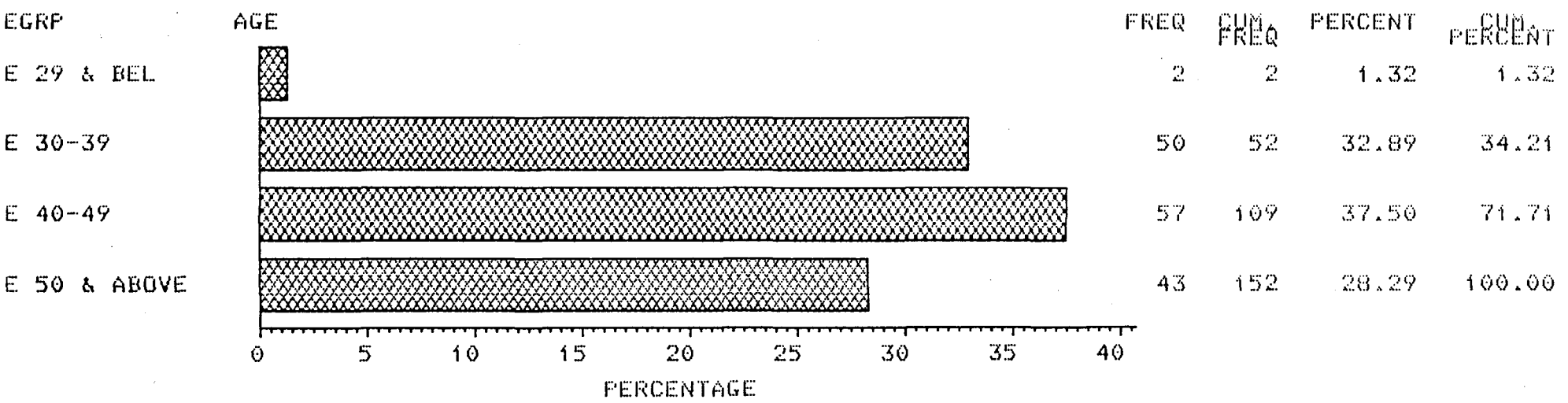
RACE DISTRIBUTION  
SURVEY GROUP=OTHER FEMALES



EDUCATION LEVELS  
SURVEY GROUP=OTHER FEMALES



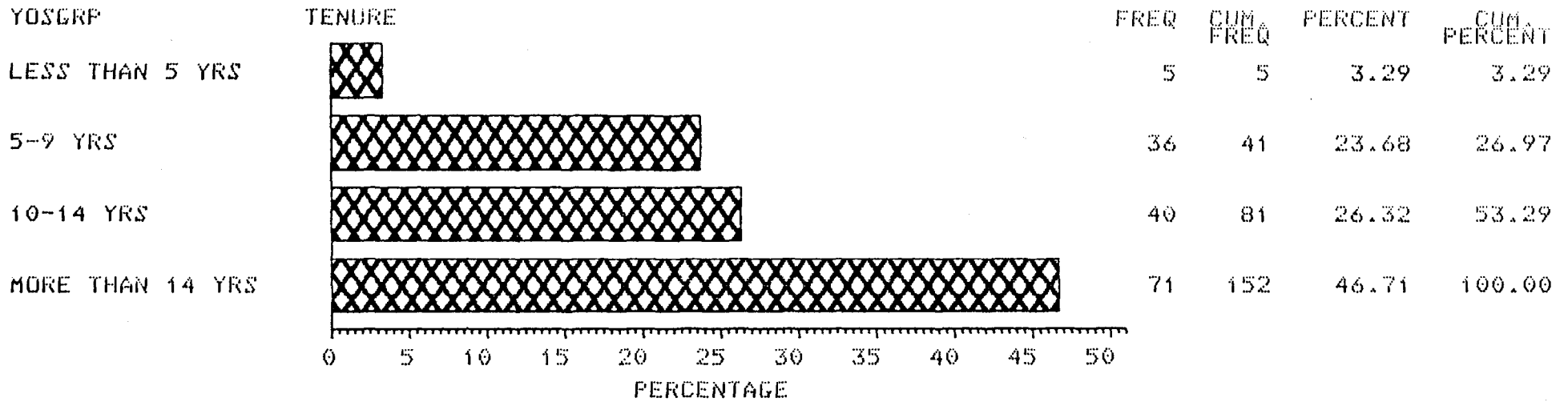
AGE DISTRIBUTION  
SURVEY GROUP=SUCCESS MALES



NOTE: AVERAGE AGE = 44 YEARS

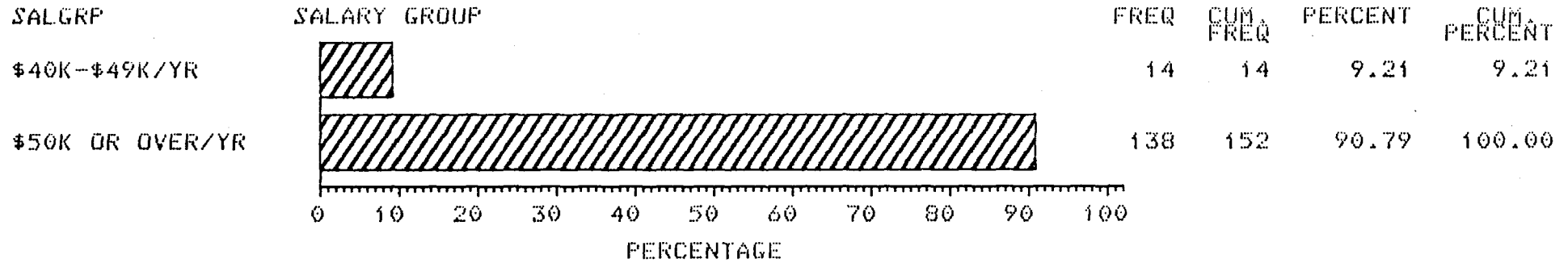


YEARS OF SERVICE  
SURVEY GROUP=SUCCESS MALES



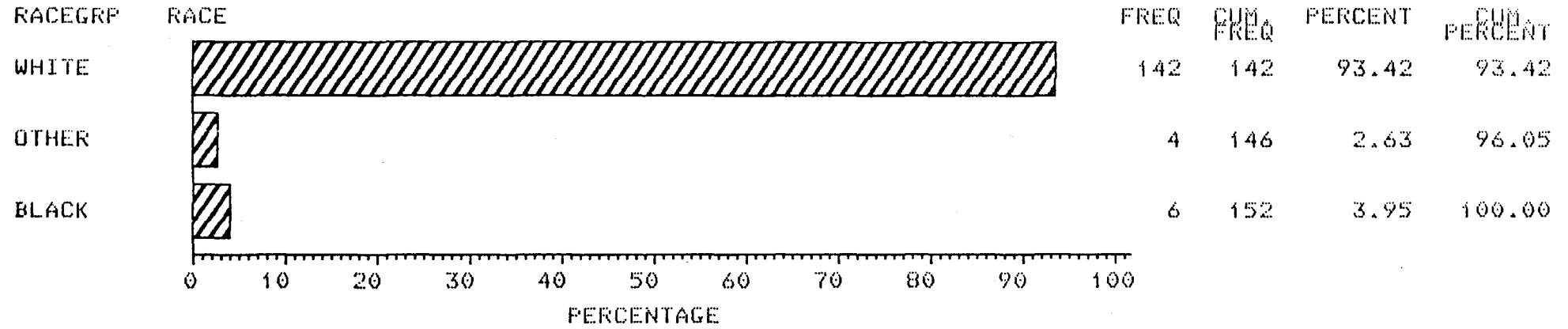
NOTE: AVERAGE YEARS OF SERVICE = 15

SALARY DISTRIBUTION  
 SURVEY GROUP=SUCCESS MALES



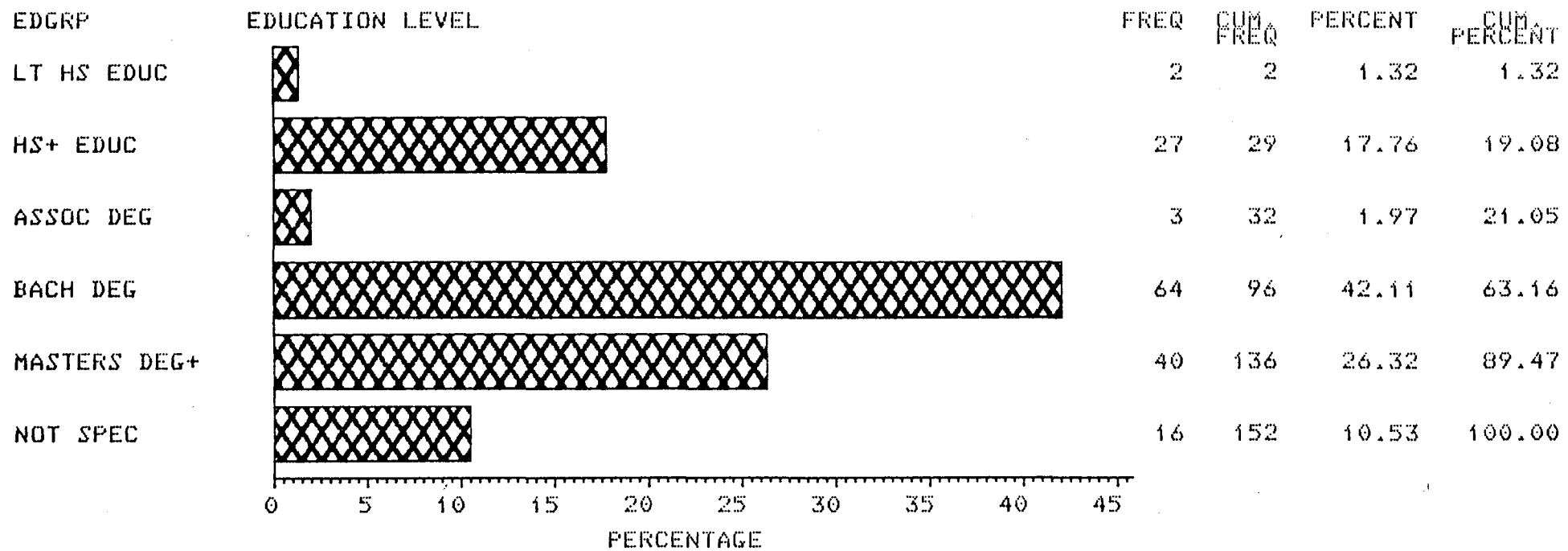
NOTE: AVERAGE SALARY = \$52,000  
 EXCLUDING SIXTEEN EXECUTIVES

RACE DISTRIBUTION  
 SURVEY GROUP=SUCCESS MALES



### EDUCATION LEVELS

SURVEY GROUP=SUCCESS MALES



**MAJOR SURVEY**  
SECTION "A" RESULTS

OBS	QUESTION	N	MEAN	MIN	MAX	VARIANCE	STANDARD DEVIATION
1	GREATER VERBAL ABILITY	290	3.62	0.00	7.00	3.14	1.77
2	LESS ANALYTICAL	290	2.73	0.00	7.00	2.83	1.68
