

A STUDY OF THE FACTORS THAT CONTRIBUTE TO  
THE SUCCESS OF WOMEN IN OFFICE-RELATED  
JOBS WITH IMPLICATIONS FOR  
CURRICULUM DEVELOPMENT

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## CHAPTER I

### INTRODUCTION

In America, one of our basic concepts of our way of life has always been that individuals would be free to choose and advance in the work of their own choice limited only by the differences in their individual qualifications and talents. While this has been a basic principle, it has not always been a fact of life. In reality, discrimination in employment and advancement of women has been the "norm" rather than the exception. In the past, there have been many barriers that have operated to favor some groups of employees over others. To accomplish removal of these barriers to equal employment and advancement, legislation has been enacted and enforced during the past twenty years.

Growing sentiment against discrimination on the basis of sex resulted in the Equal Pay Act of 1963, and sentiment against discrimination on the basis of race, color, religion, sex, or national origin culminated in the Civil Rights Act of 1964. The Age Discrimination in Employment Act of 1967 resulted from feelings against age discrimination. Federal guidelines on sexual harassment were issued in 1980. The EEOC has also issued guidelines that prohibit discrimination against women because of their pregnancy.

In spite of legislation for equal pay for equal work and other equal employment opportunities, the actual number of women at the top who are in positions of responsibility and influence remains exceedingly small (Loring, 1979, p. 3). Nationally about 7.4 percent of working women hold executive, managerial, and administrative jobs versus 18 percent for men. While women constitute more than 40 percent of the labor force, only about 28 percent of managers and administrators are women. Of top management jobs, only 1 percent are held by women (Lazarus, 1981).

Some progress has been made over the years in the percent of women holding management jobs, but the current statistics do not reflect a dramatic change. According to a Ford Foundation and Columbia University study, the number of women in management has increased 14 percent since 1947 (Pruitt, 1982). U. S. Census Bureau statistics indicate women held 16.6 percent of management jobs in 1970, and this increased to 28 percent in 1982 (Women's, 1984).

Although the percent of women in management in the United States is small, we are probably the leader in the world in percentage. Only about 9 percent of managers in nine European nations surveyed are women (Survey, 1982). Canadian and Australian women are faring better than their European counterparts but are only about where U.S. women were in 1976 (Pruitt, 1982).

Even though an extremely high percentage of managers are men, a recent study says they may not be the best people

for the jobs. Based on findings from more than 40 years of aptitude testing of men and women from all age groups, women have the best aptitude for management. This study concluded that theoretically, at least, there ought to be more women in management than men. Cultural bias seems to have kept women in the management minority (Sutton, 1982) (King, 1982).

After two decades under the Equal Pay Act, the gap between men's and women's wages is as great as it was in biblical times. According to Leviticus 3:4, a male worker was valued at 50 shekels while a female worker was valued at only 30 shekels (60 percent of the male's value). It appears that the gap may even be widening. According to Stead (1975), females were earning 64 percent of what males did in 1975. Newer statistics reported by Jacobson (1981) and Beck (1981) indicated the percentage had decreased--to about 55 to 59 percent. According to U.S. Census Bureau statistics in 1980, the median salary for women managers and administrators was \$12,936 compared with \$23,558 for men (55 percent of the men's median salary).

There has been little research to assist women in securing positions in supervisory, managerial, or executive office jobs. Most of the studies and statistical reports concerning women deal with employment and support for the average women workers who are for the most part in such traditional jobs as clerical-secretarial, sales, and nursing.

Courses about women in the professions, such as women in management, have only recently appeared in the curricula of most institutions of higher learning. The majority of programs to assist women in their professional preparation are in university extension or continuing education divisions rather than in schools of business (Loring, 1979).

If we know what factors have contributed to the success of women, we can implement studies into our curriculum to help women achieve success. For example, maybe the abilities to integrate into informal office activities or to acquire a mentor are more important than a formal education or professional development. Or it may be that having positive personal characteristics such as a good attitude or assertiveness are more important than intelligence. Knowing what the success factors are for women in office-related jobs may result in changing the emphasis of the business curriculum.

#### Statement of the Problem

By underutilizing women, the business world is losing a vast resource of productivity, and women are being short-changed of their rightful worth.

Since the equal employment laws by themselves have not been successful in elevating women to positions of responsibility and influence in the office, it is imperative that we find out what the factors are that have contributed to the success of those women at the top so others can follow in their steps.

### Purpose of the Study

The purpose of this study was to survey successful women in office-related jobs in selected businesses in Tulsa, Oklahoma, in order to identify the factors they and their supervisors believe contributed to the success of the women. The factors identified in this survey can be:

1. Used by women as a guide to areas in which they can strive to improve themselves for success.
2. Used by schools of business to determine those areas which should be stressed in the curriculum for training women in office-related jobs.

### Objectives

The objectives of this study were to test the following hypotheses:

1. College attendance and professional development contribute to the success of women in office-related jobs.
2. Having a mentor and/or role model contributes to the success of women in office-related jobs.
3. Integration into informal office activities contributes to the success of women in office-related jobs.
4. Participation in a women's network contributes to the success of women in office-related jobs.
5. Positive personal characteristics (attitude, appearance, intelligence, loyalty, maturity, and assertiveness) contribute to the success of women in office-related jobs.

6. Good oral and written communications skills contribute to the success of women in office-related jobs.

7. Single marital status and small family size contribute to the success of women in office-related jobs.

#### Limitations

This study was limited to Tulsa, Oklahoma, businesses listed in Tulsa's Largest Employers (April, 1983), published by the Tulsa Chamber of Commerce. Only those businesses employing 750 or more people were surveyed. Data was requested from only those women identified as successful by their company's personnel or human resources department. The data analyzed was limited to the successful women who returned their questionnaires and to the supervisors who returned their questionnaires.

#### Assumptions

For the purposes of this study, the following assumptions were made.

1. The successful women selected for this study are representative of other successful women in office-related jobs.

2. The successful women and their supervisors who responded to this survey are representative of other successful women and their supervisors in similar businesses.

3. Large companies tend to compensate men and women equally; therefore, the women identified as successful in

these large companies should be receiving a high salary as well as having a successful title.

4. The findings of this study may be generalized to other large cities in this economic region.

#### Definition of Terms

The following terms are defined as they are used in this study.

Successful Woman: A woman who has achieved "outward" success--e.g., recognition from others on the job, becoming an authority, achieving a high salary, and obtaining a title of responsibility. In office-related jobs, this is a woman who has achieved a supervisory or managerial position.

Large Business: A business with 750 or more employees.

Mentors: Influential people who significantly help you reach your major life goals. They have the power--through who or what they know--to promote your welfare, training, or career.

Women's Networks: Those unofficial webs of contacts that provide peer support, including support in concerns that affect working women's lives, career advancement, etc.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

Business education literature reveals that during the past decade there has been an increasing concern about the reasons women have not achieved success in proportion to the growing number of women in the workforce.

A review of the literature revealed numerous studies concerning the meaning of success. Of these studies, Wood and Greenfeld's Meaning of Success (1978) seems the most relevant for defining success for women in business. Until the reemergence of the women's movement in the early 1970's, a woman's success was linked to a significant male in her life, generally her father or husband. As women began entering male-dominated occupations, their attitudes about success changed. Wood and Greenfeld found it necessary to reexamine women's definitions of success and attitudes toward work. In a comparison of attitudes among women in male-dominated and female-dominated occupations, they found that women in male-dominated jobs indicated a higher need to define success as "recognition from others on the job, becoming an authority, achieving a high salary, and obtaining a title of responsibility" (p. 17).



Several studies have been done on the characteristics of successful people in general. Four of these studies will be reviewed.

In a study of the determinants of status attainment by men and women, Abrams, Cassel, and Crouse (1977) analyzed data on 1,427 males and 1,479 females who were 28 years old. These respondents were a sampling of 400,000 students originally surveyed by Project Talent in 1960. The results of the study indicated that the occupational status of 28 year-old men and women is largely dependent on their educational attainment. They found that schooling has larger effects than ability on the earnings of both men and women. The earnings returns to women's educational attainment, however, are greater than those of men. After controlling for differences in background and ability, an additional year of education is associated with a \$621 increase in women's earnings and a \$336 increase in men's earnings.

In his doctoral dissertation, Gerhardt (1978) surveyed 95 employees who were identified by their superiors as having advanced rapidly in their fields. He found that over 84 percent were married, almost three-fourths had grade averages of "B" or better, slightly under two-thirds had undertaken business majors, and that the average salary increase of females was about 60 percent of the males' average increase in the last ten years of their full-time work. Almost three-fourths of the employees were employed in supervisory, mid-management, and personnel positions.

Bisconti (1978) reported on a survey done for the CPC Foundation and the National Institute of Education concerning which college graduates will achieve high-salaried positions as business executives. The findings indicated that the highest salaried business executives are more likely than others to have college-educated fathers, high grades in high school and college, and to have attended a very selective college. The executives reported a positive self-assessment, indicating a high degree of drive to achieve and intellectual and social self-confidence. No relationship was found between majoring in business and attaining a high-salaried position as a business executive. The findings suggested that a certain amount of brilliance in intellect, performance, and style is more important than what one studies in college in order to become a business executive.

Bisconti and Kessler (1980) studied the learning experiences that contributed to the high job performance of 524 workers. The respondents in their study viewed college as one of the many stepping stones to competent performance of work. They indicated that college education is more likely to prepare people for the kinds of work activities they perform on the first or early jobs than for those they perform as they advance in their careers. The respondents counseled against over-specialization, emphasizing the importance of flexibility and adaptability. They stressed the importance of building general competencies, including communications skills and understanding people.

Much that has been written about successful women has been the result of observation and reporting, not of research. Twelve of these reports will be discussed. In addition, two research studies will be reviewed.

Ginsberg (1973) reported on papers that were prepared for presentations at a conference on Women's Challenge to Management. In his introduction to the papers, he stated that women account for only 15 percent of total managerial employment. He believes that, from a management point of view, perhaps the strongest argument for revision of employment practices so as to increase the number of women in management positions is that industry can simply no longer afford to waste so valuable a resource. One of the most frequent reasons given as to why there are not more women in management positions is that there are not many who are qualified (lack of education and experience). Ginsberg recommended that women seek and find allies with whom they can form coalitions.

Edward A. Robie stated in his paper presented at the conference on Women's Challenge to Management that in business, beginning "male" jobs are frequently preparatory to entry into management; typical "female" jobs on the other hand are not. He believes that a woman is simply expected to improve and refine whatever skills are associated with her job. Even when women occupy higher level managerial jobs, they tend to have helper-oriented titles, such as executive assistant or assistant manager (Ginsberg, 1973).

Echternacht and Hussein (1974) suggested appointing local women managers to part-time faculty posts in business schools as a method of utilizing more women in staff positions. This would help increase the number of women role models available to students.

Hill and Kahn (1974) conducted an experiment on 72 female psychology students to assess attributions made to an attractive or unattractive person who took either a proximal or a distal seating position following task performance. Greater attributions of success were made to an attractive person, regardless of the proximity. They concluded that in this culture, beauty is equated with goodness, success, and happiness.

In her writing on the institutional barriers to women's advancement, Epstein emphasized the importance of informal social interaction in top-management circles. She stated that inhospitable informal structures are one of the major barriers that hinder the entry of women into management. Women cannot become fully prepared to exercise influence if they cannot mingle easily with men as colleagues in the informal settings where business gets done. Women can be included as equals with males only when they expect and are given full participation in the formal and informal structures of their occupations at every level (Gordon and Strober, 1975).

Merkin emphasized that finding a mentor is of primary importance for a woman. She felt that finding a mentor

may be more important for a woman than for a man, partly because women have been excluded from "social slots" through which contacts traditionally are made. Merkin advised that women may find difficulty in achieving a protegee/mentor relationship because of a perceived lack of commitment. A mentor expects some return on investment, either by seeing a person advance in a career or in the knowledge that continuity of leadership in the organization is assured. If a potential mentor doubts a woman's commitment to a career, that person is not likely to spend a great deal of energy teaching and helping her (Loring, 1979).

Ashburn (1977) reviewed hypotheses about the motivations of women who choose male-dominated professions. Her discussion focused on two types of internal motivation (achievement needs and need for autonomy and individuation) and three types of external inducements (the enrichment hypothesis, role models and role support, and attitudes of significant males). Concerning role models, she concluded that the more role models one has for a particular behavior, the more one thinks the behavior appropriate and tends to take on those behaviors.

Participants in a multinational roundtable discussion on the status of women recommended strategies for eliminating or reducing barriers to women's achievement. There was high consensus that barriers to women's achievement emanated from environmental forces, not from personality traits. One environmental force mentioned was the exclusion of women from the

opportunity to acquire power and learn political behaviors. Women, in comparison to men, may have fewer opportunities to acquire power and are excluded from informal networks of power. To the extent that a woman is unaware of subtle pressures and exclusion of women from power networks, her ability to function effectively in a managerial role is diminished (Babladelis, 1979).

Loring (1979) reported on the issues and the steps necessary to prepare women for managerial and professional careers. She found the number of research studies on professional women has been disappointingly small. One issue examined by Loring was the use of role models, linkages, networks, "old girl" systems, and mentors. She concluded that until recently, role models for professional and managerial women were rare and/or virtually invisible. There has been almost no visibility for high status women executives after whom a working woman could pattern her aspirations. Loring suggested that a woman should begin searching for a mentor while still in college--either a professor or a person working in the profession she intends to enter.

Leitman-Ashley (1979) reported in a symposium paper that the following attributes and attitudes appear to be very important for the advancement of women: Assertiveness, The Girl Scout Attitudes (loyalty, perseverance, hard work, punctuality, and dependability), Attaching Oneself to a Rising Star (vicarious achievement), Pygmalion in the Work Place (willingness and ability to adapt to the occupational

environment), Attractiveness (internal and/or external attractiveness), The "Old Gal" Network (unique accessibility or connectedness to the occupational or political structure through family, friends, or financial resources). Personal attributes and attitudes interact with educational skills and characteristics of the job setting. For example, it may be more useful for a highly motivated secretary of less than average ability to be loyal, hard-working, and to attach herself to a rising star than to spend the time learning to type 20 words per minute faster. Or, it may be highly unproductive in a large organization to be assertive if loyalty is most rewarded.

Stern (1981) wrote about women's networks as the alternative to the "old boy" network used by men. She stated that the purpose of any network is peer support, including shared support in concerns that affect working women's lives. Some of these concerns are career advancement, including the free exchange of job information and using other women as contacts, and educational outreach, including providing role models to younger women.

Geiger (1982), founder of a non-profit network for women, emphasized that women need visibility to get ahead in their jobs. She stated that as women progress into the upper echelons of corporations, they are realizing the need to reach out and form contacts. For this reason, formal network structures are being formed which are geared toward women who have not, in the past, had the advantage of being trained

in using business socializing to their advantage as men have.

In an interview, Shirley Simonson, regional representative of Women's Educational Service Association (a network of professional women), discussed the importance of networks in helping women get ahead. She stated that, "Through networking, women can learn the things that men tell each other but don't often tell women" (Pruitt, 1983b, p. 14).

Ferguson conducted a study of 50 young women who have succeeded in law, medicine, the arts, and entertainment. She found they attribute their achievements and six-figure salaries to feminine personality traits--getting along well with people, sensitivity, understanding, being female. Her subjects were between 30 and 40 years of age and their salaries averaged more than \$100,000. Ms. Ferguson found that younger career women are far more likely to be married and have children than older career women were at a comparable age (Successful Women, 1982).

Collins (1983) surveyed 400 professional women in the fields of business, law, academia, health services and government. When asked to evaluate the contributions of mentors to their careers, 225 women responded "very valuable," 112 said "some value," 30 said "limited value," and 22 said "no value." Collins considers mentors more important to women than men because only 6 percent of the top jobs in corporations are held by women and because women still earn only \$.60 for every \$1 that men earn. She found that one



of the mentor's most valuable functions was teaching the professional woman about office politics.

The number of actual research studies done in the past decade on women in managerial positions has been quite small. Eight of these will be reviewed.

Basil (1972) reported on a survey done by the University of Southern California, under a grant from the Business and Professional Women's Foundation. Over 2,000 organizations of all sizes all over the U.S. were surveyed. The proportion of women in managerial positions was unbelievably small. More than 70 percent of the companies responding had only 3 percent of managerial positions staffed by women, and women rarely held top managerial positions. A high proportion of the women who did achieve higher management positions were single or divorced. Many of the companies that responded felt that the home responsibilities of a marriage make it very difficult for women to apply the drive and motivation of their male counterparts. The companies also felt that a major reason why there were not more women in managerial positions was that women lacked the qualifications for management. Many of the firms preferred men over women because men had more extensive educational backgrounds than women.

From interviews of 153 successful women managers, Koff (1973) identified two factors contributing to success: age and experience. More than half of the successful managers interviewed were older than 36 years, and almost 67 percent

had four years or longer of work experience before becoming a supervisor.

In her study of women in middle and upper levels of management, Lynch (1973) found a high correlation between success and education. The average age of the successful women in the study was the early 40's (ranging from 23 to the early 60's).

In a study of first-level male and female managers in several organizations, Deaux (1974) found that female managers' estimates of ability were significantly linked to self-estimated physical attractiveness and to their perceived relationship with their supervisors. Males consistently attributed their success more to their ability.

In an effort to determine the experiences of young women managers, Rosen, Templeton, and Kichline (1981) surveyed 117 female and 117 male MBA graduates of a southeastern university. They reported that about 62 percent of the male managers and 50 percent of the female managers indicated that someone in the organization had taken a special interest in their careers. More than 60 percent of the women felt that they had been excluded from the "informal" organization. Respondents to their survey advised that other women considering managerial careers should get a mentor and become part of a women's support network.