3	MORE DEPENDABLE	290	3.94	0.00	7.00	3.53	1.88
4	PERFORM COOPERATIVELY MORE OFTEN	290	3.69	0.00	7.00	3.10	1.76
5	LOWER SELF-ESTEEM	290	3.64	0.00	7.00	3.72	1.93
6	COMPETITIVE BEHAVIOR LEGIT FOR MEN ONLY	290	2.85	0.00	7.00	4.51	2.12
7	GREATER FEAR OF FAILURE	290	3.50	0.00	7.00	3.60	1.90
8	WORK FOR SAME REASON	290	4.96	0.00	7.00	3.79	1.95
9	MEN WHO HAVE WORKED W WOMEN...MORE POS.	290	5.35	0.00	7.00	2.37	1.54
10	MEN EXCEED WOMEN IN MATH ABILITY	290	2.93	0.00	7.00	2.97	1.72
11	SUCCESSFUL WOMEN CHILDLESS, FEWER CHILD	290	4.38	0.00	7.00	3.13	1.77
12	MORE SOCIAL	290	3.56	0.00	7.00	2.79	1.67
13	LESS STATUS IN THE ORGANIZATION	290	5.38	0.00	7.00	2.76	1.66
14	LESS ACHIEVEMENT MOTIVATION	290	2.29	0.00	7.00	2.22	1.49
15	IDENTICAL EDUCATION LEVELS	290	4.29	0.00	7.00	3.40	1.84

**MAJOR SURVEY**  
SECTION "A" RESULTS

----- TYPE=SUCCESSFUL FEMALES -----

OBS	QUESTION	N	MEAN	MIN	MAX	VARIANCE	STANDARD DEVIATION
1	GREATER VERBAL ABILITY	83	3.73	0.00	6.00	3.56	1.89
2	LESS ANALYTICAL	83	2.39	1.00	7.00	2.31	1.52
3	MORE DEPENDABLE	83	3.95	0.00	7.00	3.88	1.97
4	PERFORM COOPERATIVELY MORE OFTEN	83	3.51	1.00	7.00	3.01	1.73
5	LOWER SELF-ESTEEM	83	3.90	1.00	7.00	4.16	2.04
6	COMPETITIVE BEHAVIOR LEGIT FOR MEN ONLY	83	3.23	1.00	7.00	5.52	2.35
7	GREATER FEAR OF FAILURE	83	3.71	1.00	7.00	3.74	1.94
8	WORK FOR SAME REASON	83	5.13	1.00	7.00	3.58	1.89
9	MEN WHO HAVE WORKED W WOMEN...MORE POS.	83	5.40	1.00	7.00	2.24	1.50
10	MEN EXCEED WOMEN IN MATH ABILITY	83	2.58	1.00	6.00	2.39	1.55
11	SUCCESSFUL WOMEN CHILDLESS, FEWER CHILD	83	4.34	1.00	7.00	3.13	1.77
12	MORE SOCIAL	83	3.51	0.00	7.00	3.13	1.77
13	LESS STATUS IN THE ORGANIZATION	83	6.07	1.00	7.00	1.70	1.30
14	LESS ACHIEVEMENT MOTIVATION	83	1.89	1.00	6.00	1.71	1.31
15	IDENTICAL EDUCATION LEVELS	83	4.36	0.00	7.00	3.36	1.83