In a cross-cultural study of female executives, Dr. Sam McHugh, a sociology professor at the University of New South Wales, Sidney, Australia, found that the current way to the

top seems to be with advanced degrees. The MBA graduates are moving straight into the junior executive level. Of the women executives he had interviewed, from age 22 to 50 and over, he found a "good percent" were single or divorced (Pruitt, 1982).

In 1982, the KornFerry International executive search firm and the graduate school of management of UCLA conducted a study of senior management women. Three hundred women replied to a comprehensive questionnaire. From their answers, a profile of women chief executives was drawn. The composite woman senior executive at a large U.S. company holds the title of vice president and earns \$92,159 a year. She was born in 1936 and is a first-born. She has been with her employer 13 years. She began her career either in a managerial capacity or in clerical or secretarial positions. She is not married and has no children. Eighty percent of the women have a college degree. Thirty-nine percent said the greatest obstacle to their success was "being a woman." The study predicted that in the next five to ten years women executives will continue up the ladder in corporate America to even more significant roles (Kleiman, 1983).

Phillips-Jones (1982) studied the careers of 332 successful women in business and industrial settings. The women ranged in age from 22 to 91, and almost all held managerial and executive positions in their companies. In describing the strategies they have used to get what they want, these successful women mentioned again and again the

following: (1) being more competent than the competition, (2) having strong drive and determination to succeed, despite sexist stereotypes, (3) continuing their education, reading voraciously, (4) having a "good" personality, being someone that others liked being around, and (5) being mentored by another person or persons.

### Summary

The literature of the 1970's and 1980's concerning successful women appears to be fairly evenly divided as to focusing on the importance of personal attributes (education, age, experience, marital status) or on relationships (role models, mentors, networking, informal office activities). Most of the literature describes the characteristics of successful women rather than trying to determine what characteristics have been factors contributing to their success. Few research studies were found that had as a primary concern successful women in office-related jobs.

## CHAPTER III

### METHODS AND PROCEDURES

#### Selection of Subjects

To gather data for testing the hypotheses, questionnaires were sent to successful women who have office-related jobs in 17 large businesses in Tulsa, Oklahoma. Similar questionnaires were also sent to these women's supervisors. The criteria used to determine success was the achievement of a supervisory or managerial position.

The businesses surveyed were selected from those listed as having 750 or more employees in Tulsa's Largest Employers (April, 1983), published by the Tulsa Chamber of Commerce. To ensure that the successful women were employed in office-related jobs, those businesses that were primarily retail, medical, and educational were not surveyed. The twenty businesses contacted were oil-related companies, aerospace industries, financial institutions, public utilities, and governmental agencies.

Names of individuals in the personnel or human resources departments of the selected companies were obtained from a member of a local professional personnel association and from personal contacts within the companies. Personalized letters (Appendix A) were sent to these individuals asking for their

help in identifying the women in their organizations who held supervisory and managerial positions so those women and their supervisors could be asked to fill out questionnaires for this survey. Telephone contact was made with each individual to whom a letter was sent. Seventeen out of the twenty people contacted agreed to have their companies participate in this survey. One company was unable to participate because it no longer had any women in supervisory or managerial positions due to layoffs resulting from the bad economic status of the oil and gas industry. Another company, with over 1,000 employees, was able to distribute only six questionnaires for the same reason.

Those companies agreeing to participate were asked either to furnish the names of their female employees in supervisory and managerial positions so questionnaires could be sent directly to the women or to distribute the questionnaires themselves. Eight of the companies furnished names, but nine preferred distributing the questionnaires.

#### Collection of Data

A personalized cover letter (Appendix B) and the desired number of sets of questionnaires (Appendix C and Appendix D) were sent to the companies that preferred distributing the questionnaires themselves. Cover letters explaining the survey and giving instructions to the successful woman (Appendix E) and to her supervisor (Appendix F) were attached to each questionnaire. The cover letters were personalized on those

questionnaires mailed directly to successful women. A stamped, addressed envelope was included with each questionnaire.

A total of 248 sets of questionnaires were mailed. Of the 69 that were sent directly to women whose names were furnished by the companies, 41 were returned by the women (a 59 percent response). Of the 179 that were sent to the companies for distribution, 128 were returned by the women (a 72 percent return). Some of these questionnaires may not have actually been distributed as requests were often made for "approximately" some number rather than for a specific number. Although it was suggested that additional copies of the questionnaires could be made if needed, all returned questionnaires were mailed in the envelopes furnished; therefore, it is assumed that no more than 248 questionnaires were distributed. The total response rate from the successful women was 68 percent (169 out of 248).

All supervisors' questionnaires were distributed by the successful women. Of the 248 questionnaires sent, 150 were returned (a 60 percent return). Of the supervisors responding, 111 (74 percent) were male, 35 (23 percent) were female, and 4 (3 percent) did not indicate sex.

Since the identities of the majority of the successful women and their supervisors were unknown, no follow-up letters were sent.

Table I shows the distribution by type of business of the firms participating in the survey, and Table II shows the distribution by type of business of the successful women

who returned questionnaires. These classifications were not used in the data analysis, but the information was gathered to show the diversity of employment of the successful women.

TABLE I  
TYPES OF BUSINESSES RESPONDING

Type	Number	Percent of Total
Oil-Related Companies	8	47
Public Utilities	3	17
Financial Institutions	2	12
Aerospace Industries	2	12
Governmental Agencies	2	12
	<hr/> 17	<hr/> 100

TABLE II  
NUMBER OF SUCCESSFUL WOMEN RESPONDENTS BY TYPE OF BUSINESS

Type	Number	Percent of Total
Oil-Related Companies	39	23
Public Utilities	75	44
Financial Institutions	34	20
Aerospace Industries	8	5
Governmental Agencies	13	8
	<hr/> 169	<hr/> 100



As shown by Table I, 8 (47 percent) of the companies participating in the survey were oil-related companies, 3 (17 percent) were public utilities, 2 (12 percent) were financial institutions, 2 (12 percent) were aerospace industries, and 2 (12 percent) were governmental agencies.

As shown by Table II, of the 169 successful women who returned their questionnaires, 75 (44 percent) were employed by public utilities, 39 (23 percent) were employed by oil-related companies, 34 (20 percent) were employed by financial institutions, 13 (8 percent) were employed by governmental agencies, and 8 (5 percent) were employed by aerospace industries.

Table III shows the distribution by type of business of the successful women's supervisors who returned questionnaires.

TABLE III

## NUMBER OF SUPERVISOR RESPONDENTS BY TYPE OF BUSINESS

Type	Number	Percent of Total
Oil-Related Companies	32	22
Public Utilities	71	47
Financial Institutions	29	19
Aerospace Industries	5	3
Governmental Agencies	13	9
	<u>150</u>	<u>100</u>

As shown by Table III, of the 150 supervisors who returned their questionnaires, 71 (47 percent) were employed by public utilities, 32 (22 percent) were employed by oil-related companies, 29 (19 percent) were employed by financial institutions, 13 (9 percent) were employed by governmental agencies, and 5 (3 percent) were employed by aerospace industries. This information was not used in the data analysis but was gathered to show the percentage distribution of respondent supervisors by type of business was approximately the same as that of the successful women.

#### Survey Instrument

The questionnaires for this study were developed after a review of literature. The items on the questionnaires were made up of multiple-choice, short answer, and Likert-type questions. The questionnaire to be filled out by the successful woman and the questionnaire to be filled out by her supervisor were constructed identically except for the personal information section.

On the successful woman's questionnaire, the first 13 questions were designed to obtain personal information (age, marital status, and number of children), work experience, educational and professional background, job title and salary.

On the supervisor's questionnaire, the first three questions were designed to obtain information concerning job title, sex, and length of supervision of the successful woman.

Questions 14 through 27 on the successful woman's questionnaire and questions 4 through 17 on the supervisor's questionnaire were designed to provide information concerning the importance of the contribution of various factors to the success of the women. Possible responses to these questions ranged from unimportant to extremely important on a Likert-type scale. The successful women were asked to check the level of importance of each factor to their success. The supervisors were asked to check the level of importance of each factor to the success of the woman they supervised.

The success factors listed were selected after a review of the literature. The factors most often mentioned in the literature concerning successful people (and in particular successful women) were included in the list. The first two factors concerned education and professional development. The next four factors concerned relationships (role models, mentors, informal office activities, and networking). The next six factors concerned positive personal characteristics (good attitude, good appearance, intelligence, loyalty, maturity, and assertiveness). The last two factors concerned communications skills.

So as not to limit the possible factors, spaces were included for the respondents to list any additional factors and their importance to the success of the woman. Of the 169 successful women respondents, 107 (63 percent) listed additional factors that they considered important to their success. Of the 150 supervisor respondents, 87 (58 percent)

listed additional factors that they considered important to the woman's success. Space was also included for comments and/or advice to women. Of the 169 successful women respondents, 90 (53 percent) made comments and/or gave advice to women. Of the 111 male supervisor respondents, 51 (46 percent) made comments and/or gave advice to women. Of the 35 female supervisor respondents, 8 (23 percent) made comments and/or gave advice to women. None of the four supervisors who did not indicate sex made comments and/or gave advice to women.

#### Data Treatment

The data collected for this survey were classified and tabulated in percentage tables and frequency tables as well as statistically tested using the SPSS (Statistical Package for the Social Sciences) available on the Tulsa Junior College computer. The T-Test was selected for use in testing the null hypotheses one through six by comparing the mean average of the responses of the successful women to the average (middle) response and by comparing the mean average of the responses of the supervisors to the average (middle) response.

A comparison was made between the results obtained from the successful women and from their supervisors. This analysis was made by T-Tests comparing the mean averages of the responses of the two groups to each question.

Chi Square tables were constructed and tests run (when 80 percent or more of the cells had expected frequencies of

five or more) comparing the data collected from male and female supervisors of the successful women.

Using salary level as an indicator of level of success, two-way Chi Square tables were constructed for all hypotheses and tests were run where appropriate. The sample was too small to allow for the proper use of the Chi Square in testing some of the hypotheses because of the requirement that at least 80 percent of the cells have expected counts of five or more (Bartz, 1981).

A profile of the successful women responding to this survey was compiled by calculating the frequencies, percentages, and averages of the personal data reported by the women.

For all the statistical tests run in this study, the .05 percent level of significance was used to interpret the data.

CHAPTER IV  
ANALYSIS OF DATA AND DISCUSSION  
OF RESULTS

The purpose of this study was to determine the factors that have contributed to the success of women in office-related jobs. The importance of the various factors to the success of the women was determined from both the women's responses and from their supervisors' responses. The results from the women and from their supervisors were compared to see if there was a difference in perception between the two groups. A comparison was also done between results from male and female supervisors to see if responses may have been influenced by the supervisor's sex. In addition, a comparison was done to see if there were any differences in responses among salary ranges of the successful women.

Findings Regarding College Attendance  
and Professional Development

Responses to questions 13 and 14 on the successful woman's questionnaire and to questions 3 and 4 on the supervisor's questionnaire were used to test the following hypothesis:

Null Hypothesis 1. The average response to the importance of college attendance and of professional development is not less than 3.

The levels of the possible responses on the Likert-type scale were assigned numerical values of one to five from the most important (Extremely Important--1) to the least important (Unimportant--5). The mean average of the responses was compared by a T-Test to the number 3 (the middle value of the responses) to see if any difference was significant.

As shown by Table IV, 33.3 percent of the successful women and 13.5 percent of the supervisors rated college attendance as extremely important; 38.9 percent of the successful women and 32.4 percent of the supervisors rated it as important; 21.4 percent of the successful women and 29.1 percent of the supervisors rated it as average; 4.0 percent of the successful women and 9.5 percent of the supervisors rated it as low; and 2.4 percent of the successful women and 15.5 percent of the supervisors rated it as unimportant. Only responses from women with some college education were included in the successful women statistics, but all the supervisors were included because their questionnaires did not indicate if the women they supervised had any college education. This probably accounts for the larger percent of supervisors indicating that college attendance was an unimportant factor.

The mean average of the successful women's responses (2.032) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -11.2558$ ;  $df = 125$ ; one-tailed test).

TABLE IV  
 IMPORTANCE OF COLLEGE ATTENDANCE RATED BY  
 SUCCESSFUL WOMEN AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	42 (33.3%)	20 (13.5%)
Important (2)	49 (38.9%)	48 (32.4%)
Average (3)	27 (21.4%)	43 (29.1%)
Low (4)	5 ( 4.0%)	14 ( 9.5%)
Unimportant (5)	3 ( 2.4%)	23 (15.5%)
Mean Average Response	2.032	2.811

The mean average of the supervisors' responses (2.811) was less than the middle value of the responses (3). In comparing the mean average to the middle value (3), the difference was significant at the .05 level ( $t = -1.83495$ ;  $df = 147$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of college attendance.

In comparing the mean average responses of the successful women and the supervisors, the difference was significant at the .05 level ( $t = -5.6899$ ;  $df = 272$ , two-tailed test). The inclusion of women without any college education in the supervisors' responses probably accounts for this difference.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning



the importance of a college education. As shown in Table V, 16.4 percent of the male supervisors and 5.7 percent of the female supervisors rated college attendance as extremely important; 32.7 percent of the male supervisors and 34.3 percent of the female supervisors rated college attendance as important; 29.1 percent of the male supervisors and 25.7 percent of the female supervisors rated college attendance as average; 10.0 percent of the male supervisors and 5.7 percent of the female supervisors rated college attendance as low; and 11.8 percent of the male supervisors and 28.6 percent of the female supervisors rated college attendance as unimportant. The obtained Chi Square of 7.55181 was not significant at the .05 level. Therefore, the responses of the male and of the female supervisors did not differ significantly concerning the importance of a college education.

TABLE V  
IMPORTANCE OF COLLEGE ATTENDANCE RATED BY  
MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	18 (16.4%)	2 ( 5.7%)
Important	36 (32.7%)	12 (34.3%)
Average	32 (29.1%)	9 (25.7%)
Low	11 (10.0%)	2 ( 5.7%)
Unimportant	13 (11.8%)	10 (28.6%)

Chi Square 7.55181

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of a college education. As shown in Table VI, college attendance was ranked as extremely important by 57.1 percent of those earning over \$35,000, by 31 percent of those earning \$31,000-\$35,000, by 37.5 percent of those earning \$26,000-\$30,000, by 23.7 percent of those earning \$21,000-\$25,000, and by 23.1 percent of those earning \$20,000 or less. College attendance was ranked as important by 28.6 percent of those earning over \$35,000, by 37.9 percent of those earning \$31,000-\$35,000, by 33.3 percent of those earning \$26,000-\$30,000, by 47.4 percent of those earning \$21,000-\$25,000, and by 38.5 percent of those earning \$20,000 or less. College attendance was ranked as average by 14.3 percent of those earning over \$35,000, by 17.2 percent of those earning \$31,000-\$35,000, by 29.2 percent of those earning \$26,000-\$30,000, by 21.1 percent of those earning \$21,000-\$25,000, and by 30.8 percent of those earning \$20,000 or less. College attendance was ranked as low by none of those earning over \$35,000, by 13.8 percent of those earning \$31,000-\$35,000, by none of those earning \$26,000-\$30,000, by 2.6 percent of those earning \$21,000-\$25,000, and by none of those earning \$20,000 or less. College attendance was ranked unimportant by none of those earning over \$25,000, by 5.3 percent of those earning \$21,000-\$25,000, and by 7.7 percent of those earning \$20,000 or less. It was not possible to run an accurate Chi Square

test since less than 80 percent of the cells had expected counts of five or more. A difference is noted in that 86 percent of those earning over \$35,000 and only 62 percent of those earning \$20,000 or less ranked college attendance as important or extremely important.

TABLE VI  
IMPORTANCE OF COLLEGE ATTENDANCE BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	12 (57.1%)	9 (31.0%)	9 (37.5%)	9 (23.7%)	3 (23.1%)
Important	6 (28.6%)	11 (37.9%)	8 (33.3%)	18 (47.4%)	5 (38.5%)
Average	3 (14.3%)	5 (17.2%)	7 (29.2%)	8 (21.1%)	4 (30.8%)
Low	0	4 (13.8%)	0	1 ( 2.6%)	0
Unimportant	0	0	0	2 ( 5.3%)	1 ( 7.7%)

As shown on Table VII, 48.8 percent of the successful women and 39.6 percent of the supervisors rated professional development as extremely important; 46.4 percent of the successful women and 51.7 percent of the supervisors rated professional development as important; 4.2 percent of the

successful women and 8.1 percent of the supervisors rated professional development as average; 0.6 percent of the successful women and 0.7 percent of the supervisors rated professional development as low; and none of the successful women or supervisors rated professional development as unimportant.

TABLE VII  
IMPORTANCE OF PROFESSIONAL DEVELOPMENT RATED BY  
SUCCESSFUL WOMEN AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	81 (48.8%)	59 (39.6%)
Important (2)	77 (46.4%)	77 (51.7%)
Average (3)	7 (4.2%)	12 (8.1%)
Low (4)	1 (0.6%)	1 (0.7%)
Unimportant (5)	0	0
Mean Average Response	1.566	1.698

The mean average of the successful women's responses (1.566) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -30.5106$ ;  $df = 165$ ; one-tailed test).

The mean average of the supervisors' responses (1.698) was less than the middle value of the responses (3). In comparing the mean average to the middle value (3), the

difference was significant at the .05 level ( $t = -24.56613$ ;  $df = 148$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of professional development.

In comparing the mean average responses of the successful women and the supervisors, the difference was not significant at the .05 level ( $t = -1.866$ ;  $df = 313$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of professional development. As shown in Table VIII, 40.0 percent of the male supervisors and 37.1 percent of the female supervisors rated professional development as extremely important; 51.8 percent of the male supervisors and 54.3 percent of the female supervisors rated professional development as important; 7.3 percent of the male supervisors and 8.6 percent of the female supervisors rated professional development as average; 0.9 percent of the male supervisors and none of the female supervisors rated professional development as low; and none of the supervisors rated professional development as unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. In comparing the percent of responses of male

and female supervisors at all levels of importance, it appears they are similar.