**MAJOR SURVEY**  
SECTION "A" RESULTS

----- TYPE=OTHER FEMALES -----							
OBS	QUESTION	N	MEAN	MIN	MAX	VARIANCE	STANDARD DEVIATION
16	GREATER VERBAL ABILITY	95	4.24	0.00	7.00	2.85	1.69
17	LESS ANALYTICAL	95	2.27	0.00	6.00	1.84	1.36
18	MORE DEPENDABLE	95	4.61	0.00	7.00	3.30	1.82
19	PERFORM COOPERATIVELY MORE OFTEN	95	4.24	0.00	7.00	3.08	1.75
20	LOWER SELF-ESTEEM	95	3.49	0.00	7.00	4.21	2.05
21	COMPETITIVE BEHAVIOR LEGIT FOR MEN ONLY	95	3.11	0.00	7.00	5.54	2.35
22	GREATER FEAR OF FAILURE	95	3.45	0.00	7.00	4.17	2.04
23	WORK FOR SAME REASON	95	4.97	0.00	7.00	4.44	2.11
24	MEN WHO HAVE WORKED W WOMEN...MORE POS.	95	5.29	0.00	7.00	2.98	1.73
25	MEN EXCEED WOMEN IN MATH ABILITY	95	2.59	0.00	7.00	2.73	1.65
26	SUCCESSFUL WOMEN CHILDLESS, FEWER CHILD	95	4.17	0.00	7.00	3.67	1.92
27	MORE SOCIAL	95	3.63	0.00	7.00	2.79	1.67
28	LESS STATUS IN THE ORGANIZATION	95	5.74	0.00	7.00	2.37	1.54
29	LESS ACHIEVEMENT MOTIVATION	95	2.14	0.00	7.00	2.50	1.58
30	IDENTICAL EDUCATION LEVELS	95	4.24	0.00	7.00	4.02	2.00

MAJOR SURVEY  
SECTION "A" RESULTS

-----TYPE=SUCCESSFUL MALES-----							
OBS	QUESTION	N	MEAN	MIN	MAX	VARIANCE	STANDARD DEVIATION
31	GREATER VERBAL ABILITY	112	3.01	1.00	6.00	2.42	1.56
32	LESS ANALYTICAL	112	3.38	0.00	7.00	3.41	1.85
33	MORE DEPENDABLE	112	3.38	1.00	7.00	2.81	1.68
34	PERFORM COOPERATIVELY MORE OFTEN	112	3.36	0.00	7.00	2.84	1.69
35	LOWER SELF-ESTEEM	112	3.56	1.00	7.00	2.97	1.72
36	COMPETITIVE BEHAVIOR LEGIT FOR MEN ONLY	112	2.36	0.00	7.00	2.57	1.60
37	GREATER FEAR OF FAILURE	112	3.38	1.00	7.00	3.03	1.74
38	WORK FOR SAME REASON	112	4.83	1.00	7.00	3.42	1.85
39	MEN WHO HAVE WORKED W WOMEN...MORE POS.	112	5.37	1.00	7.00	2.00	1.41
40	MEN EXCEED WOMEN IN MATH ABILITY	112	3.48	1.00	7.00	3.15	1.78
41	SUCCESSFUL WOMEN CHILDLESS, FEWER CHILD	112	4.59	1.00	7.00	2.64	1.62
42	MORE SOCIAL	112	3.53	1.00	7.00	2.59	1.61
43	LESS STATUS IN THE ORGANIZATION	112	4.56	1.00	7.00	2.79	1.67
44	LESS ACHIEVEMENT MOTIVATION	112	2.71	1.00	6.00	2.08	1.44
45	IDENTICAL EDUCATION LEVELS	112	4.28	1.00	7.00	2.98	1.73



# MAJOR SURVEY

## SECTION "B" RESULTS AVERAGE RANKS OF ATTRIBUTES

RESPONSE	AVERAGE RANK	N	MINIMUM RANK	MAXIMUM RANK	VARIANCE	STANDARD DEVIATION
ACHIEVEMENT ORIENTED	2.76	156	1.00	7.00	3.43	1.85
SELF-CONFIDENT	3.21	163	1.00	7.00	4.18	2.04
AMBITIOUS	3.41	74	1.00	7.00	3.97	1.99
TRUTHFUL	3.73	134	1.00	7.00	5.33	2.31
CONSCIENTIOUS	3.80	152	1.00	7.00	3.55	1.88
RELIABLE	3.81	184	1.00	7.00	3.59	1.89
SELF-ESTEEM	3.84	55	1.00	7.00	3.99	2.00
SELF-RELIANT	3.84	51	1.00	7.00	4.13	2.03
ASSERTIVE	3.99	151	1.00	7.00	2.84	1.69
OBJECTIVE	3.99	165	1.00	7.00	3.54	1.88
AGGRESSIVE	4.04	27	1.00	7.00	3.81	1.95
INVALID RESPONSE	4.07	41	1.00	7.00	3.97	1.99
LOYAL	4.10	63	1.00	7.00	4.22	2.05
INDEPENDENT	4.34	29	1.00	7.00	4.73	2.18
ANALYTICAL	4.37	99	1.00	7.00	2.93	1.71
SENSITIVE TO...OTHERS	4.46	142	1.00	7.00	3.40	1.84
LIKABLE	4.52	31	1.00	7.00	4.92	2.22
ADAPTABLE	5.03	178	1.00	7.00	2.85	1.69
COMPETITIVE	5.09	43	2.00	7.00	2.66	1.63
FORCEFUL	5.20	10	2.00	7.00	2.62	1.62
TACTFUL	5.29	82	1.00	7.00	3.02	1.74

MAJOR SURVEY

SECTION "B" RESULTS  
AVERAGE RANKS OF ATTRIBUTES

----- RESPONDENT GROUP=SUCCESSFUL FEMALES -----

RESPONSE	AVERAGE RANK	N	MINIMUM RANK	MAXIMUM RANK	VARIANCE	STANDARD DEVIATION
ACHIEVEMENT ORIENTED	2.59	49	1.00	7.00	3.75	1.94
AMBITIOUS	2.73	22	1.00	5.00	1.83	1.35
SELF-CONFIDENT	3.06	49	1.00	7.00	3.60	1.90
AGGRESSIVE	3.33	3	2.00	5.00	2.33	1.53
SELF-RELIANT	3.50	16	1.00	7.00	3.20	1.79
LIKABLE	3.50	8	1.00	7.00	6.29	2.51
SELF-ESTEEM	3.53	17	1.00	7.00	5.39	2.32
TRUTHFUL	3.83	29	1.00	7.00	5.22	2.28
RELIABLE	3.88	48	1.00	7.00	4.58	2.14
CONSCIENTIOUS	3.93	41	1.00	7.00	3.42	1.85
OBJECTIVE	4.14	51	1.00	7.00	3.12	1.77
SENSITIVE TO...OTHERS	4.27	41	1.00	7.00	3.40	1.84
LOYAL	4.33	15	2.00	7.00	4.24	2.06
COMPETITIVE	4.46	13	2.00	7.00	2.60	1.61
ADAPTABLE	4.67	64	1.00	7.00	3.62	1.90
ANALYTICAL	4.70	37	1.00	7.00	2.66	1.63
ASSERTIVE	4.89	47	1.00	7.00	3.10	1.76
TACTFUL	5.22	27	1.00	7.00	2.56	1.60
INDEPENDENT	5.50	4	4.00	7.00	1.67	1.29

# MAJOR SURVEY

## SECTION "B" RESULTS AVERAGE RANKS OF ATTRIBUTES

----- RESPONDENT GROUP=OTHER FEMALES -----

RESPONSE	AVERAGE RANK	N	MINIMUM RANK	MAXIMUM RANK	VARIANCE	STANDARD DEVIATION
SELF-CONFIDENT	3.02	57	1.00	7.00	4.20	2.05
LOYAL	3.33	18	1.00	7.00	3.53	1.88
ACHIEVEMENT ORIENTED	3.39	44	1.00	7.00	4.29	2.07
ASSERTIVE	3.40	63	1.00	7.00	2.11	1.45
SELF-ESTEEM	3.47	19	1.00	6.00	4.26	2.06
RELIABLE	3.62	69	1.00	7.00	3.24	1.80
AMBITIOUS	3.67	27	1.00	7.00	4.46	2.11
CONSCIENTIOUS	3.79	53	1.00	7.00	2.90	1.70
INVALID RESPONSE	4.00	28	1.00	7.00	4.15	2.04
SELF-RELIANT	4.00	14	1.00	7.00	5.08	2.25
ANALYTICAL	4.11	27	1.00	7.00	3.03	1.74
INDEPENDENT	4.13	16	1.00	7.00	6.78	2.60
AGGRESSIVE	4.14	7	1.00	7.00	4.48	2.12
TRUTHFUL	4.25	40	1.00	7.00	5.42	2.33
OBJECTIVE	4.25	55	1.00	7.00	3.08	1.76
SENSITIVE TO...OTHERS	4.84	32	2.00	7.00	3.43	1.85
LIKABLE	5.22	9	1.00	7.00	4.19	2.05
TACTFUL	5.36	22	1.00	7.00	4.05	2.01
ADAPTABLE	5.41	46	1.00	7.00	2.56	1.60
COMPETITIVE	5.50	14	3.00	7.00	2.58	1.61
FORCEFUL	5.75	4	5.00	7.00	0.92	0.96

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**MAJOR SURVEY**  
**SECTION "B" RESULTS**  
**AVERAGE RANKS OF ATTRIBUTES**