TABLE VIII  
IMPORTANCE OF PROFESSIONAL DEVELOPMENT RATED BY  
MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	44 (40.0%)	13 (37.1%)
Important	57 (51.8%)	19 (54.3%)
Average	8 ( 7.3%)	3 ( 8.6%)
Low	1 ( 0.9%)	0
Unimportant	0	0

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of professional development. As shown in Table IX, professional development was ranked as extremely important by 60.9 percent of those earning over \$35,000, by 54.5 percent of those earning \$31,000-\$35,000, by 32.4 percent of those earning \$26,000-\$30,000, by 51.8 percent of those earning \$21,000-\$25,000, and by 47.4 percent of those earning \$20,000 or less. Professional development was ranked as important by 39.1 percent of those earning over \$35,000, by 45.5 percent of those earning \$31,000-\$35,000, by 47.1 percent of those earning \$26,000-\$30,000, by 46.4 percent of

those earning \$21,000-\$25,000, and by 52.6 percent of those earning \$20,000 or less. Professional development was ranked as average by none of those earning over \$30,000, by 17.6 percent of those earning \$26,000-\$30,000, by 1.8 percent of those earning \$21,000-\$25,000, and by none of those earning \$20,000 or less. Professional development was ranked as low by none of those earning over \$30,000, by 2.9 percent of those earning \$26,000-\$30,000, and by none of those earning less than \$26,000. Professional development was ranked as unimportant by none of the successful women. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more.

TABLE IX

## IMPORTANCE OF PROFESSIONAL DEVELOPMENT BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	14 (60.9%)	18 (54.5%)	11 (32.4%)	29 (51.8%)	9 (47.4%)
Important	9 (39.1%)	15 (45.5%)	16 (47.1%)	26 (46.4%)	10 (52.6%)
Average	0	0	6 (17.6%)	1 (1.8%)	0
Low	0	0	1 (2.9%)	0	0
Unimportant	0	0	0	0	0

Findings Regarding Mentors  
and Role Models

Responses to questions 15 and 16 on the successful woman's questionnaire and to questions 5 and 6 on the supervisor's questionnaire were used to test the following hypothesis:

Null Hypothesis 2. The average response to the importance of having mentors and role models is not less than 3.

As shown on Table X, 17.5 percent of the successful women and 11.0 percent of the supervisors rated having a mentor as extremely important; 43.8 percent of the successful women and also 43.8 percent of the supervisors rated having a mentor as important; 19.4 percent of the successful women and 21.9 percent of the supervisors rated having a mentor as average; 8.7 percent of the successful women and 15.1 percent of the supervisors rated having a mentor as low; and 10.6 percent of the successful women and 8.2 percent of the supervisors rated having a mentor as unimportant.

The mean average of the successful women's responses (2.512) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -9.0212$ ;  $df = 159$ ; one-tailed test).

The mean average of the supervisors' responses (2.658) was less than the middle value of the responses (3). In comparing the mean average to the middle value (3), the



difference was significant at the .05 level ( $t = -3.71739$ ;  $df = 145$ ; one-tailed test).

TABLE X  
IMPORTANCE OF HAVING A MENTOR RATED BY SUCCESSFUL WOMEN  
AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	28 (17.5%)	16 (11.0%)
Important (2)	70 (43.8%)	64 (43.8%)
Average (3)	31 (19.4%)	32 (21.9%)
Low (4)	14 ( 8.7%)	22 (15.1%)
Unimportant (5)	17 (10.6%)	12 ( 8.2%)
Mean Average Response	2.512	2.658

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of having a mentor.

In comparing the mean average responses of the successful women and the supervisors, the difference was not significant at the .05 level ( $t = -1.0991029$ ;  $df = 304$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning

the importance of having a mentor. As shown in Table XI, 8.3 percent of the male supervisors and 20.6 percent of the female supervisors rated having a mentor as extremely important; 44.4 percent of the male supervisors and 44.1 percent of the female supervisors rated having a mentor as important; 25.0 percent of the male supervisors and 14.7 percent of the female supervisors rated having a mentor as average; 16.7 percent of the male supervisors and 8.8 percent of the female supervisors rated having a mentor as low; and 5.6 percent of the male supervisors and 11.8 percent of the female supervisors rated having a mentor as unimportant. The obtained Chi Square of 7.15462 was not significant at the .05 level. Therefore, the responses of the male and of the female supervisors did not differ significantly concerning the importance of having a mentor.

TABLE XI  
IMPORTANCE OF HAVING A MENTOR RATED BY  
MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	9 ( 8.3%)	7 (20.6%)
Important	48 (44.4%)	15 (44.1%)
Average	27 (25.0%)	5 (14.7%)
Low	18 (16.7%)	3 ( 8.8%)
Unimportant	6 ( 5.6%)	4 (11.8%)

Chi Square 7.15462

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of having a mentor. As shown in Table XII, having a mentor was ranked as extremely important by 13.0 percent of those earning over \$35,000, by 25.0 percent of those earning \$31,000-\$35,000, by 21.2 percent of those earning \$26,000-\$30,000, by 11.1 percent of those earning \$21,000-\$25,000, and by 23.5 percent of those earning \$20,000 or less. Having a mentor was ranked as important by 56.5 percent of those earning over \$35,000, by 28.1 percent of those earning \$31,000-\$35,000, by 27.3 percent of those earning \$26,000-\$30,000, by 59.3 percent of those earning \$21,000-\$25,000, and by 41.2 percent of those earning \$20,000 or less. Having a mentor was ranked as average by 8.7 percent of those earning over \$35,000, 37.5 percent of those earning \$31,000-\$35,000, by 18.2 percent of those earning \$26,000-\$30,000, by 13.0 percent of those earning \$21,000-\$25,000, and by 17.6 percent of those earning \$20,000 or less. Having a mentor was ranked as low by 13.0 percent of those earning over \$35,000, by 6.3 percent of those earning \$31,000-\$35,000, by 15.2 percent of those earning \$26,000-\$30,000, by 7.4 percent of those earning \$21,000-\$25,000, and by none of those earning \$20,000 or less. Having a mentor was rated as unimportant by 8.7 percent of those earning over \$35,000, by 3.1 percent of those earning \$31,000-\$35,000, by 18.2 percent of those earning \$26,000-\$30,000, by 9.3 percent of those earning

\$21,000-\$25,000, and by 17.6 percent of those earning \$20,000 or less. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more.

TABLE XII  
IMPORTANCE OF HAVING A MENTOR BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	3 (13.0%)	8 (25.0%)	7 (21.2%)	6 (11.1%)	4 (23.5%)
Important	13 (56.5%)	9 (28.1%)	9 (27.3%)	32 (59.3%)	7 (41.2%)
Average	2 ( 8.7%)	12 (37.5%)	6 (18.2%)	7 (13.0%)	3 (17.6%)
Low	3 (13.0%)	2 ( 6.3%)	5 (15.2%)	4 ( 7.4%)	0
Unimportant	2 ( 8.7%)	1 ( 3.1%)	6 (18.2%)	5 ( 9.3%)	3 (17.6%)

The respondents were asked to indicate whether their mentors had been male or female. Of the successful women, 62 (67 percent of those who had mentors) indicated their mentors had been male and 31 (33 percent) indicated their mentors had been female. The supervisors stated that 47 (70 percent of those who had mentors) had male mentors and 20 (30 percent) had female mentors. Both groups agree that

male mentors of these successful women outnumber the female mentors 2 to 1.

As shown on Table XIII, 13.0 percent of the successful women and 5.4 percent of the supervisors rated having a role model as extremely important; 35.2 percent of the successful women and 32.9 percent of the supervisors rated having a role model as important; 28.4 percent of the successful women and 36.2 percent of the supervisors rated having a role model as average; 13.0 percent of the successful women and 16.8 percent of the supervisors rated having a role model as low; and 10.5 percent of the successful women and 8.7 percent of the supervisors rated having a role model as unimportant.

TABLE XIII

IMPORTANCE OF HAVING A ROLE MODEL RATED BY  
SUCCESSFUL WOMEN AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	21 (13.0%)	8 ( 5.4%)
Important (2)	57 (35.2%)	49 (32.9%)
Average (3)	46 (28.4%)	54 (36.2%)
Low (4)	21 (13.0%)	25 (16.8%)
Unimportant (5)	17 (10.5%)	13 ( 8.7%)
Mean Average Response	2.728	2.906

The mean average of the successful women's responses (2.728) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -2.9890$ ;  $df = 161$ ; one-tailed test).

The mean average of the supervisors' responses (2.906) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was not significant at the .05 level ( $t = -1.1190$ ;  $df = 148$ ; one-tailed test). Although the difference in the mean average and the middle response was not enough to be significant, this may be due to the difficulty of supervisors actually knowing whether the women they supervise have had role models who have been important to their success.

Since only the successful women's T-Test was significant, this null hypothesis is rejected only from the successful women's viewpoint concerning having a role model. Since the supervisors' T-Test was not significant, this null hypothesis must be accepted from the supervisors' viewpoint concerning having a role model.

In comparing the mean average responses of the successful women and the supervisors, the difference was not significant at the .05 level ( $t = 1.4192$ ;  $df = 309$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly concerning the importance of having a role model.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of having a role model. As shown in Table XIV, 4.5 percent of the male supervisors and 8.6 percent of the female supervisors rated having a role model as extremely important; 26.4 percent of the male supervisors and 57.1 percent of the female supervisors rated having a role model as important; 38.2 percent of the male supervisors and 28.6 percent of the female supervisors rated having a role model as average; 21.8 percent of the male supervisors and none of the female supervisors rated having a role model as low; and 9.1 percent of the male supervisors and 5.7 percent of the female supervisors rated having a role model as unimportant. The obtained Chi Square of 16.90955 was significant at the .05 level. Therefore, the responses of the male and of the female supervisors did differ significantly concerning the importance of having a role model. Over 65 percent of the females rated this factor as important or extremely important while only 31 percent of the males rated it that high. Less than 6 percent of the female supervisors rated having a role model as low or unimportant while over 30 percent of the males rated it in those categories. These differences may be due to females being more aware than males of the importance of role models to females.

The high percent of low and unimportant ratings given by the male supervisors is probably the reason the T-Test result was insignificant when comparing the mean average response of

all supervisors to the average response. The female supervisors seem to concur with the successful women as to the importance of role models.

TABLE XIV  
IMPORTANCE OF HAVING A ROLE MODEL RATED BY  
MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	5 ( 4.5%)	3 ( 8.6%)
Important	29 (26.4%)	20 (57.1%)
Average	42 (38.2%)	10 (28.6%)
Low	24 (21.8%)	0
Unimportant	10 ( 9.1%)	2 ( 5.7%)

Chi Square 16.90955

The mean average response of all respondents (supervisors and successful women) as a group was 2.814, which is less than the middle value response. The difference between the total respondents' average response and the middle value response was significant at the .05 level ( $t = -2.9523$ ;  $df = 309$ ; one-tailed test). This seems to indicate that overall it is felt that role models are important.

The responses of the successful women in each salary range were compared to see if they differed concerning the importance of having a role model. As shown in Table XV,



having a role model was ranked as extremely important by 8.7 percent of those earning over \$35,000, by 15.6 percent of those earning \$31,000-\$35,000, by 5.9 percent of those earning \$26,000-\$30,000, by 14.5 percent of those earning \$21,000-\$25,000, and by 17.6 percent of those earning \$20,000 or less. Having a role model was ranked as important by 43.5 percent of those earning over \$35,000, by 28.1 percent of those earning \$31,000-\$35,000, by 26.5 percent of those earning \$26,000-\$30,000, by 45.5 percent of those earning \$21,000-\$25,000, and by 23.5 percent of those earning \$20,000 or under. This factor was ranked as average by 21.7 percent of those earning over \$35,000, by 37.5 percent of those earning \$31,000-\$35,000, by 23.5 percent of those earning \$26,000-\$30,000, by 29.1 percent of those earning \$21,000-\$25,000, and by 29.4 percent of those earning \$20,000 or less. Having a role model was ranked low by 13.0 percent of those earning over \$35,000, by 12.5 percent of those earning \$31,000-\$35,000, by 23.5 percent of those earning \$26,000-\$30,000, by 7.3 percent of those earning \$21,000-\$25,000, and by 11.8 percent of those earning \$20,000 or less. Having a role model was ranked as unimportant by 13.0 percent of those earning over \$35,000, by 6.3 percent of those earning \$31,000-\$35,000, by 20.6 percent of those earning \$26,000-\$30,000, by 3.6 percent of those earning \$21,000-\$25,000, and by 17.6 percent of those earning \$20,000 or less. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more.

TABLE XV  
IMPORTANCE OF HAVING A ROLE MODEL BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	2 ( 8.7%)	5 (15.6%)	2 ( 5.9%)	8 (14.5%)	3 (17.6%)
Important	10 (43.5%)	9 (28.1%)	9 (26.5%)	25 (45.5%)	4 (23.5%)
Average	5 (21.7%)	12 (37.5%)	8 (23.5%)	16 (29.1%)	5 (29.4%)
Low	3 (13.0%)	4 (12.5%)	8 (23.5%)	4 ( 7.3%)	2 (11.8%)
Unimportant	3 (13.0%)	2 ( 6.3%)	7 (20.6%)	2 ( 3.6%)	3 (17.6%)

Findings Regarding Integration Into  
Informal Office Activities

Responses to question 17 on the successful woman's questionnaire and to question 7 on the supervisor's questionnaire were used to test the following hypothesis:

Null Hypothesis 3. The average response to the importance of integration into informal office activities is not less than 3.

As shown by Table XVI, 10.4 percent of the successful women and 14.2 percent of the supervisors rated integration into informal activities as extremely important; 38.4 percent

of the successful women and 33.1 percent of the supervisors rated integration into informal activities as important; 28.7 percent of the successful women and 39.2 percent of the supervisors rated it as average; 14.6 percent of the successful women and 9.5 percent of the supervisors rated it as low; and 7.9 percent of the successful women and 4.1 percent of the supervisors rated integration into informal office activities as unimportant.

TABLE XVI

IMPORTANCE OF INTEGRATION INTO INFORMAL OFFICE ACTIVITIES  
RATED BY SUCCESSFUL WOMEN AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	17 (10.4%)	21 (14.2%)
Important (2)	63 (38.4%)	49 (33.1%)
Average (3)	47 (28.7%)	58 (39.2%)
Low (4)	24 (14.6%)	14 (9.5%)
Unimportant (5)	13 (7.9%)	6 (4.1%)
Mean Average Response	2.713	2.561

The mean average of the successful women's responses (2.713) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -3.3765$ ;  $df = 163$ ; one-tailed test).

The mean average of the supervisors' responses (2.561) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -5.4198$ ;  $df = 147$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of integration into informal office activities.

In comparing the mean average responses of the successful women and their supervisors, the difference was not significant at the .05 level ( $t = 1.29$ ;  $df = 310$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of integration into informal office activities. As shown in Table XVII, 12.7 percent of the male supervisors and 17.6 percent of the female supervisors rated integration into informal activities as extremely important; 38.2 percent of the male supervisors and 17.6 percent of the female supervisors rated integration into informal office activities as important; 38.2 percent of the male supervisors and 44.1 percent of the female supervisors rated integration into informal office activities as average; 9.1 percent of the male supervisors and 8.8 percent of the female supervisors rated integration into informal office activities as

low; and 1.8 percent of the male supervisors and 11.8 percent of the female supervisors rated it as unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. It is interesting to note that over 50 percent of the male supervisors rated integration into informal office activities as important and extremely important while only 35 percent of the females rated it this high.

TABLE XVII

IMPORTANCE OF INTEGRATION INTO INFORMAL OFFICE ACTIVITIES  
RATED BY MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	14 (12.7%)	6 (17.6%)
Important	42 (38.2%)	6 (17.6%)
Average	42 (38.2%)	15 (44.1%)
Low	10 ( 9.1%)	3 ( 8.8%)
Unimportant	2 ( 1.8%)	4 (11.8%)

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of integration into informal office activities. As shown in Table XVIII, integration into informal office activities was ranked as extremely important by 13.0 percent of those earning over \$35,000, by 6.5 percent

of those earning \$31,000-\$35,000, by 11.8 percent of those earning \$26,000-\$30,000, by 10.5 percent of those earning \$21,000-\$25,000, and by 11.1 percent of those earning \$20,000 or less. Integration into informal office activities was rated as important by 21.7 percent of those earning over \$35,000, by 48.4 percent of those earning \$31,000-\$35,000, by 32.4 percent of those earning \$26,000-\$30,000, by 43.9 percent of those earning \$21,000-\$25,000, and by 33.3 percent of those earning \$20,000 or less. This factor was rated as average by 43.5 percent of those earning over \$35,000, by 29.0 percent of those earning \$31,000-\$35,000, by 26.5 percent of those earning \$26,000-\$30,000, by 26.3 percent of those earning \$21,000-\$25,000, and by 22.2 percent of those earning \$20,000 or less. This factor was rated as low by 13.0 percent of those earning over \$35,000, by 9.7 percent of those earning \$31,000-\$35,000, by 20.6 percent of those earning \$26,000-\$30,000, by 14.0 percent of those earning \$21,000-\$25,000, and by 16.7 percent of those earning \$20,000 or less. Integration into informal office activities was rated as unimportant by 8.7 percent of those earning over \$35,000, by 6.5 percent of those earning \$31,000-\$35,000, by 8.8 percent of those earning \$26,000-\$30,000, by 5.3 percent of those earning \$21,000-\$25,000, and by 16.7 percent of those earning \$20,000 or less. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more.