----- RESPONDENT GROUP=SUCCESSFUL MALES -----

RESPONSE	AVERAGE RANK	N	MINIMUM RANK	MAXIMUM RANK	VARIANCE	STANDARD DEVIATION
ACHIEVEMENT ORIENTED	2.46	63	1.00	7.00	2.32	1.52
TRUTHFUL	3.37	65	1.00	7.00	5.17	2.27
SELF-CONFIDENT	3.53	57	1.00	7.00	4.65	2.16
OBJECTIVE	3.63	59	1.00	7.00	4.24	2.06
AMBITIOUS	3.72	25	1.00	7.00	5.04	2.25
CONSCIENTIOUS	3.72	58	1.00	7.00	4.34	2.08
ASSERTIVE	3.85	41	1.00	7.00	2.28	1.51
RELIABLE	3.96	67	1.00	7.00	3.29	1.81
SELF-RELIANT	4.00	21	1.00	7.00	4.50	2.12
AGGRESSIVE	4.12	17	1.00	7.00	4.11	2.03
INDEPENDENT	4.22	9	2.00	7.00	2.44	1.56
ANALYTICAL	4.23	35	1.00	7.00	3.12	1.77
INVALID RESPONSE	4.23	13	1.00	7.00	3.86	1.96
SENSITIVE TO...OTHERS	4.41	69	1.00	7.00	3.39	1.84
LOYAL	4.43	30	1.00	7.00	4.39	2.10
SELF-ESTEEM	4.47	19	1.00	7.00	2.26	1.50
LIKABLE	4.64	14	1.00	7.00	4.40	2.10
FORCEFUL	4.83	6	2.00	7.00	3.77	1.94
ADAPTABLE	5.10	68	1.00	7.00	2.18	1.48
COMPETITIVE	5.25	16	3.00	7.00	2.60	1.61
TACTFUL	5.30	33	2.00	7.00	2.91	1.70

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: TELL ABOUT UPCOMING MEETINGS ETC.

RESPONDENT GROUP:		RESPONSE	FREQUENCY	PERCENT
SUCCESSFUL FEMALES		IMPORTANT AND WILLING	73	87.95
		UNIMPORTANT BUT WILLING	10	12.05
OTHER FEMALES		INVALID RESPONSE	1	1.05
		IMPORTANT AND WILLING	82	86.32
		UNIMPORTANT BUT WILLING	11	11.58
		UNIMPORTANT/UNWILLING	1	1.05
SUCCESSFUL MALES		INVALID RESPONSE	1	0.89
		IMPORTANT AND WILLING	84	75.00
		IMPORTANT BUT UNWILLING	1	0.89
		UNIMPORTANT BUT WILLING	26	23.21

**MAJOR SURVEY**  
SECTION "C" RESULTS

QUESTION: PROVIDE INFO W/O BEING ASKED

		FREQUENCY	PERCENT
RESPONDENT GROUP:	RESPONSE		
SUCCESSFUL FEMALES	INVALID RESPONSE	1	1.20
	IMPORTANT AND WILLING	73	87.95
	IMPORTANT BUT UNWILLING	1	1.20
	UNIMPORTANT BUT WILLING	8	9.64
OTHER FEMALES	INVALID RESPONSE	2	2.11
	IMPORTANT AND WILLING	78	82.11
	IMPORTANT BUT UNWILLING	5	5.26
	UNIMPORTANT BUT WILLING	8	8.42
	UNIMPORTANT/UNWILLING	2	2.11
SUCCESSFUL MALES	INVALID RESPONSE	3	2.68
	IMPORTANT AND WILLING	96	85.71
	IMPORTANT BUT UNWILLING	3	2.68
	UNIMPORTANT BUT WILLING	9	8.04
	UNIMPORTANT/UNWILLING	1	0.89

**MAJOR SURVEY**  
SECTION "C" RESULTS

QUESTION: HELP IDENTIFY IMPORTANT PEOPLE

RESPONDENT GROUP:		FREQUENCY	PERCENT
SUCCESSFUL FEMALES	INVALID RESPONSE	1	1.20
	IMPORTANT AND WILLING	59	71.08
	IMPORTANT BUT UNWILLING	4	4.82
	UNIMPORTANT BUT WILLING	13	15.66
	UNIMPORTANT/UNWILLING	6	7.23
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	50	52.63
	IMPORTANT BUT UNWILLING	4	4.21
	UNIMPORTANT BUT WILLING	31	32.63
	UNIMPORTANT/UNWILLING	9	9.47
SUCCESSFUL MALES	INVALID RESPONSE	1	0.89
	IMPORTANT AND WILLING	74	66.07
	IMPORTANT BUT UNWILLING	4	3.57
	UNIMPORTANT BUT WILLING	31	27.68
	UNIMPORTANT/UNWILLING	2	1.79

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: HELP IDENTIFY UNWRITTEN RULES

RESPONDENT GROUP:	RESPONSE	FREQUENCY	PERCENT
SUCCESSFUL FEMALES	INVALID RESPONSE	1	1.20
	IMPORTANT AND WILLING	65	78.31
	IMPORTANT BUT UNWILLING	5	6.02
	UNIMPORTANT BUT WILLING	8	9.64
	UNIMPORTANT/UNWILLING	4	4.82
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	67	70.53
	IMPORTANT BUT UNWILLING	7	7.37
	UNIMPORTANT BUT WILLING	16	16.84
	UNIMPORTANT/UNWILLING	4	4.21
SUCCESSFUL MALES	INVALID RESPONSE	1	0.89
	IMPORTANT AND WILLING	79	70.54
	IMPORTANT BUT UNWILLING	5	4.46
	UNIMPORTANT BUT WILLING	21	18.75
	UNIMPORTANT/UNWILLING	6	5.36



# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: INVITE ALONG FOR LUNCH

		FREQUENCY	PERCENT
RESPONDENT GROUP:	RESPONSE		
SUCCESSFUL FEMALES	INVALID RESPONSE	1	1.20
	IMPORTANT AND WILLING	29	34.94
	IMPORTANT BUT UNWILLING	3	3.61
	UNIMPORTANT BUT WILLING	43	51.81
	UNIMPORTANT/UNWILLING	7	8.43
OTHER FEMALES	INVALID RESPONSE	2	2.11
	IMPORTANT AND WILLING	29	30.53
	IMPORTANT BUT UNWILLING	3	3.16
	UNIMPORTANT BUT WILLING	52	54.74
	UNIMPORTANT/UNWILLING	9	9.47
SUCCESSFUL MALES	IMPORTANT AND WILLING	40	35.71
	IMPORTANT BUT UNWILLING	1	0.89
	UNIMPORTANT BUT WILLING	61	54.46
	UNIMPORTANT/UNWILLING	10	8.93

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: LEARN TO DEAL WITH EMOTIONS

		FREQUENCY	PERCENT
RESPONDENT GROUP:	RESPONSE		
SUCCESSFUL FEMALES	IMPORTANT AND WILLING	74	89.16
	IMPORTANT BUT UNWILLING	3	3.61
	UNIMPORTANT BUT WILLING	3	3.61
	UNIMPORTANT/UNWILLING	3	3.61
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	89	93.68
	IMPORTANT BUT UNWILLING	2	2.11
	UNIMPORTANT BUT WILLING	2	2.11
	UNIMPORTANT/UNWILLING	1	1.05
SUCCESSFUL MALES	INVALID RESPONSE	1	0.89
	IMPORTANT AND WILLING	98	87.50
	IMPORTANT BUT UNWILLING	7	6.25
	UNIMPORTANT BUT WILLING	6	5.36

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: PUT HER OFFICE IN CENTRALIZED LOC

		FREQUENCY	PERCENT
RESPONDENT GROUP:	RESPONSE		
SUCCESSFUL FEMALES	INVALID RESPONSE	3	3.61
	IMPORTANT AND WILLING	20	24.10
	IMPORTANT BUT UNWILLING	5	6.02
	UNIMPORTANT BUT WILLING	36	43.37
	UNIMPORTANT/UNWILLING	19	22.89
OTHER FEMALES	INVALID RESPONSE	4	4.21
	IMPORTANT AND WILLING	31	32.63
	IMPORTANT BUT UNWILLING	3	3.16
	UNIMPORTANT BUT WILLING	41	43.16
	UNIMPORTANT/UNWILLING	16	16.84
SUCCESSFUL MALES	INVALID RESPONSE	2	1.79
	IMPORTANT AND WILLING	11	9.82
	IMPORTANT BUT UNWILLING	6	5.36
	UNIMPORTANT BUT WILLING	50	44.64
	UNIMPORTANT/UNWILLING	43	38.39

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: GIVE OPPORTUNITY FOR SUCCESS PROJECTS

		FREQUENCY	PERCENT
RESPONDENT GROUP:	RESPONSE		
SUCCESSFUL FEMALES	IMPORTANT AND WILLING	78	93.98
	IMPORTANT BUT UNWILLING	2	2.41
	UNIMPORTANT BUT WILLING	2	2.41
	UNIMPORTANT/UNWILLING	1	1.20
OTHER FEMALES	INVALID RESPONSE	2	2.11
	IMPORTANT AND WILLING	85	89.47
	UNIMPORTANT BUT WILLING	8	8.42
SUCCESSFUL MALES	INVALID RESPONSE	2	1.79
	IMPORTANT AND WILLING	87	77.68
	IMPORTANT BUT UNWILLING	7	6.25
	UNIMPORTANT BUT WILLING	10	8.93
	UNIMPORTANT/UNWILLING	6	5.36

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: ASKING FOR ADVICE/OPINIONS AT MEETINGS

RESPONDENT GROUP:	RESPONSE	FREQUENCY	PERCENT
SUCCESSFUL FEMALES	IMPORTANT AND WILLING	69	83.13
	IMPORTANT BUT UNWILLING	5	6.02
	UNIMPORTANT BUT WILLING	8	9.64
	UNIMPORTANT/UNWILLING	1	1.20
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	81	85.26
	IMPORTANT BUT UNWILLING	1	1.05
	UNIMPORTANT BUT WILLING	9	9.47
	UNIMPORTANT/UNWILLING	3	3.16
SUCCESSFUL MALES	INVALID RESPONSE	1	0.89
	IMPORTANT AND WILLING	101	90.18
	IMPORTANT BUT UNWILLING	1	0.89
	UNIMPORTANT BUT WILLING	7	6.25
	UNIMPORTANT/UNWILLING	2	1.79

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: WATCH FOR PEOPLE BEING OVERLY CRITICAL