TABLE XVIII  
IMPORTANCE OF INTEGRATION INTO INFORMAL OFFICE ACTIVITIES  
BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	3 (13.0%)	2 ( 6.5%)	4 (11.8%)	6 (10.5%)	2 (11.1%)
Important	5 (21.7%)	15 (48.4%)	11 (32.4%)	25 (43.9%)	6 (33.3%)
Average	10 (43.5%)	9 (29.0%)	9 (26.5%)	15 (26.3%)	4 (22.2%)
Low	3 (13.0%)	3 ( 9.7%)	7 (20.6%)	8 (14.0%)	3 (16.7%)
Unimportant	2 ( 8.7%)	2 ( 6.5%)	3 ( 8.8%)	3 ( 5.3%)	3 (16.7%)

Findings Regarding Participation  
in a Women's Network

Responses to question 18 on the successful woman's questionnaire and to question 8 on the supervisor's questionnaire were used to test the following hypothesis:

Null Hypothesis 4. The average response to the importance of participation in a women's network is not less than 3.

As shown on Table XVIII, only 2.5 percent of the successful women and 2.1 percent of the supervisors rated participation in a women's network as extremely important; 23.1 percent of the successful women and 18.9 percent rated

this factor as important; 26.2 percent of the successful women and 32.2 percent of the supervisors rated this factor as average; 20.6 percent of the successful women and 25.2 percent of the supervisors rated this factor as low; and 27.5 percent of the successful women and 21.7 percent of the supervisors rated this factor as unimportant.

TABLE XVIX

IMPORTANCE OF PARTICIPATION IN A WOMEN'S NETWORK  
RATED BY SUCCESSFUL WOMEN AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	4 ( 2.5%)	3 ( 2.1%)
Important (2)	37 (23.1%)	27 (18.9%)
Average (3)	42 (26.2%)	46 (32.2%)
Low (4)	33 (20.6%)	36 (25.2%)
Unimportant (5)	44 (27.5%)	31 (21.7%)
Mean Average Response	3.475	3.455

The mean average of the successful women's responses (3.475) was not less than the middle value of the responses (3). Also, the mean average of the supervisors' responses (3.455) was not less than the middle value of the response (3). Since both the successful women's and the supervisors' mean average responses were less than the middle value of the response (3), this null hypothesis is accepted.



In comparing the mean average responses of the successful women and their supervisors, the difference was not significant at the .05 level ( $t = 0.16$ ;  $df = 301$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of participation in a women's network. As shown in Table XX, 0.9 percent of the male supervisors and 6.1 percent of the female supervisors rated participation in a women's network as extremely important; 21.7 percent of the male supervisors and 12.1 percent of the female supervisors rated it as important; 34.9 percent of the male supervisors and 27.3 percent of the female supervisors rated it as average; 25.5 percent of the male supervisors and 18.2 percent of the female supervisors rated it as low; and 17.0 percent of the male supervisors and 36.4 percent of the female supervisors rated it as unimportant. The obtained Chi Square (9.6283) was significant at the .05 level. Therefore, the responses of the male and of the female supervisor did differ significantly concerning the importance of participation in a women's network. Of the male respondents, over 57 percent ranked this factor as average or above, while only 45 percent of the female supervisors ranked it as average or above. This difference could be due to the male supervisors being more aware of

the importance of participation in networks for all office workers.

TABLE XX  
IMPORTANCE OF PARTICIPATION IN A WOMEN'S NETWORK  
RATED BY MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	1 ( 0.9%)	2 ( 6.1%)
Important	23 (21.7%)	4 (12.1%)
Average	37 (34.9%)	9 (27.3%)
Low	27 (25.5%)	6 (18.2%)
Unimportant	18 (17.0%)	12 (36.4%)

Chi Square 9.6283

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of participation in a women's network. As shown in Table XXI, participation in a women's network was ranked as extremely important by none of those earning over \$35,000, by 3.2 percent of those earning \$31,000-\$35,000, by none of those earning \$26,000-\$30,000, by 1.8 percent of those earning \$21,000-\$25,000, and by 11.8 percent of those earning \$20,000 or less. This factor was rated as important by 9.1 percent of those earning over \$35,000, by 22.6 percent of those earning \$31,000-\$35,000, by 26.5 percent of

those earning \$26,000-\$30,000, by 27.3 percent of those earning \$21,000-\$25,000, and by 17.6 percent of those earning \$20,000 or less. This factor was rated as average by 18.2 percent of those earning over \$35,000, by 29.0 percent of those earning \$31,000-\$35,000, by 26.5 percent of those earning \$26,000-\$30,000, by 27.3 percent of those earning \$21,000-\$25,000, and by 29.4 percent of those earning \$20,000 or less. This factor was rated as low by 18.2 percent of those earning over \$35,000, by 25.8 percent of those earning \$31,000-\$35,000, by 20.6 percent of those earning \$26,000-\$30,000, by 20.0 percent of those earning \$21,000-\$25,000, and by 17.6 percent of those earning \$20,000 or less. This factor was rated as unimportant by 54.5 percent of those earning over \$35,000, by 19.4 percent of those earning \$31,000-\$35,000, by 26.5 percent of those earning \$26,000-\$30,000, by 23.6 percent of those earning \$21,000-\$25,000, and by 23.5 percent of those earning \$20,000 or less. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. It does appear from the percentage distribution that those earning the lower salaries consider participation in a women's network to be of more importance than do those earning the higher salaries. This difference may be due to the fact that formal women's networks have just recently been publicized.

The respondents were asked to indicate whether their participation had been in a formal or informal women's

network. Of the successful women who had participated in a women's network, 19 (26 percent) indicated a formal network and 55 (74 percent) indicated an informal network. The supervisors stated that 20 (30 percent) had participated in a formal network and that 47 (70 percent) had participated in an informal network. Both groups agree that, in the past at least, participation in women's networks has been mainly on an informal basis.

TABLE XXI  
IMPORTANCE OF PARTICIPATION IN A WOMEN'S NETWORK  
BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	0	1 ( 3.2%)	0	1 ( 1.8%)	2 (11.8%)
Important	2 ( 9.1%)	7 (22.6%)	9 (26.5%)	15 (27.3%)	3 (17.6%)
Average	4 (18.2%)	9 (29.0%)	9 (26.5%)	15 (27.3%)	5 (29.4%)
Low	4 (18.2%)	8 (25.8%)	7 (20.6%)	11 (20.0%)	3 (17.6%)
Unimportant	12 (54.5%)	6 (19.4%)	9 (26.5%)	13 (23.6%)	4 (23.5%)

Findings Regarding Positive Personal  
Characteristics

Responses to questions 19 through 24 on the successful woman's questionnaire and to questions 9 through 14 on the supervisor's questionnaire were used to test the following hypothesis:

Null Hypothesis 5. The average response to the importance of positive personal characteristics (attitude, appearance, intelligence, loyalty, maturity, and assertiveness) is not less than 3.

As shown on Table XXII, 89.9 percent of the successful women and 76.7 percent of the supervisors rated attitude as extremely important; 10.1 percent of the successful women and 23.3 percent of the supervisors rated attitude as important; and none rated it any lower.

TABLE XXII  
IMPORTANCE OF ATTITUDE RATED BY SUCCESSFUL WOMEN  
AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	152 (89.9%)	115 (76.7%)
Important (2)	17 (10.1%)	35 (23.3%)
Average (3)	0	0
Low (4)	0	0
Unimportant (5)	0	0
Mean Average Response	1.101	1.233

The mean average of the successful women's responses (1.101) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -82.5652$ ;  $df = 168$ ; one-tailed test).

The mean average of the supervisors' response (1.233) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -50.4875$ ;  $df = 149$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of attitude.

In comparing the mean average responses of the successful women and their supervisors, the difference was significant at the .05 level ( $t = -3.25$ ;  $df = 317$ ; two-tailed test). Therefore, the responses did differ significantly. The successful women rated attitude as being more important than did the supervisors although both groups rated this factor extremely high.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of attitude. As shown in Table XXIII, 79.3 percent of the male supervisors and 68.6 percent of the female supervisors rated attitude as extremely important; 20.7 percent of the male supervisors and 31.4 percent of the female supervisors rated attitude as important; and none

rated it any lower. The obtained Chi Square of 1.161 was not significant at the .05 level. The responses of the male and the female supervisors did not differ significantly.

TABLE XXIII  
IMPORTANCE OF ATTITUDE RATED BY MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	88 (79.3%)	24 (68.6%)
Important	23 (20.7%)	11 (31.4%)
Average	0	0
Low	0	0
Unimportant	0	0

Chi Square 1.161

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of attitude. As shown in Table XXIV, attitude was ranked as extremely important by 91.3 percent of those earning over \$35,000, by 87.9 percent of those earning \$31,000-\$35,000, by 88.2 percent of those earning \$26,000-\$30,000, by 91.5 percent of those earning \$21,000-\$25,000, and by 89.5 percent of those earning \$20,000 or less. Attitude was ranked as important by 8.7 percent of those earning over \$35,000, by 12.1 percent of those earning \$31,000-\$35,000, by 11.8 percent of those earning \$26,000-\$30,000,

by 8.5 percent of those earning \$21,000-\$25,000, and by 10.5 percent of those earning \$20,000 or less. No one ranked attitude lower than important. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. It does appear that attitude was rated very high across all salary ranges.

TABLE XXIV  
IMPORTANCE OF ATTITUDE BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	21 (91.3%)	29 (87.9%)	30 (88.2%)	54 (91.5%)	17 (89.5%)
Important	2 ( 8.7%)	4 (12.1%)	4 (11.8%)	5 ( 8.5%)	2 (10.5%)
Average	0	0	0	0	0
Low	0	0	0	0	0
Unimportant	0	0	0	0	0

As shown on Table XXV, 58.9 percent of the successful women and 26.2 percent of the supervisors rated having a good appearance as extremely important; 33.9 percent of the successful women and 54.4 percent of the supervisors rated



it as important; 6.0 percent of the successful women and 18.8 percent of the supervisors rated it as average; only 1.2 percent of the successful women and 0.7 percent of the supervisors rated it as low; and no one rated it as unimportant.

TABLE XXV  
IMPORTANCE OF APPEARANCE RATED BY SUCCESSFUL WOMEN  
AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	99 (58.9%)	39 (26.2%)
Important (2)	57 (33.9%)	81 (54.4%)
Average (3)	10 ( 6.0%)	28 (18.8%)
Low (4)	2 ( 1.2%)	1 ( 0.7%)
Unimportant (5)	0	0
Mean Average Response	1.494	1.940

The mean average of the successful women's responses (1.494) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -29.5294$ ;  $df = 167$ ; one-tailed test).

The mean average of the supervisors' responses (1.940) was less than the middle value of the responses (3). In comparing this mean average response to the middle value

response (3), the difference was significant at the .05 level ( $t = -18.5964$ ;  $df = 148$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of having a good appearance.

In comparing the mean average responses of the successful women and their supervisors, the difference was significant at the .05 level ( $t = -5.85$ ;  $df = 315$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did differ significantly. The successful women rated having a good appearance higher than did their supervisors.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of appearance. As shown in Table XXVI, 23.4 percent of the male supervisors and 32.4 percent of the female supervisors rated appearance as extremely important; 53.2 percent of the males and 58.8 percent of the females rated it as important; 22.5 percent of the males and 8.8 percent of the females rated it as average; only 0.9 percent of the males and none of the females rated it as low; and no one rated it as unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Over 90 percent of the females rated appearance important and extremely important while only 76 percent of the males rated it that high.

TABLE XXVI  
 IMPORTANCE OF APPEARANCE RATED BY MALE  
 AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	26 (23.4%)	11 (32.4%)
Important	59 (53.2%)	20 (58.8%)
Average	25 (22.5%)	3 ( 8.8%)
Low	1 ( 0.9%)	0
Unimportant	0	0

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of having a good appearance. As shown in Table XXVII, appearance was ranked as extremely important by 34.8 percent of those earning over \$35,000, by 57.6 percent of those earning \$31,000-\$35,000, by 42.4 percent of those earning \$26,000-\$30,000, by 72.9 percent of those earning \$21,000-\$25,000, and by 73.7 percent of those earning \$20,000 or less. Appearance was ranked as important by 52.5 percent of those earning over \$35,000, by 36.4 percent of those earning \$31,000-\$35,000, by 48.5 percent of those earning \$26,000-\$30,000, by 23.7 percent of those earning \$21,000-\$25,000, and by 15.8 percent of those earning \$20,000 or less. Appearance was ranked as average by 4.3 percent of those earning over \$35,000, by 6.1 percent of those earning \$31,000-\$35,000, by 9.1 percent of those

earning \$26,000-\$30,000, by 3.4 percent of those earning \$21,000-\$25,000, and by 10.5 percent of those earning \$20,000 or less. Appearance was ranked as low by 8.7 percent of those earning over \$35,000 and by no one in the other salary categories. Appearance was ranked as unimportant by no one. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Appearance was ranked as very high across all categories. Over 87 percent of the women in each salary category rated appearance as important or extremely important.

TABLE XXVII  
IMPORTANCE OF APPEARANCE BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	8 (34.8%)	19 (57.6%)	14 (42.4%)	43 (72.9%)	14 (73.7%)
Important	12 (52.5%)	12 (36.4%)	16 (48.5%)	14 (23.7%)	3 (15.8%)
Average	1 (4.3%)	2 (6.1%)	3 (9.1%)	2 (3.4%)	2 (10.5%)
Low	2 (8.7%)	0	0	0	0
Unimportant	0	0	0	0	0

As shown on Table XXVIII, 66.3 percent of the successful women and 57.0 percent of the supervisors rated being intelligent as extremely important; 27.8 percent of the successful women and 37.6 percent of the supervisors rated being intelligent as important; 5.9 percent of the successful women and 5.4 percent of the supervisors rated being intelligent as average; and no one rated this factor as low or as unimportant.

TABLE XXVIII  
IMPORTANCE OF INTELLIGENCE RATED BY SUCCESSFUL WOMEN  
AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	112 (66.3%)	85 (57.0%)
Important (2)	47 (27.8%)	56 (37.6%)
Average (3)	10 ( 5.9%)	8 ( 5.4%)
Low (4)	0	0
Unimportant (5)	0	0
Mean Average Response	1.396	1.483

The mean average of the successful women's responses (1.396) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -34.8696$ ;  $df = 168$ ; one-tailed test).

The mean average of the supervisors' responses (1.483) was less than the middle value of the response (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -30.9592$ ;  $df = 148$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of intelligence.

In comparing the mean average responses of the successful women and their supervisors, the difference was not significant at the .05 level ( $t = -1.29$ ;  $df = 316$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of intelligence. As shown in Table XXIX, 58.6 percent of the male supervisors and 47.1 percent of the female supervisors rated intelligence as extremely important; 36.9 percent of the male supervisors and 44.1 percent of the female supervisors rated intelligence as important; only 4.5 percent of the male supervisors and 8.8 percent of the female supervisors rated intelligence as average; and no one rated it low or unimportant. The obtained Chi Square of 1.84366 was not significant at the .05 level. Therefore, the male and female supervisors' responses did not differ significantly.

TABLE XXIX  
 IMPORTANCE OF INTELLIGENCE RATED BY MALE  
 AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	65 (58.6%)	16 (47.1%)
Important	41 (36.9%)	15 (44.1%)
Average	5 (4.5%)	3 (8.8%)
Low	0	0
Unimportant	0	0

Chi Square 1.84366

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of intelligence. As shown in Table XXX, intelligence was ranked as extremely important by 65.2 percent of those earning over \$35,000, by 72.7 percent of those earning \$31,000-\$35,000, by 55.9 percent of those earning \$26,000-\$30,000, by 71.2 percent of those earning \$21,000-\$25,000, and by 63.2 percent of those earning \$20,000 or less. Intelligence was ranked as important by 26.1 percent of those earning over \$35,000, by 21.2 percent of those earning \$31,000-\$35,000, by 38.2 percent of those earning \$26,000-\$30,000, by 23.7 percent of those earning \$21,000-\$25,000, and by 31.6 percent of those earning \$20,000 or less. This factor was ranked as average by 8.7 percent of those earning over \$35,000, by 6.1 percent of those earning \$31,000-\$35,000, by 5.9 percent of those earning \$26,000-\$30,000, by

5.1 percent of those earning \$21,000-\$25,000, and by 5.3 percent of those earning \$20,000 or less. No one ranked intelligence as low or unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. The majority of the women in each salary category rated intelligence as extremely important.

TABLE XXX  
IMPORTANCE OF INTELLIGENCE BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	15 (65.2%)	24 (72.7%)	19 (55.9%)	42 (71.2%)	12 (63.2%)
Important	6 (26.1%)	7 (21.2%)	13 (38.2%)	14 (23.7%)	6 (31.6%)
Average	2 (8.7%)	2 (6.1%)	2 (5.9%)	3 (5.1%)	1 (5.3%)
Low	0	0	0	0	0
Unimportant	0	0	0	0	0

As shown on Table XXXI, 55.0 percent of the successful women and 46.3 percent of the supervisors rated loyalty as extremely important; 38.5 percent of the successful women



and 40.3 percent of the supervisors rated loyalty as important; 6.5 percent of the successful women and 13.4 percent of the supervisors rated loyalty as average; and none of the successful women or supervisors rated loyalty as either low or unimportant.

TABLE XXXI  
IMPORTANCE OF LOYALTY RATED BY SUCCESSFUL WOMEN  
AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	93 (55.0%)	69 (46.3%)
Important (2)	65 (38.5%)	60 (40.3%)
Average (3)	11 (6.5%)	20 (13.4%)
Low (4)	0	0
Unimportant (5)	0	0
Mean Average Response	1.515	1.671

The mean average of the successful women's responses (1.515) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -30.9375$ ;  $df = 168$ ; one-tailed test).

The mean average of the supervisors' responses (1.671) was less than the middle value of the responses (3). In comparing this mean average response to the middle value

response (3), the difference was significant at the .05 level ( $t = -23.3158$ ;  $df = 148$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of loyalty.

In comparing the mean average responses of the successful women and their supervisors, the difference was significant at the .05 level ( $t = -2.11$ ;  $df = 316$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did differ significantly. The successful women rated loyalty as being more important than did their supervisors.

The responses of the male supervisors and of the female supervisors were compared to see if they differed significantly concerning the importance of loyalty. As shown in Table XXXII, 45.9 percent of the male and 47.1 percent of the female supervisors rated loyalty as extremely important; 42.3 percent of the male and 38.2 percent of the female supervisors rated loyalty as important; 11.7 percent of the male supervisors and 14.7 percent of the female supervisors rated loyalty as average; no one rated it as low or unimportant. The obtained Chi Square of 0.30104 was not significant at the .05 level. Therefore, the male supervisors' responses and the female supervisors' responses did not differ significantly. Over 85 percent of both the male and female supervisors rated loyalty as extremely important or important.

TABLE XXXII  
 IMPORTANCE OF LOYALTY RATED BY MALE  
 AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	51 (45.9%)	16 (47.1%)
Important	47 (42.3%)	13 (38.2%)
Average	13 (11.7%)	5 (14.7%)
Low	0	0
Unimportant	0	0

Chi Square 0.30104

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of loyalty. As shown on Table XXXIII, loyalty was ranked as extremely important by 47.8 percent of those earning over \$35,000, by 63.6 percent of those earning \$31,000-\$35,000, by 47.1 percent of those earning \$26,000-\$30,000, by 57.6 percent of those earning \$21,000-\$25,000, and by 57.9 percent of those earning \$20,000 or less. This factor was ranked as important by 39.1 percent of those earning over \$35,000, by 30.3 percent of those earning \$31,000-\$35,000, by 47.1 percent of those earning \$26,000-\$30,000, by 35.6 percent of those earning \$21,000-\$25,000, and by 42.1 percent of those earning \$20,000 or less. Loyalty was ranked as average by 13.0 percent of those earning over \$35,000, by 6.1 percent of those earning \$31,000-\$35,000, by

5.9 percent of those earning \$26,000-\$30,000, by 6.8 percent of those earning \$21,000-\$25,000, and by none of those earning \$20,000 or less. Loyalty was ranked by no one as low or unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Over 85 percent of the women in each salary category rated loyalty as extremely important or important.

TABLE XXXIII  
IMPORTANCE OF LOYALTY BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	11 (47.8%)	21 (63.6%)	16 (47.1%)	34 (57.6%)	11 (57.9%)
Important	9 (39.1%)	10 (30.3%)	16 (47.1%)	21 (35.6%)	8 (42.1%)
Average	3 (13.0%)	2 (6.1%)	2 (5.9%)	4 (6.8%)	0
Low	0	0	0	0	0
Unimportant	0	0	0	0	0

As shown on Table XXXIV, 65.7 percent of the successful women and 59.1 percent of the supervisors rated maturity as extremely important; 32.5 percent of the successful women

and 36.9 percent of the supervisors rated maturity as important; 1.8 percent of the successful women and 4.0 percent of the supervisors rated maturity as average; and none of the successful women or supervisors rated maturity as low or unimportant.

TABLE XXXIV

IMPORTANCE OF MATURITY RATED BY SUCCESSFUL WOMEN  
AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	111 (65.7%)	88 (59.1%)
Important (2)	55 (32.5%)	55 (36.9%)
Average (3)	3 ( 1.8%)	6 ( 4.0%)
Low (4)	0	0
Unimportant (5)	0	0
Mean Average Response	1.361	1.450

The mean average of the successful women's responses (1.361) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -40.975$ ;  $df = 168$ ; one-tailed test).

The mean average of the supervisors' responses (1.450) was less than the middle value of the responses (3). In comparing this mean average response to the middle value

response (3), the difference was significant at the .05 level ( $t = -32.9787$ ;  $df = 148$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of maturity.

In comparing the mean average responses of the successful women and their supervisors, the difference was not significant at the .05 level ( $t = -1.45$ ;  $df = 316$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly. Over 95 percent of both the successful women and their supervisors rated maturity as extremely important or important.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of maturity. As shown in Table XXXV, 55.0 percent of the male and 67.6 percent of the female supervisors rated maturity as extremely important; 41.4 percent of the male and 26.5 percent of the female supervisors rated maturity as important; 3.6 percent of the male and 5.9 percent of the female supervisors rated maturity as average; and none of the supervisors rated it as low or unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Over 90 percent of both the male and the female supervisors rated maturity as extremely important or important.

TABLE XXXV  
 IMPORTANCE OF MATURITY RATED BY MALE  
 AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	61 (55.0%)	23 (67.6%)
Important	46 (41.4%)	9 (26.5%)
Average	4 ( 3.6%)	2 ( 5.9%)
Low	0	0
Unimportant	0	0

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of maturity. As shown in Table XXXVI, maturity was ranked as extremely important by 73.9 percent of those earning over \$35,000, by 63.6 percent of those earning \$31,000-\$35,000, by 55.9 percent of those earning \$26,000-\$30,000, by 66.1 percent of those earning \$21,000-\$25,000, and by 78.9 percent of those earning \$20,000 or less. Maturity was ranked as important by 21.7 percent of those earning over \$35,000, by 36.4 percent of those earning \$31,000-\$35,000, by 44.1 percent of those earning \$26,000-\$30,000, by 30.5 percent of those earning \$21,000-\$25,000, and by 21.1 percent of those earning \$20,000 or less. Maturity was ranked as average by 4.3 percent of those earning over \$35,000, by none of those earning \$31,000-\$35,000 and \$26,000-\$30,000, by 3.4 percent of those earning \$21,000-\$25,000, and by none of those earning \$20,000 or

less. None of the successful women ranked maturity as low or unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Over 95 percent of the women in each salary category rated maturity as extremely important or important.

TABLE XXXVI  
IMPORTANCE OF MATURITY BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	17 (73.9%)	21 (63.6%)	19 (55.9%)	39 (66.1%)	15 (78.9%)
Important	5 (21.7%)	12 (36.4%)	15 (44.1%)	18 (30.5%)	4 (21.1%)
Average	1 ( 4.3%)	0	0	2 ( 3.4%)	0
Low	0	0	0	0	0
Unimportant	0	0	0	0	0

As shown on Table XXXVII, 47.9 percent of the successful women and 39.6 percent of the supervisors rated assertiveness as extremely important; 41.4 percent of the successful women and 44.3 percent of the supervisors rated assertiveness as



important; 8.3 percent of the successful women and 14.8 percent of the supervisors rated assertiveness as average; 2.4 percent of the successful women and 1.3 percent of the supervisors rated assertiveness as low; and none of the successful women or the supervisors rated assertiveness as unimportant.

TABLE XXXVII  
IMPORTANCE OF ASSERTIVENESS RATED BY SUCCESSFUL WOMEN  
AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	81 (47.9%)	59 (39.6%)
Important (2)	70 (41.4%)	66 (44.3%)
Average (3)	14 ( 8.3%)	22 (14.8%)
Low (4)	4 ( 2.4%)	2 ( 1.3%)
Unimportant (5)	0	0
Mean Average Response	1.651	1.779

The mean average of the successful women's responses (1.651) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = 24.0893$ ;  $df = 168$ ; one-tailed test).

The mean average of the supervisors' responses (1.779) was less than the middle value of the responses (3). In

comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -20.0164$ ;  $df = 148$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of assertiveness.

In comparing the mean average responses of the successful women and their supervisors, the difference was not significant at the .05 level ( $t = -1.54$ ;  $df = 316$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did not differ significantly. Over 80 percent of both the successful women and their supervisors rated assertiveness as extremely important or important.

The responses of the male and of the female supervisors were compared to see if they differed significantly concerning the importance of assertiveness. As shown in Table XXXVIII, 36.9 percent of the male and 44.1 percent of the female supervisors rated assertiveness as extremely important; 46.8 percent of the male and 41.2 percent of the female supervisors rated this factor as important; 14.4 percent of the male and 14.7 percent of the female supervisors rated this factor as average; only 1.8 percent of the males and none of the female supervisors rated this factor as low; and none of the supervisors rated it as unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more.

TABLE XXXVIII  
 IMPORTANCE OF ASSERTIVENESS RATED BY MALE  
 AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	41 (36.9%)	15 (44.1%)
Important	52 (46.8%)	14 (41.2%)
Average	16 (14.4%)	5 (14.7%)
Low	2 ( 1.8%)	0
Unimportant	0	0

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of assertiveness. As shown in Table XXXIX, assertiveness was ranked as extremely important by 56.5 percent of those earning over \$35,000, by 48.5 percent of those earning \$31,000-\$35,000, by 44.1 percent of those earning \$26,000-\$30,000, by 44.1 percent of those earning \$21,000-\$25,000, and by 57.9 percent of those earning \$20,000 or less. Assertiveness was ranked as important by 17.4 percent of those earning over \$35,000, by 42.4 percent of those earning \$31,000-\$35,000, by 52.9 percent of those earning \$26,000-\$30,000, by 44.1 percent of those earning \$21,000-\$25,000, and by 36.8 percent of those earning \$20,000 or less. Assertiveness was ranked as average by 17.4 percent of those earning over \$35,000, by 9.1 percent of those earning \$31,000-\$35,000, by 2.9 percent of those earning

\$26,000-\$30,000, by 8.5 percent of those earning \$21,000-\$25,000, and by 5.3 percent of those earning \$20,000 or less. Assertiveness was ranked as low by 8.7 percent of those earning over \$35,000, by none earning \$31,000-\$35,000 and \$26,000-\$30,000, by 3.4 percent of those earning \$21,000-\$25,000, and by none of those earning \$25,000 or less. None of the successful women ranked assertiveness as unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more.

TABLE XXXIX  
IMPORTANCE OF ASSERTIVENESS BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	13 (56.5%)	16 (48.5%)	15 (44.1%)	26 (44.1%)	11 (57.9%)
Important	4 (17.4%)	14 (42.4%)	18 (52.9%)	26 (44.1%)	7 (36.8%)
Average	4 (17.4%)	3 ( 9.1%)	1 ( 2.9%)	5 ( 8.5%)	1 ( 5.3%)
Low	2 ( 8.7%)	0	0	2 ( 3.4%)	0

Findings Regarding Oral and Written  
Communications Skills

Responses to questions 26 and 27 on the successful woman's questionnaire and to questions 16 and 17 on the supervisor's questionnaire were used to test the following hypothesis:

Null Hypothesis 6. The average response to the importance of oral and written communications skills is not less than 3.

As shown on Table XL, 77.2 percent of the successful women and 54.7 percent of the supervisors rated oral communications skills as extremely important; 21.0 percent of the successful women and 36.0 percent of the supervisors rated oral communications skills as important; 1.8 percent of the successful women and 8.7 percent of the supervisors rated oral communications skills as average; none of the successful women and only 0.7 percent of the supervisors rated oral communications skills as low; and none of the successful women or the supervisors rated oral communications skills as unimportant.

The mean average of the successful women's responses (1.246) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -47.4054$ ;  $df = 166$ ; one-tailed test).

The mean average of the supervisors' responses (1.553) was less than the middle value of the responses (3). In

TABLE XL  
 IMPORTANCE OF ORAL COMMUNICATIONS SKILLS RATED BY  
 SUCCESSFUL WOMEN AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	129 (77.2%)	82 (54.7%)
Important (2)	35 (21.0%)	54 (36.0%)
Average (3)	3 ( 1.8%)	13 ( 8.7%)
Low (4)	0	1 ( 0.7%)
Important (5)	0	0
Mean Average Response	1.246	1.553

comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -25.8393$ ;  $df = 149$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of oral communications skills.

In comparing the mean average responses of the successful women and their supervisors, the difference was significant at the .05 level ( $t = -4.72$ ;  $df = 315$ ; two-tailed test). Therefore, the responses of the successful women and the responses of their supervisors did differ significantly. The successful women rated oral communications skills as being more important than did their supervisors.

The responses of the male supervisors and of the female supervisors were compared to see if they differed significantly

concerning the importance of oral communications skills. As shown in Table XLI, 53.2 percent of the male and 54.3 percent of the female supervisors rated oral communications skills as extremely important; 35.1 percent of the male and 42.9 percent of the female supervisors rated this factor as important; 10.8 percent of the male and 2.9 percent of the female supervisors rated this factor as average; only 0.9 percent of the male and none of the female supervisors rated it is low; and none of the supervisors rated oral communications skills as unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Over 88 percent of the male and 96 percent of the female supervisors rated oral communications skills as extremely important or important.

TABLE XLI  
IMPORTANCE OF ORAL COMMUNICATIONS SKILLS RATED BY  
MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	59 (53.2%)	19 (54.3%)
Important	39 (35.1%)	15 (42.9%)
Average	12 (10.8%)	1 ( 2.9%)
Low	1 ( 0.9%)	0
Unimportant	0	0

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of oral communications skills. As shown on Table XLII, the oral communications skills factor was rated as extremely important by 65.2 percent of those earning over \$35,000, by 84.4 percent of those earning \$31,000-\$35,000, by 67.6 percent of those earning \$26,000-\$30,000, by 79.7 percent of those earning \$21,000-\$25,000, and by 88.9 percent of those earning \$20,000 or under. This factor was rated as important by 30.4 percent of those earning over \$35,000, by 12.5 percent of those earning \$31,000-\$35,000, by 29.4 percent of those earning \$26,000-\$30,000, by 20.3 percent of those earning \$21,000-\$25,000, by 11.1 percent of those earning \$20,000 or less. This factor was rated as average by 4.3 percent of those earning over \$35,000, by 3.1 percent of those earning \$31,000-\$35,000, by 2.9 percent of those earning \$26,000-\$30,000, and by none of those earning \$21,000-\$25,000 and \$20,000 or less. None of the successful women rated oral communications skills as low or unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Over 95 percent of the successful women in each salary range rated oral communications skills as extremely important or important. This is about five percentage points higher than the supervisors' extremely important and important ratings of the oral communications skills factor.



TABLE XLII  
IMPORTANCE OF ORAL COMMUNICATIONS SKILLS BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Extremely Important	15 (65.2%)	27 (84.4%)	23 (67.6%)	47 (79.7%)	16 (88.9%)
Important	7 (30.4%)	4 (12.5%)	10 (29.4%)	12 (20.3%)	2 (11.1%)
Average	1 ( 4.3%)	1 ( 3.1%)	1 ( 2.9%)	0	0
Low	0	0	0	0	0
Unimportant	0	0	0	0	0

As shown on Table XLIII, 64.5 percent of the successful women and 42.0 percent of the supervisors rated written communications skills as extremely important; 30.1 percent of the successful women and 38.0 percent of the supervisors rated this factor as important; 5.4 percent of the successful women and 19.3 percent of the supervisors rated this factor as average; none of the successful women and only 0.7 percent of the supervisors rated this factor as low; and none of the successful women or the supervisors rated written communications skills as unimportant.

The mean average of the successful women's responses (1.410) was less than the middle value of the responses (3). In comparing this mean average response to the middle value

response (3), the difference was significant at the .05 level ( $t = -34.5652$ ;  $df = 165$ ; one-tailed test).

TABLE XLIII

IMPORTANCE OF WRITTEN COMMUNICATIONS SKILLS RATED BY  
SUCCESSFUL WOMEN AND THEIR SUPERVISORS

Level of Importance	Successful Women	Supervisors
Extremely Important (1)	107 (64.5%)	63 (42.0%)
Important (2)	50 (30.1%)	57 (38.0%)
Average (3)	9 (5.4%)	29 (19.3%)
Low (4)	0	1 (0.7%)
Unimportant (5)	0	0
Mean Average Response	1.410	1.787

The mean average of the supervisors' responses (1.787) was less than the middle value of the responses (3). In comparing this mean average response to the middle value response (3), the difference was significant at the .05 level ( $t = -19.2540$ ;  $df = 149$ ; one-tailed test).

Since both the successful women's and the supervisors' T-Tests were significant, this null hypothesis is rejected concerning the importance of written communications skills.

In comparing the mean average responses of the successful women and their supervisors, the difference was significant at the .05 level ( $t = -4.89$ ;  $df = 314$ ; two-tailed

test). The successful women rated written communications skills as being more important than did their supervisors.

The responses of the male supervisors and of the female supervisors were compared to see if they differed significantly concerning the importance of written communications skills. As shown on Table XLIV, 44.1 percent of the male and 31.4 percent of the female supervisors rated this factor as extremely important; 35.1 percent of the male and 51.4 percent of the female supervisors rated it as important; 19.8 percent of the male and 17.1 percent of the female supervisors rated it as average; only 0.9 percent of the male and none of the female supervisors rated it as low; and no one rated it as unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more.