		FREQUENCY	PERCENT
RESPONDENT GROUP:	RESPONSE		
SUCCESSFUL FEMALES	INVALID RESPONSE	2	2.41
	IMPORTANT AND WILLING	37	44.58
	IMPORTANT BUT UNWILLING	2	2.41
	UNIMPORTANT BUT WILLING	28	33.73
	UNIMPORTANT/UNWILLING	14	16.87
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	42	44.21
	IMPORTANT BUT UNWILLING	7	7.37
	UNIMPORTANT BUT WILLING	25	26.32
	UNIMPORTANT/UNWILLING	20	21.05
SUCCESSFUL MALES	INVALID RESPONSE	3	2.68
	IMPORTANT AND WILLING	59	52.68
	IMPORTANT BUT UNWILLING	4	3.57
	UNIMPORTANT BUT WILLING	33	29.46
	UNIMPORTANT/UNWILLING	13	11.61

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: PROVIDE ACCESS TO UPPER MANAGEMENT

		FREQUENCY	PERCENT
RESPONDENT GROUP:	RESPONSE		
SUCCESSFUL FEMALES	INVALID RESPONSE	1	1.20
	IMPORTANT AND WILLING	76	91.57
	IMPORTANT BUT UNWILLING	3	3.61
	UNIMPORTANT BUT WILLING	2	2.41
	UNIMPORTANT/UNWILLING	1	1.20
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	83	87.37
	UNIMPORTANT BUT WILLING	8	8.42
	UNIMPORTANT/UNWILLING	3	3.16
SUCCESSFUL MALES	INVALID RESPONSE	1	0.89
	IMPORTANT AND WILLING	99	88.39
	IMPORTANT BUT UNWILLING	6	5.36
	UNIMPORTANT BUT WILLING	4	3.57
	UNIMPORTANT/UNWILLING	2	1.79

# MAJOR SURVEY

## SECTION "C" RESULTS

QUESTION: INVOLVEMENT IN MENTOR/SPONSOR PROGRAM

RESPONDENT GROUP:	RESPONSE	FREQUENCY	PERCENT
SUCCESSFUL FEMALES	INVALID RESPONSE	1	1.20
	IMPORTANT AND WILLING	49	59.04
	IMPORTANT BUT UNWILLING	10	12.05
	UNIMPORTANT BUT WILLING	19	22.89
	UNIMPORTANT/UNWILLING	4	4.82
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	62	65.26
	IMPORTANT BUT UNWILLING	4	4.21
	UNIMPORTANT BUT WILLING	17	17.89
	UNIMPORTANT/UNWILLING	11	11.58
SUCCESSFUL MALES	INVALID RESPONSE	3	2.68
	IMPORTANT AND WILLING	57	50.89
	IMPORTANT BUT UNWILLING	10	8.93
	UNIMPORTANT BUT WILLING	28	25.00
	UNIMPORTANT/UNWILLING	14	12.50



MAJOR SURVEY

SECTION "C" RESULTS

QUESTION: DEVELOP SKILLS IN NEEDED AREAS

RESPONDENT GROUP:	RESPONSE	FREQUENCY	PERCENT
SUCCESSFUL FEMALES	IMPORTANT AND WILLING	82	98.80
	IMPORTANT BUT UNWILLING	1	1.20
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	92	96.84
	UNIMPORTANT BUT WILLING	1	1.05
	UNIMPORTANT/UNWILLING	1	1.05
SUCCESSFUL MALES	INVALID RESPONSE	1	0.89
	IMPORTANT AND WILLING	108	96.43
	IMPORTANT BUT UNWILLING	3	2.68

MAJOR SURVEY

SECTION "C" RESULTS

QUESTION: GRADUALLY DEV. RESPON. / LEADERSHIP ROLE

RESPONDENT GROUP:	RESPONSE	FREQUENCY	PERCENT
SUCCESSFUL FEMALES	IMPORTANT AND WILLING	82	98.80
	UNIMPORTANT BUT WILLING	1	1.20
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	92	96.84
	IMPORTANT BUT UNWILLING	2	2.11
SUCCESSFUL MALES	INVALID RESPONSE	1	0.89
	IMPORTANT AND WILLING	107	95.54
	IMPORTANT BUT UNWILLING	4	3.57

MAJUK SURVEY

SECTION "C" RESULTS

QUESTION: IDENTIFY LONG-RUN OPPORTUNITIES

RESPONDENT GROUP:		FREQUENCY	PERCENT
SUCCESSFUL FEMALES	IMPORTANT AND WILLING	78	93.98
	IMPORTANT BUT UNWILLING	1	1.20
	UNIMPORTANT BUT WILLING	2	2.41
	UNIMPORTANT/UNWILLING	2	2.41
OTHER FEMALES	INVALID RESPONSE	1	1.05
	IMPORTANT AND WILLING	90	94.74
	UNIMPORTANT BUT WILLING	3	3.16
	UNIMPORTANT/UNWILLING	1	1.05
SUCCESSFUL MALES	INVALID RESPONSE	2	1.79
	IMPORTANT AND WILLING	96	85.71
	IMPORTANT BUT UNWILLING	8	7.14
	UNIMPORTANT BUT WILLING	5	4.46
	UNIMPORTANT/UNWILLING	1	0.89