TABLE XLIV

IMPORTANCE OF WRITTEN COMMUNICATIONS SKILLS RATED BY  
MALE AND FEMALE SUPERVISORS

Level of Importance	Male	Female
Extremely Important	49 (44.1%)	11 (31.4%)
Important	39 (35.1%)	18 (51.4%)
Average	22 (19.8%)	6 (17.1%)
Low	1 (0.9%)	0
Unimportant	0	0

The responses of the successful women in each salary category were compared to see if they differed concerning the importance of written communications skills. As shown on Table XLV, the written communications skills factor was rated as extremely important by 59.1 percent of those earning over \$35,000, by 69.7 percent of those earning \$31,000-\$35,000, by 60.6 percent of those earning \$26,000-\$30,000, by 61.0 percent of those earning \$21,000-\$25,000, and by 77.8 percent of those earning \$20,000 or less. This factor was rated as important by 40.9 percent of those earning over \$35,000, by 24.2 percent of those earning \$31,000-\$35,000, by 30.3 percent of those earning \$26,000-\$30,000, by 33.9 percent of those earning \$21,000-\$25,000, and by 16.7 percent of those earning \$20,000 or less. This factor was rated as average by none of those earning over \$35,000, by 6.1 percent of those earning \$31,000-\$35,000, by 9.1 percent of those earning \$26,000-\$30,000, by 5.1 percent of those earning \$21,000-\$25,000, and by 5.6 percent of those earning \$20,000 or less. No one rated written communications skills as low or unimportant. It was not possible to run an accurate Chi Square test since less than 80 percent of the cells had expected counts of five or more. Over 90 percent of the successful women in each salary range rated written communications skills as extremely important or important. This is about ten percentage points higher than the supervisors' extremely important and important ratings of the written communications skills factor.

TABLE XLV  
 IMPORTANCE OF WRITTEN COMMUNICATIONS SKILLS  
 BY SALARY RANGE

Level of Importance	Over \$35,000	\$31,000- \$35,000	\$26,000- \$30,000	\$21,000- \$25,000	Under \$20,000
Extremely Important	13 (59.1%)	23 (69.7%)	20 (60.6%)	36 (61.0%)	14 (77.8%)
Important	9 (40.9%)	8 (24.2%)	10 (30.3%)	20 (33.9%)	3 (16.7%)
Average	0	2 ( 6.1%)	3 ( 9.1%)	3 ( 5.1%)	1 ( 5.6%)
Low	0	0	0	0	0
Unimportant	0	0	0	0	0

Findings Regarding Single Marital Status  
 and Small Family Size

Responses to questions 2 and 3 on the successful women's questionnaire were used to test the following hypothesis:

Null Hypothesis 7. There is no difference between the frequency of married and single women or between small and large family size among the five salary ranges.

The marital status responses of the successful women in each salary category were compared to see if they differed among the five salary ranges. As shown on Table XLVI, 54.2 percent of those earning over \$35,000 were married and

45.8 percent were single; 51.5 percent of those earning \$31,000-\$35,000 were married and 48.5 percent were single; 51.5 percent of those earning \$26,000-\$30,000 were married and 48.5 percent were single; 67.2 percent of those earning \$21,000-\$25,000 were married and 32.8 percent were single; and 95 percent of those earning \$20,000 or less were married and only 5.0 percent were single. The obtained Chi Square of 13.4727 was significant at the .05 level. Therefore, there is a significant difference between the frequency of married and single women among the five salary ranges. There are more single women than expected who earn higher salaries (over \$25,000) and fewer single women than expected who earn lower salaries (\$25,000 and under). This null hypothesis is rejected concerning single marital status.

TABLE XLVI  
MARITAL STATUS BY SALARY RANGE

Marital Status	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
Married	13 (54.2%)	17 (51.5%)	17 (51.5%)	39 (67.2%)	19 (95.0%)
Single	11 (45.8%)	16 (48.5%)	16 (48.5%)	19 (32.8%)	1 ( 5.0%)

Chi Square 13.4727

The number of successful women with no children or one child was compared to the number of successful women with two or more children to see if they differed among the five salary ranges. As shown on Table XLVII, 75.0 percent of those earning over \$35,000 had no children or one child and 25 percent had two or more children; 66.7 percent of those earning \$31,000-\$35,000 had no children or one child and 33.3 percent had two or more children; 57.6 percent of those earning \$26,000-\$30,000 had no children or one child and 42.4 percent had two or more children; 39.7 percent of those earning \$21,000-\$25,000 had no children or one child and 60.3 percent had two or more children; 50.0 percent of those earning \$20,000 or less had no children or one child and 50 percent had two or more children. The obtained Chi Square of 10.91 was significant at the .05 level. Therefore, there is a significant difference between small and large family size among the five salary ranges. There are more women than expected with no children or one child who earn higher salaries (over \$25,000) and fewer women than expected with no children or one child who earn lower salaries (\$25,000 and under). This null hypothesis is rejected concerning small family size.

It is interesting to note that very few of the successful women had four or more children. Five women (3.0 percent of the total) had four children. Only one woman (0.6 percent of the total) had five children, and one woman (0.6 percent of the total) had seven children.

TABLE XLVII  
FAMILY SIZE BY SALARY RANGE

Number of Children	Over \$35,000	\$31,000-\$35,000	\$26,000-\$30,000	\$21,000-\$25,000	Under \$20,000
0-1	18 (75.0%)	22 (66.7%)	19 (57.6%)	23 (39.7%)	10 (50.0%)
2 or More	6 (25.0%)	11 (33.3%)	14 (42.4%)	35 (60.3%)	10 (50.0%)

Chi Square 10.91

#### Profile of the Successful Women

The responses to questions 1 through 13 on the successful women's questionnaires were used to prepare the following profile of the successful women responding to this survey.

#### Current Job Title

Since this study was done on women in supervisory or managerial positions, it was not surprising that the vast majority of the respondents had job titles of supervisor or manager. There were also several vice-presidents and assistant vice-presidents.

In comparing the job titles by salary range, it was found that the majority of those earning over \$30,000 were managers; those earning \$26,000-\$30,000 were about one-half



managers and one-half supervisors; and those earning under \$26,000 were predominately supervisors.

### Age

Question two on the successful woman's questionnaire asked for the age of the woman in ranges of under 25, 25-30, 31-35, 36-40, 41-45, and over 45. The most frequently occurring response (the mode) was "over 45" with a count of 59 women (34.9 percent). Both the mean average and the median fell in the 36-40 age range.

Less than 30 percent of the women were under 36 years of age, and only 9.5 percent were under 30 years of age. Only two of the women (1.2 percent) were under age 25.

### Marital Status

Question three on the successful woman's questionnaire asked whether the woman was married, divorced, widowed, or single. The mean average, the median, and the mode of marital status fell in the married category.

Of the respondents, 62 percent were married, 22 percent were divorced, 5 percent were widowed, and 11 percent were single. The majority of the women were married.

### Number of Children

Question four on the successful woman's questionnaire asked for the number of children under 6 years, 6-18 years, and over 18 years of age. The 169 respondents had a total of

221 children. This is an average of 1.3 children per successful woman respondent.

A majority of the children were over 18 years of age. Only 8 percent of the children were under 6 years; 36 percent were 6-18 years; and 56 percent of the children were over 18 years of age. Over 31 percent of the successful women had no children.

#### Total Years of Office-Related Work Experience

Question five on the successful woman's questionnaire asked for the total years of office-related work experience. The number of years reported ranged from 2 years to 40 years.

The most frequently occurring response (the mode) was 20 years of office-related experience. The mean average was 18.6 years and the median was 16.9 years. It appears that these successful women have many years of office-related experience.

#### Total Years With Current Employer

Question six on the successful woman's questionnaire asked for the total years with their current employer. The responses ranged from 1 year to 39 years.

The most frequently occurring response (the mode) was 15 years. The mean average was 13.6 years and the median was 12.3 years. Many of the women had been with their current employer for a number of years.

### Years on Present Job

Question seven on the successful woman's questionnaire asked for the number of years on their present job. The responses ranged from 1 year to 36 years.

The most frequently occurring response (the mode) was 1 year. The mean average was 4.6 years and the median was 2.8 years. Most of the successful women had not been in their present jobs for very many years.

### Job Title of First Full-Time Job

Question eight on the successful woman's questionnaire asked for the job title of the woman's first full-time job. The responses were quite diverse. They included waitress, seamstress, recreation leader, sales clerk, librarian, reporter, teacher, and other non-office-related job titles. However, the majority of first full-time jobs were office related.

In this group of 169 successful women, 56 (33 percent) indicated that their first full-time job had been in clerical office work. Also, 33 women (20 percent) stated their first full-time job had been as a stenographer or secretary. There were 7 (4 percent) whose first full-time job had been as an accountant or bookkeeper. Only one woman stated that her first full-time job was as an assistant manager. Otherwise, none of the job titles indicated that anyone had started in a supervisory or managerial capacity. Therefore,

it appears that these successful women worked their way up to their present supervisory or managerial positions.

### Years of Education

Question nine on the successful woman's questionnaire asked for the number of years of education. The women were to indicate whether they had less than 12 years, 12 years, 13-16 years, or over 16 years of education.

No one in this group of successful women had less than a high school education. Only 28 percent had only a high school education. The majority (72 percent) had some college education. The most frequent response (50 percent) was 13-16 years of education. There were 17 percent of the women who had over 16 years of education.

### College Degrees

Question ten on the successful woman's questionnaire asked for college degrees earned by the woman. The respondents were asked to indicate whether they had an associate's degree, a bachelor's degree, a master's degree, or a doctor's degree.

In this group of successful women, 9.5 percent have an associate's degree; 24.9 percent have a bachelor's degree; 8.3 percent have a master's degree; and one woman (0.6 percent) has a doctor's degree. A few of the women indicated more than one degree rather than checking the highest degree and, therefore, are included in more than one group. A

number of women made comments that they were currently working on a degree.

It is interesting to note that the one woman with a doctor's degree earned over \$35,000. Of those with a master's degree, 85.8 percent earned over \$25,000 and only 14.2 percent earned \$25,000 or less. Of those with a bachelor's degree, 77.5 percent earned over \$25,000 and 22.5 percent \$25,000 or less. Of those with an associate's degree, 58.8 percent earned over \$25,000 and 41.2 percent earned \$25,000 or less. Of those with no college degree, only 36.4 percent earned over \$25,000 while 63.6 percent earned \$25,000 or less. Although no statistical test was run to see if salary range differed significantly by the amount of college education, it appears that in this group of successful women, those with college degrees tend to earn more than those with no college degrees.

#### Major(s) in College

Question 11 on the successful woman's questionnaire asked for the woman's college major or majors. There were many different majors mentioned. Some of the majors were English, history, political science, psychology, chemical engineering, home-economics, and nursing.

Although there were many majors mentioned, most of those women indicating a college major listed a business-related major. Of the 105 women listing a college major or majors, 73 (69.5 percent) listed a business-related field.

Only 7 (4 percent) of the successful women had master's degrees with a major in a business-related field. Four of these were in the 36-40 age group; two were in the 31-35 age group; and one was in the 25-30 age group.

### Professional Certification

Question 12 on the successful woman's questionnaire asked for any professional certification the woman might have. Only eleven women stated that they had a professional certification. Eight of these were in business-related areas.

Of those earning over \$35,000, one woman had her RN (Registered Nurse) and two women had their CPA (Certified Public Accountant) certification. Of those earning \$31,000-\$35,000, three women had their CPA certification. Of those earning \$26,000-\$30,000, one woman was a certified professional with the State Park and Recreation Society; one woman had her ICET (Institute for Certification of Engineering Technicians) certification; and one woman stated she was working on a CFA (Certified Financial Analyst) certification. Of those earning \$21,000-\$25,000, one woman had her CPA certification; and two women had their CPS (Certified Professional Secretary) certification. Of those earning \$20,000 or less, one woman had her RPR (Registered Proficiency Reporter) certification; and one woman stated she was working toward a CAM (Certified Administrative Manager) certification.

### Current Annual Salary

Question 13 on the successful woman's questionnaire asked for the woman to indicate whether her salary range was under \$20,000, \$21,000-\$25,000, \$26,000-\$30,000, \$31,000-\$35,000, or over \$35,000. There was only one woman who did not respond to this question.

Of the 168 women who answered this question, 19 (11.3 percent) made under \$20,000; 59 (35.1 percent) made \$21,000-\$25,000; 34 (20.2 percent) made \$26,000-\$30,000; 33 (19.6 percent) made \$31,000-\$35,000; and 23 (13.7 percent) made over \$35,000.

### Supervisors' Personal Information

Questions 1, 2, and 3 on the supervisor's questionnaire were used to obtain the following information about the supervisors.

#### Job Title

Although the supervisors listed many different job titles, ranging from supervisor to mayor, the great majority were managers or vice-presidents.

#### Length of Time This Woman's Supervisor

The length of time the respondents had been supervising the successful women ranged from 3 months to 18 years. The most frequently occurring response (the mode) was 2 years.

The mean average was 3.7 years, and the median was 2.5 years. The majority appeared to have been supervising the women long enough to be familiar with what factors may have contributed to their success.

### Supervisor's Sex

Of the 150 supervisors responding to this survey, 111 (74 percent) were male and 35 (23 percent) were female. There were 4 (3 percent) who did not indicate their sex.

There were several of the female supervisors who responded as a successful woman as well as a supervisor of another successful woman.

### Additional Findings

Questions 28 and 29 on the successful woman's questionnaire and questions 18 and 19 on the supervisor's questionnaire were used to obtain additional success factors that may not have been included and also to obtain comments and advice to women.

### Success Factors

The successful women listed over 100 different additional factors that had been important to their success. Most were rated extremely important, and a few were rated important. The three factors most frequently listed were hard work, ability to work well with others, and self-confidence. Other frequently listed factors (in descending



frequency of listing) were adaptability, perseverance, flexibility, willingness to accept responsibility, dependability, company training, motivation, enthusiasm, willingness to learn, willingness to listen, creativity, performing well under stress, initiative, honesty, dedication, and determination.

The supervisors also listed over 100 additional factors they believed had been important to the successful women. The three factors most frequently listed by the supervisors were the ability to work well with others, hard work, and initiative. Other frequently listed factors (in descending frequency of listing) were leadership skills, flexibility, self-confidence, knowledge of company organization, decision-making ability, adaptability, self-starter, attendance, accepting responsibility, dedication to company, willingness to learn, integrity, good personality, and team work.

The only office-related job skills mentioned as being important to the success of these women were management skills, such as organizing, planning, and supervising.

#### Comments and Advice

Of the 169 successful women respondents, 92 (54 percent) made comments and/or gave advice to women. Of the 111 male supervisor respondents, 51 (46 percent) made comments and/or gave advice to women. Of the female supervisor respondents, 8 (23 percent) made comments and/or gave advice

to women. None of the four supervisors who did not indicate their sex made comments and/or gave advice to women. In this group of supervisors, it appears the males are more willing to assist women by giving comments and advice.

The comments and/or advice statements are quoted in the appendixes section (APPENDIX G, APPENDIX H, and APPENDIX I). The comments were so diverse that it was impossible to tabulate them. A number of comments were made (by both the women and their supervisors) that implied that women should not dwell on women's lib and male-female inequities but should work hard and do their job well, and they would be promoted. Many of the comments suggested that these successful women do not let their personal lives interfere with their work lives.

Some of the areas of importance mentioned numerous times in the comments and advice were human relations skills, attitude, goal-setting, and professionalism. Also mentioned frequently were self-improvement, education, decision-making, leadership qualities, and a sense of self-worth.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of this study, conclusions drawn from the findings, and recommendations for curriculum development and for further research are presented in this chapter.

#### Summary

##### Purpose of the Study

The purpose of this study was to survey successful women in office-related jobs in large businesses in Tulsa, Oklahoma, in order to identify the factors they and their supervisors believe contributed to the success of the women. This information can be used by women as a guide to areas in which they can strive to improve themselves for success. It should also be useful to schools of business in determining those areas which should be stressed in the curriculum for training women in office-related jobs. It could also be used by companies as a guide to areas to be included in company training programs for women.

##### Methods and Procedures

To gather data for testing the hypotheses, survey responses were obtained from 169 women in office-related

jobs and from 150 of their supervisors. The women selected for participation had supervisory or managerial positions in companies with 750 or more employees.

The survey instruments for this study were developed after a review of literature. Similar questionnaires were sent to the successful woman and to her supervisor to obtain information concerning the factors that had contributed to the woman's success.

Identification of the population of successful women was done by the organizations agreeing to participate in this survey.

The data obtained from this survey were classified and tabulated in percentage and frequency tables as well as statistically tested using the SPSS (Statistical Package for the Social Sciences). The T-Test and Chi Square were selected for use in testing the null hypotheses. The .05 level of significance was used throughout the study to interpret the data.

### Findings

The results of the statistical tests on Null Hypothesis 1 indicated that college attendance and professional development were both important factors to the success of these women. There was a significant difference between the responses of the successful women and of their supervisors concerning the importance of college attendance. The average response from the successful women was of a higher

rating than that from the supervisors. The inclusion of women without any college education in the supervisors' group probably accounts for this significant difference. There was not a significant difference between the responses of the successful women and of their supervisors concerning the importance of professional development. Although not tested, it appears that the responses of the male and of the female supervisors were very similar. The comparison of successful women's responses between salary ranges was also not tested, but it appears that both college attendance and professional development have been most important to those earning over \$35,000.

The results of the statistical tests on Null Hypothesis 2 indicated that having a mentor was an important factor to the success of these women. The tests concerning having a role model indicated that the successful women believed having a role model was an important success factor, but their supervisors' responses were not high enough to be statistically significant. This may be due to the difficulty of supervisors actually knowing whether the women they supervise have had role models who have been important to their success. There was no significant difference between the responses of the successful women and of their supervisors concerning the importance of having a mentor. Although the successful women's responses concerning the importance of having a role model were higher than the supervisors' responses, the difference between the responses was not

statistically significant. The male and female supervisors' responses did not differ significantly concerning having a mentor, but they did differ significantly concerning having a role model. The higher ratings from the female supervisors may be due to their being more aware of the importance of role models to females. No test was run, but the responses did not appear to differ very much between salary ranges.

The results of the statistical tests on Null Hypothesis 3 indicated that integration into informal office activities was an important factor to the success of these women. There was no significant difference between the successful women's responses and those of their supervisors. No test was run, but the male supervisors rated this factor as being more important than did the female supervisors. Although no test was run, the responses did not appear to differ very much between salary ranges.

The results of the statistical tests on Null Hypothesis 4 indicated that participation in a women's network had not been an important factor to the success of these women. There was no significant difference between the successful women's responses and those of their supervisors. The responses of the male and female supervisors did differ significantly. The male supervisors rated this factor as being more important than did the female supervisors. This difference could be due to the males being more aware of the importance of participation in networks for all office workers.

No test was run, but it appears that those earning the lower salaries consider participation in a women's network to be of more importance than do those earning the higher salaries.

The results of the statistical tests on Null Hypothesis 5 indicated attitude, appearance, intelligence, loyalty, maturity, and assertiveness were all important factors to the success of these women. The responses of the successful women and their supervisors differed significantly concerning only attitude, appearance, and loyalty. In each case, the successful women rated the factor as being more important than did their supervisors. The responses of the male supervisors and the female supervisors did not differ significantly concerning attitude, intelligence, loyalty, and maturity. It was not possible to run tests comparing male and female supervisors' responses concerning appearance and assertiveness. It was also not possible to run tests on any of these factors comparing differences between salary ranges.

The results of the statistical tests on Null Hypothesis 6 indicated that oral and written communications skills were both important factors to the success of these women. There was a significant difference between the responses of the successful women and of their supervisors. The successful women rated oral and written communications skills as being more important than did their supervisors. No tests could be run comparing the male and female supervisors' responses. Although it was not possible to run tests

comparing responses in the various salary ranges, oral and written communications skills were rated very high across all salary ranges.

The results of the statistical tests on Null Hypothesis 7 indicated that women with single marital status and small family size earn more salary than those who are married and have a large family. There was a significant difference between the frequency of married and single women and of small and large family size among the five salary ranges.

A profile of this group of successful women was compiled from the information supplied on the questionnaires. Most of the women were managers or supervisors, with the managers earning higher salaries. The majority were 36 years of age or older and married. They had an average of 1.3 children, who were mostly over 18 years of age. These women had an average of 18.6 years of office-related work experience. They had been with their current employer for an average of 13.6 years. They had been in their present jobs an average of 1 to 5 years. The majority of their first full-time jobs had been clerical or secretarial. Most had some college education. Almost half of the women had a college degree. Most of the women indicating a college major listed a business-related field. Very few had a professional certification. Slightly over one-half of the women earned \$26,000 or more in salary.

Information obtained about the supervisors showed that most had a title of manager or vice-president. They had



been supervising the successful woman for about 3 years. Of the 150 supervisors responding to this survey, 74 percent were male and 23 percent were female. Four of the supervisors did not indicate their sex.

Additional success factors were listed by the successful women and the supervisors. The three most frequently mentioned factors by the successful women were hard work, ability to work well with others, and self-confidence. The supervisors most frequently mentioned ability to work well with others, hard work, and initiative.

Many of the successful women and supervisors made comments and/or gave advice to women. A larger percent of the male supervisors did so than did the female supervisors. A number of comments were made (by both males and females) that implied that women should not dwell on women's lib and male-female inequities but should work hard and do their job well, and they would be promoted. Some of the areas of importance mentioned frequently in the comments and advice were human relations skills, attitude, goal-setting, and professionalism.

### Conclusions

From the findings of this survey, the following conclusions can be made:

1. According to successful women, the factors that have contributed to their success are (in descending order of importance): good attitude, oral communications skills,

maturity, intelligence, written communications skills, appearance, loyalty, professional development, assertiveness, college attendance, having a mentor, integration into informal office activities, and having a role model.

2. According to supervisors, the factors that have contributed to the success of women are (in descending order of importance): good attitude, maturity, intelligence, oral communications skills, loyalty, professional development, assertiveness, written communications skills, appearance, integration into informal office activities, having a mentor, and college attendance.

3. In order to reach the level of supervisor or manager in an office, a woman should strive to achieve the above characteristics.

4. Although participation in a women's network had not been important to these women, the many comments made about its importance leads to the conclusion that it should be carefully considered as a means of achieving success.

5. From those factors mentioned by the successful women and by the supervisors, it can be concluded that women who aspire to success in an office-related job should also work hard, be able to work well with others, take initiative, and have self-confidence.

6. From the comments and advice given to women, it appears that to achieve success, women should not concentrate on women's lib and male-female inequities but on doing their job as well as they can.

7. Other than the communications skills that were considered highly important, the only job skills mentioned as being important were management skills. It appears that specific skill training may not have much bearing on the success of women in office-related jobs. Training should probably be concentrated on management skills and the development of the characteristics found to be important. It is noted that most of the women in the survey had a first full-time job as a clerical office worker, which does require entry level skills in office work.

8. For women in supervisory or managerial positions, single marital status and small family size appear to be positive factors as far as level of salary is concerned.

9. A college education does appear to be an important factor when considering the percent of women who had a college education who had achieved a supervisory or managerial position and also the higher level of salary they attained.

10. From the profile of the successful women, it can be stated that a typical woman in a supervisory or managerial position in an office is 36 years of age or older, married, and has no children or one child who is over 18 years of age. She has over 18 years of office-related work experience, of which over 13 years have been with her current employer. She has been in her present job from 1 to 5 years and has had the same supervisor for about 3 years. She has very likely had a male mentor. She does not let her personal life interfere with her work life.

## Recommendations

The recommendations for curriculum development are:

1. Schools of business should evaluate their curriculum to see if the subject areas being taught are providing training in those skills needed by a woman to attain a supervisory or managerial position. The subject areas should be analyzed to see if training is being given in human relations skills, communications skills, decision making, leadership, goal setting, organizing, planning, supervision, networking, and strategies to obtain an effective mentor.

2. If training is not being given in the above areas to women majoring in business, it seems imperative that it should be. If training is being given, it should be determined if it is being done in a variety of classes or in a separate class. If there is no separate class for this training, consideration should be given to creating a women in management course. A separate course would draw women from all areas of business, and the subject could be thoroughly covered. When this training is spread over a variety of classes, it is difficult to know whether all women business majors are receiving adequate instruction in this area.

3. If possible, a women in management course should be required of all female business majors. Since it is probably not possible in most schools to require a class for

females and not males, an alternate suggestion is to have a required class about men and women in management, in which training in the above areas could be covered.

4. If a separate course covering the above areas is not possible, it is suggested that they be covered in a basic management class required of all business majors.

5. While it seems that collegiate schools of business are the appropriate place for this training of women to succeed in business, secondary school business courses should probably also attempt to cover this training. Since many students enrolled in vocational business courses in high school do not continue their education in college, the female students should be made aware that they are going to need more than clerical and secretarial skills to become a supervisor or a manager.

The recommendations for further research are:

1. Research should be done to see if the curricula of schools of business do include instruction in the areas found important to the success of the women in this study.

2. Research studies should be conducted to see if companies are providing training for their female office employees in the areas found important to success.

3. Similar research should be done with male supervisors and managers to see if the results are similar or different for males.

4. Additional research should be done comparing formal performance ratings of male supervisors and managers and

female supervisors and managers to see if overall job performance of successful women compares favorably with that of successful men.

5. Research studies should be conducted to determine if there are more women in supervisory and managerial positions in companies providing day-care facilities and flexible hours.

6. Further research should be done to determine the career paths that have been followed by women in supervisory and managerial positions.

7. This study should be replicated using a personal interview rather than a questionnaire to see if similar results are obtained.

8. This study should be replicated in a similar size city in a different part of the country to see if like results are obtained.

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APPENDIXES

APPENDIX A  
CONTACT LETTER

Dear

As you are well aware, the number of women in the workforce is increasing, and the number of women in supervisory and managerial positions is growing. As a person active in the personnel field, I am sure you are interested in knowing what factors contribute to the success of women in office-related jobs. As an educator, I am also interested in knowing what these factors are so that instruction in these areas can be stressed.

Your company has been selected to participate in a study I am conducting to determine what the factors are that contribute to the success of women in office-related jobs. I need your help in identifying those women in your organization who have supervisory or managerial positions, so that I can ask them and their supervisors to fill out questionnaires. If you can furnish me with a list of names, I will mail the questionnaires directly to the women. If you are unable to do this, I would appreciate your distributing the questionnaires for me. The information collected will not in any way be identified with your organization but will be merged with the information received from other businesses participating in the study. Confidentiality will be carefully guarded.

I will be glad to furnish you with an abstract of my findings when I complete the survey. It is my hope that the findings will help improve our collegiate-level office science program as well as provide information to organizations employing women.

I will be contacting you in a few days to see if you are willing to participate in my survey. Your help will be very much appreciated.

Sincerely,

Elise Earl  
Office Science Instructor  
Tulsa Junior College

APPENDIX B

COVER LETTER

Dear

Thank you for indicating your willingness to help me with my survey of successful women. Enclosed are sets of questionnaires along with stamped, addressed envelopes for their return to me.

If you find you need more questionnaires, feel free to duplicate them or let me know, and I will be glad to send you more copies. Your help is very much appreciated.

Sincerely,

Elise Earl  
Office Science Instructor  
Tulsa Junior College

Enclosures



APPENDIX C  
SUCCESSFUL WOMAN QUESTIONNAIRE

To be Filled Out by the Successful WomanSUCCESSFUL WOMEN SURVEY  
QUESTIONNAIRE

## Personal Information:

1. Current Job Title: \_\_\_\_\_
2. Age: Under 25  25-30  31-35  36-40  41-45  Over 45
3. Marital Status: Married  Divorced  Widowed  Single
4. Number of Children: Under 6 years \_\_\_\_\_ 6-18 years \_\_\_\_\_ Over 18 \_\_\_\_\_
5. Total Years' Office-Related Work Experience: \_\_\_\_\_
6. Total Years With Current Employer: \_\_\_\_\_
7. Years on Present Job: \_\_\_\_\_
8. Job Title of First Full-Time Job: \_\_\_\_\_
9. Years of Education: Less Than 12  12  13-16  Over 16
10. College Degrees: Associate  Bachelor  Master  Doctor
11. Major(s) in College: \_\_\_\_\_
12. Professional Certification (such as CPA, CPS, CAM): \_\_\_\_\_
13. Current Annual Salary: Under \$20,000  \$21,000-\$25,000   
\$26,000-\$30,000  \$31,000-\$35,000  Over \$35,000

## FACTORS THAT HAVE CONTRIBUTED TO YOUR JOB SUCCESS:

<u>How Important to You:</u>	<u>Extremely</u> <u>Important</u>	<u>Important</u>	<u>Average</u>	<u>Low</u>	<u>Unimportant</u>
14. College Attendance	_____	_____	_____	_____	_____
15. Professional Development	_____	_____	_____	_____	_____
16. Having a Mentor(s) Circle: Male Female	_____	_____	_____	_____	_____
17. Having a Role Model(s)	_____	_____	_____	_____	_____
18. Integration into Informal Office Activities	_____	_____	_____	_____	_____

How Important to You:      Extremely  
Important    Important    Average    Low    Unimportant

19. Participation in a Women's  
 Network  
 Circle: Informal or Formal      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Positive Personal  
 Characteristics:

20. Good Attitude      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

21. Good Appearance      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

22. Intelligence      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

23. Loyalty      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

24. Maturity      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

25. Assertiveness      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Communications Skills:

26. Oral      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

27. Written      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

28. Please list any additional  
 factors that you believe  
 have been important to you.

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
 \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
 \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
 \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
 \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

29. Comments and/or advice to women: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Your help with this survey is greatly appreciated. An addressed,  
 stamped envelope is provided for the return of this questionnaire  
 to Elise Earl, 5733 East 65 Street, Tulsa, Oklahoma 74136.

APPENDIX D

SUPERVISOR QUESTIONNAIRE

To be Filled Out by the Successful Woman's Supervisor

SUCCESSFUL WOMEN SURVEY  
QUESTIONNAIRE

Personal Information:

1. Your Job Title: \_\_\_\_\_
2. How long have you been the successful woman's supervisor? \_\_\_\_\_
3. Are you Male  or Female

FACTORS THAT YOU FEEL HAVE CONTRIBUTED TO THIS WOMAN'S JOB SUCCESS:

<u>How Important:</u>	<u>Extremely</u> <u>Important</u>	<u>Important</u>	<u>Average</u>	<u>Low</u>	<u>Unimportant</u>
4. College Attendance	_____	_____	_____	_____	_____
5. Professional Development	_____	_____	_____	_____	_____
6. Having a Mentor(s) Circle: Male Female	_____	_____	_____	_____	_____
7. Having a Role Model(s)	_____	_____	_____	_____	_____
8. Integration into Informal Office Activities	_____	_____	_____	_____	_____
9. Participation in a Women's Network Circle: Informal or Formal	_____	_____	_____	_____	_____

Positive Personal Characteristics:

10. Good Attitude	_____	_____	_____	_____	_____
11. Good Appearance	_____	_____	_____	_____	_____
12. Intelligence	_____	_____	_____	_____	_____
13. Loyalty	_____	_____	_____	_____	_____
14. Maturity	_____	_____	_____	_____	_____
15. Assertiveness	_____	_____	_____	_____	_____

Communications Skills:

16. Oral	_____	_____	_____	_____	_____
17. Written	_____	_____	_____	_____	_____

18. Please list any additional factors that you believe have been important to this woman.

	<u>Extremely</u> <u>Important</u>	<u>Important</u>	<u>Average</u>	<u>Low</u>	<u>Unimportant</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

19. Comments and/or advice to women: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your help with this survey is greatly appreciated. An addressed, stamped envelope is provided for the return of this questionnaire to Elise Earl, 5733 East 65 Street, Tulsa, Oklahoma 74136.

APPENDIX E

INSTRUCTIONS TO WOMAN

Dear Successful Woman:

As a woman in a supervisory or managerial position, you have been selected to participate in a study of successful women. This study will attempt to identify what factors contribute most to the success of women in office-related jobs.

I shall appreciate very much your taking a few minutes to fill out the attached questionnaire and returning it to me by September 1 in the stamped, addressed envelope provided. Please indicate by an "X" the level of importance to you of the factors listed, and also list any other factors that I may not have included.

For a different perspective, I would like for your supervisor to fill out a similar questionnaire concerning you. Will you please see that your supervisor receives his or her questionnaire.

No attempt will be made to match your questionnaire with your supervisor's questionnaire, but the information will be merged with that from other successful women and their supervisors. Your identity and your company's identity will be kept strictly confidential.

If you are interested in the results of this survey, let me know, and I will send you an abstract of the findings.

Sincerely,

Elise Earl  
Office Science Instructor  
Tulsa Junior College

Attachment



APPENDIX F

INSTRUCTIONS TO SUPERVISOR

Dear Successful Woman's Supervisor:

One of the women you supervise has been selected to participate in a study of successful women. This study will attempt to identify what factors most contribute to the success of women in office-related jobs.

I shall appreciate very much your taking a few minutes to fill out the attached questionnaire and returning it to me by September 1 in the stamped, addressed envelope. Please indicate by an "X" what you believe to be the level of importance to this woman of the factors listed, and also list any other factors that I may not have included.

The successful woman is filling out a similar questionnaire indicating what factors she feels have been important to her success.

No attempt will be made to match your questionnaire with the successful woman's questionnaire, but the information will be merged with that from other successful women and their supervisors. Your identity and your company's identity will be kept strictly confidential.

If you are interested in the results of this survey, let me know, and I will send you an abstract of the findings.

Sincerely,

Elise Earl  
Office Science Instructor  
Tulsa Junior College

Attachment

APPENDIX G

SUCCESSFUL WOMEN'S COMMENTS AND ADVICE

1. Be yourself. Use your best judgment. Make decisions. Enjoy your job.
2. No matter what job you have, always be considerate of other people and always be yourself. Do not try to emulate someone else.
3. Encourage other women in their successes. Don't be critical (especially to men) of their failures. Instead be supportive and when asked, give benefit of personal experience in meeting the challenges presented in the workforce.
4. First, establish professional competence. Second, dress for business (suits) but add a feminine blouse to remind male counterparts you are a female.
5. Read In Search of Excellence.
6. I feel that having a mentor contributes greatly to success on the job although I currently do not have one.
7. A four-year degree is usually necessary for supervisory/management positions. Then intelligence and research of job facets determine success. Secretaries are outside the corporate structure.
8. Always look for more efficient ways to accomplish a task. Never accept mediocre performance from yourself.
9. Attitude--it is not necessary to like everyone to work well with them. Women are frequently correctly criticized for letting emotions dominate their professional attitudes. Learn! And keep on learning!! Become capable!  
Become knowledgeable! Become excellent!!

10. Set very meaningful goals. Then work toward accomplishment. Be assertive but not obnoxious. Professional development is a must.

11. Your career can only be as successful as you deem it to be. It doesn't just happen by coincidence; you must make it happen.

12. Be yourself. Don't intimidate or allow yourself to be intimidated.

13. Don't give up your goals even when you have disappointments. Never think of any task as "impossible." Give support to other females in the company. Be assertive, yet patient. You must earn recognition and that takes time. You must be able to sell yourself and your ideas.

14. Make sure that your home arrangements are well taken care of for a sick child.

15. Give feedback to employees regularly, not just at annual appraisal time. Compliment or give a pat on the back when possible and likewise deal with situations or problems as they arise. Treat others as we wish to be treated.

16. Don't be over-reactive and unrealistic in expectations of others. Keep life balanced so as to not overwork and then get burned out. Meet some needs in other areas of life besides work.

17. Assertiveness is great to a point. Do not let yourself become overly aggressive to the degree of not using common sense.

18. Continually try to be accepted as a co-worker and not as a woman.

19. Be a self starter. Get satisfaction from job accomplishments--not praise and recognition from boss. Concentrate on doing job well for the good of the company--not to impress others to further your career.

20. Think in terms of "how I can be a successful manager" instead of "how I can be a successful woman in a manager's role."

21. Regardless of your position/responsibilities in a given work environment, a good command of basic communications skills and office procedures is extremely important.

22. When attempting to reach a goal, forget that you are a woman and go after that goal in such a manner that all others will also forget you are a woman and judge you for your performance, not your sex. Demand what is rightfully your attainment, in the proper perspective and manner.

Rarely, in the business world, are you "given" anything. You must work hard and make your own way.

23. For the women coming into management, there is a definite need for women's networks. The men have theirs, but women haven't made it yet. We have made a few strides, but there is still a long way to go. It is up to the ones that follow to keep the ball rolling. A degree is a must. You can't get in the door without it.

24. There are several young women I am associated with who want to be considered for management positions who

cannot handle stress or who do not dress or act professionally. These are three very important factors.

25. Don't be jealous or petty of other women's successes. Don't judge or think that because an attractive woman is succeeding, she's sleeping with the top men. Be proud of women who are succeeding and tell them so. Ask them for advice on how to get ahead.

26. A woman must "re-think" her traditional role in relationships with men and, also, with other women. She must come to know herself--her strengths and her weaknesses. And in knowing, she finds her true strength. From this vantage point, she can move more confidently into areas of responsibility and leadership. Her new concepts of "self-worth" as well as an appreciation for the worth and dignity of others will enable her to lead or supervise well.

27. Have confidence in yourself and try to do everything that you set out to do with enthusiasm and a commitment to excellence.

28. Know your strengths and weaknesses. Recognize what the requirements are to be successful in a particular job. Always apply yourself 100 percent. Attain as much college as possible; a master's degree or at minimum a bachelor's degree is essential for those entering the "white collar" business world. Don't be overly ambitious; establish objectives and goals, but be willing to attain them one at a time.

29. Don't assume that hard work and good performance will always be automatically rewarded. There are times when you may have to make your supervisor aware of your performance and value to the company and ask in a mature, positive way for reward/recognition.

30. Roll with the punches; don't gripe; get over the need for complete justice; take responsibility for your own career. Hard work and good performance are only the beginning to being recognized in business.

31. Do not participate in the rumor mill. Ask--do not assume anything. Volunteer to take on projects, especially those with high level exposure (such as assisting in United Way Drive). Develop your subordinates--train them to do new things--involve them in improvement projects.

32. Don't expect changes overnight. It took years for women to come this far. For college students--you're out in the real world now and it isn't like all the books you read in school. Obtain a little maturity before you turn companies upside down with changes. People do not react the same way as textbooks.

33. To give 100 percent even if you don't feel like it, and give yourself a chance to make a mistake and then learn from it. Keep a record of your successes and review it when you are blue.

34. The obstacles that I have encountered in the past are typical of a lot of women (being paid less than the male hired to do the same job, etc.). I believe in being subtle



about these problems has helped me overcome them much faster than being extremely verbose.

35. Get a college degree and take advantage of any in-house schooling that is offered.

36. Have confidence in yourself and pay attention to all detail (big and small).

37. Don't expect or ask for time off for the traditionally "female" roles--i.e., taking children to dentist, PTA, school functions, unless you are a single parent who cannot possibly make other arrangements. If you are going to work, then to succeed you must be prepared to do exactly that--work!!!

38. I think it is extremely important to set goals, personal and business; to think of what is needed to attain them; and then make the effort.

39. Set high goals, and work toward achieving them; but do not become discouraged when you or a subordinate falls short of these goals. Do not be adverse to changes. Be willing to accept them and work toward a smooth transition.

40. College education is a plus for women today. When disappointed, keep up the good work and attitude. Think positive! Be positive! Don't put up a false front. Be yourself. Enroll in professional development training or at least read some books in this area to gain the help you may need. We can always improve ourselves.

41. Develop your skills; take advantage of opportunities to learn new things; be dependable; get along with others.

42. Find outside interests that are physically and mentally diverting to increase knowledge and clear your mind.

43. Be aware of the fact that you have to work twice as hard to prove to businessmen that you're as capable, if not more capable, to do the job as they are.

44. Set goals and work to attain the skills and knowledge necessary to produce effectively and efficiently at whatever occupation is involved.

45. Try to accept others as they are and not let their prejudices affect you. Prove your capabilities; maintain your confidence; and take control of and responsibility for your actions, feeling, and attitudes.

46. The most important advice I can give is to always present a positive attitude toward new responsibilities. This will show your boss you are ready to take on anything.

47. Do a good job at whatever level you are. All work experiences are beneficial in career advancement. Be critical and appraising of self and accept and give constructive criticism.

48. Obstacles to progress tend to diminish over time. Higher levels of management move on and the opportunity for promotion will come if you have the patience to stick with your firm.

49. Set a goal. Strive to reach this goal by doing the best job possible. Research to expand knowledge. Get involved.

50. Do not be aggressive. Do not take advantage of being a woman. Accept challenges and seek knowledge and upward mobility with professionalism. Forget women's lib--it's doing more harm than good.

51. Find a company that offers the salary and benefits you want. Then stay there to work your way up the ladder.

52. Don't let the men intimidate you. Learn to play office politics. "Niceness" is unfortunately perceived as weakness by some. Be willing to work harder and longer. Speak up! Be an idea person--a get-it-done person. Look for new and better ways to do things (innovative--imaginative). Be unemotional.

53. When you firmly believe in a goal, keep it uppermost in your mind. Allow no one to destroy your belief in yourself and thus prevent you from obtaining this goal.

54. Concentrate on doing a good job and do not dwell on sexual discrimination.

55. The opportunities were not available when I began my working career that are available today. Young women of today have all of the knowledge and tools available to succeed. When applied properly, they should guarantee success.

56. Sell yourself. Be assertive. Don't be afraid to make demands (salary, benefits) based on what you are worth.

57. Set goals early in your career. Determine priorities. If a younger woman is thinking of marriage-family and

career, make sure mate will meet you 50-50 in the family household situations.

58. To be successful, I believe a woman must have a strong desire to excel and be willing to go the "extra" mile.

59. In general, I feel I have progressed to a supervisory level in a short period of time due to an overall positive attitude toward life and those around me. I keep myself pointed in a direction that tends to yield positive results rather than waiting to be carried along by the crowd. Also, you can't be afraid to take a chance. Honesty and openness are also extremely important. Keep in mind, no matter how hard you try, you will not be adored/liked or even respected by everyone. So, don't try too hard. Be most concerned with satisfying yourself and those you truly care about. Maintain your feminism. It's important that those you work with realize you are a woman. Don't be afraid to show those emotions which reveal we are women.

60. Don't be satisfied with just doing a job, but try to do it better and more efficiently than anyone else. Don't waste your employer's time. If you don't understand what is expected of you in your job, ask questions. Have a job description. Do more than is expected of you.

61. Do your job, whatever it is at the time, the very best you can. Learn everything you can about it--even if it's something you really don't like to do and do not wish to do the rest of your life. Learn. You never know when that particular experience will be valuable to you later in life.

Watch for opportunities to learn new things. Volunteer to tackle new jobs. Know that everything you do will not please everyone--just as everything that someone else does will not please you all the time. Do what you think is right. Learn to "roll with the punches." Even bad experiences can be a learning experience. Learn from mistakes--yours and others'. "Keep on smiling"--the mistake may not be as bad as you think. Figure out a way to "fix" it. Make it work! If making more money is important, choose a career that is or was a traditionally male field. The job descriptions, etc., are set up for male wages. If you do your job as well as your male co-worker, you will make the same money. (Unfortunately, there may be some cases where you have to do your job better to make the same money.) Some careers simply do not pay as well as others. So be careful in choosing what is important to you.

62. Develop good people skills. Be diplomatic. Treat everyone with courtesy and respect. Develop self-confidence in your abilities. Use common sense. Ask questions.

63. Learn teamwork. Be supportive of others (particularly other women) and learn the art of negotiating.

64. You have to work harder than a man and will probably have to train the men that will be given the management positions. If you are lucky, after lots of years of hard work, you will make a supervisor.

65. Women need to be more competent than men to get ahead and be taken seriously. Don't be afraid to put to use

skills in dealing with people that women may develop in their more traditional roles. Don't try to be an imitation man.

66. Get a degree and never stop studying. Education is very important in advancement. New techniques are to be learned and applied.

67. Don't let the "male" attitude get you down. Fight for what you believe is right--both business and personal.

68. Get as good an education as it is possible for you to get; work hard and take advantage of all your opportunities.

69. You must believe in your own ability and be willing to withstand pressures which may be discriminatory in nature.

70. Have a good positive attitude regarding work, home life, fellow employees--and life in general. Be willing to do your share and much more.

71. Trust in the Lord for wisdom and guidance. Maintain a positive attitude. Don't limit yourself by assuming "your" way is the "only" or "best" way. Demonstrate a respect for everyone, regardless of age or position. Expect only your "best"--don't allow yourself to get by with "mediocre."

72. Women need to search out the challenges that business provides and realize that they can meet and exceed these challenges.

73. I think a good education would be a great benefit because it would improve communication skills as well as knowledge and make success easier. Older employees can help a lot if younger employees are willing to learn from their experience.

74. Lack of college has hindered the time element involved in achieving exempt status. You tend to have to prove yourself to a higher degree.

75. I think it is extremely important to be yourself. You are not a man, and you do not have to try and be one.

76. Women must commit themselves to their goals enough to look for and take every opportunity to be prepared to handle the job they desire. They should emphasize their ability with their special talent for sensitivity and forget any temptation to be a pessimist.

77. Do the best job possible. Always go the extra mile. Listen well. Don't be afraid to learn too much.

78. Learn to work with and within the existing system to be successful. Swimming upstream to do things your own way taps too much of your energy. Listen. Accept opportunities to speak to groups and develop yourself as an authority in your field. Never cause an opponent to lose face. Allow others to retain their dignity while you achieve your goals. Set goals, both personal and business. Keep these realistic, attainable, and reward yourself when you accomplish them.

79. Do any job you undertake with a positive attitude. Complete it the best way possible. Learn all you can about it and the jobs that surround it. Learn all you can about everything pertaining to the job. Be willing to make changes. Look for better ways to do the job and try them.

80. "Act like a lady, think like a man, and work like a dog!" (This is not an original quotation.)

81. Try to be a leader--not a follower. Never become a "groupie." You can disagree, but never be disagreeable. Have a goal.

82. Treat each assigned task as important. Learn everything that opportunity and situations will allow. Stay positive. Always remember that there is room for improvement and strive for perfection--a goal that cannot be reached.

83. Take nothing for granted, work twice as hard, and keep your eyes and ears open to what's going on.

84. Remember that you are a lady--in every respect. Set goals--goals that are attainable. Remember the golden rule.

85. Get involved in civic and community affairs. If women are accepted by the business community and business associates, this helps tremendously.

86. Intelligence is important, but if not usefully applied, is wasted. Experience and enthusiasm are equally important.



87. I find it best to expect to be treated as a professional and try to ignore the woman put-downs. Sometimes this is hard, but I don't think we gain by making a constant issue of discrimination.

88. Set high goals. Always look for new assignments. Let your peers know you are ready for advancement. View problems as learning aids. Be confident.

89. Sell yourself in an interview. Do not be afraid to ask for what you feel you deserve--i.e., more money, a promotion. It doesn't always pay off to sit back and wait to be noticed regardless of how well you perform on the job.

90. Had I set out a career path, I would not be where I am today. I believe flexibility is the key to success. It allows one the ability to take advantage of opportunities as they occur.

91. There is a definite need for participation in a women's network for the women coming into management. Men have theirs, but women haven't made it yet.

92. College is very important in today's environment.

APPENDIX H

MALE SUPERVISORS' COMMENTS AND ADVICE

1. Any woman with reasonable education and the last five attributes (initiative, perception, ambition, ability, and good personality) can become successful if opportunity presents itself.

2. Your sex is secondary to good performance on any and all assignments.

3. Patience and persistence are the key to success.

4. Maintain a pleasant disposition at all times. No matter how brilliant and educated a person may be, an unpleasant disposition can turn more people off than any one factor, regardless if that person is male or female.

5. Forget you are a woman. In business, there are workers and managers. Success can be attained at any level. Give what's required in your job and then a little more.

6. Know your "subject." Rely on forceable presentation--not on being a woman.

7. Be yourself. (Don't try to put on masculine or deceptive facades.) Demand equal treatment. Don't expect more or less because you're a woman.

8. To be successful may require extreme avoidance of certain womanly chores in the workplace like typing, coffee making--while at the same time, still remaining a female--a very difficult task for many.

9. Don't have a chip on your shoulder. Don't assess every situation as a woman or male choice--the performance, not the gender, is what's important and will be recognized if warranted.

10. Hang in there!

11. I believe a woman must convince management that she is a professional person and can be a steady performer.

12. Feel good about yourself. Be congenial. Do not display superiority or inferiority to colleagues and/or supervisors, whether they be male or female.

13. Do your best on all tasks, large or small; be willing to accept jobs that may not seem to be yours or very important; continue to grow on the job, furthering education and interest.

14. Be willing to accept additional job responsibilities. Participate in group discussions concerning job/company activities.

15. Most women tend to treat other women unfairly. To be a success, you must treat all people fairly.

16. In spite of her disadvantage of having only a partial technical education, this lady has succeeded in making herself needed in a situation where she is surrounded by highly educated and intelligent technical people.

17. Do not play up to your supervisor. Keep the supervisor informed on all pertinent matters. Learn the important aspects of the supervisor's job. Familiarize yourself with how the office/department/section ties in with the organization as a whole. Develop contacts with other organizations. Develop good working relationships with all that you come into contact with. Put in the extra time to do your job well without worrying about compensation.

Demonstrate your abilities to learn quickly, retain information, willingness to learn and grow. Exhibit an attitude that the job is very important to you. Always exhibit a "can-do" attitude. Don't let others (subordinate or superior) abuse you or take advantage of your caring and good nature. Above all, respect yourself first, then others. Always apply the "golden rule." Keep your word, and don't be a phony. Don't promise what you cannot deliver. Be punctual and meet your deadlines. Get and keep yourself organized. Think before acting; but act and don't react. Anticipate ahead and be open minded. Remember that no one is perfect.

18. Don't believe the talk about discrimination against women workers. Work hard, get the job done, and promotions will follow.

19. Show ability to work independently.

20. Forget the preoccupation of the man vs. woman and simply do a better job on your particular job than anybody else can do.

21. Don't expect something for nothing--work for it. Study and learn everything possible.

22. Make your wishes known--show your professionalism--rely on brains and ability more so than on looks--try to not let babysitting and other family problems interfere with your performance--base your decisions on good information instead of emotions.

23. You need to let upper management know of your career goals. You need to gain respect from your work group.

24. Be yourself. Do not try to act masculine. You are a woman and your sex should have no bearing on your abilities, ideas, or capabilities.

25. Don't wear "womanhood" as a defensive mantle and don't try to act like a man. Be yourself and do your job.

26. You need to be dynamic and able to gain respect of the work group. Make your intentions known to upper management.

27. Hang in there!

28. Women should act like women.

29. Be aggressive and want to handle new projects. Be a dreamer--create new ideas to make jobs easier or increase productivity.

30. The traditional role of women has not been one of leadership. It has become obvious that leadership and success has no gender, and for a business to succeed, strong leadership is essential. The door will open to anyone, male or female, who is willing to put forth the effort necessary to learn the operation of a company and step forward as a leader.

31. This successful woman is an outstanding example for all professional women to emulate.

32. Women must convince management that they are planning a career with that company.

33. A woman who is an excellent employee is a valuable asset to any company--not because she is a woman, or in spite of it, but simply because she performs her job well like any other excellent employee.

34. Be yourself. Always seek additional responsibilities that may not be in your present job description. Do not be afraid to fail.

35. Be willing to accept responsibility and the risks associated with decision making. Strive for excellence.

36. Watch the "winners and losers" around you in the corporation and try to identify what traits and characteristics each has. I believe you'll eventually find the base traits that make the "winners" are the same for both sexes.

37. Select your goal. Find out what it takes to get there. Acquire the skills required for the goal achievement. Perform.

38. Push for the opportunity to show just what and how much you are capable of doing.

39. To be treated as a professional, always maintain a professional image at the workplace. Don't trade on N.O.W. types of movements but rather on your ability to perform a particular job function.

40. Try very hard not to be intimidated by less progressive or jealous male counterparts.

41. Communicate and socialize with peer groups, especially with men. Don't isolate yourself because you are a woman.

42. Loyalty, hard work, and a good positive attitude are what I admire in any employee. Very few women seem to be that dedicated. I have three or four, and they are terrific!

43. Women tend to personalize criticism or feedback they receive and consequently overreact.

44. In an older work force environment, be understanding. It will take some time. Be patient. But one day total acceptance will be real.

45. Excellent employee doing an excellent job--currently Manager of Employee Relations--promotable.

46. Approach a new assignment or position by setting clear measurable objectives. Accomplish them and use that base first to represent yourself, second to enhance the credibility of your future recommendations, and finally, to demonstrate you can work within an organization. I have had some experience where I found women supervisors/managers dwelling on the roadblocks rather than what can be accomplished. First, create your image as a doer. Then tackle the structural problems, if any. You are responsible for your career, not your employer. Set objectives, publish results, and represent yourself with results. They cannot be disputed.

47. Act as a professional. Associate with professionals at work, lunch, and after hours. Present a professional appearance. Learn to speak the business and profit language.



48. In many firms you have more opportunity than you realize. Spend less time worrying about equality and do the best job you can. The rewards will come for a job well done. If they don't, look for a new employer.

49. Stop complaining about the differences between men and women in the workforce and instead accept the way things are. Once you are "in," then work to accomplish desired changes.

50. Competence in the field, interest in doing a good job quickly, taking the time to find out what the customer wants and what the boss wants, drive and getting really tough when it is necessary--these are the qualities that make successful men or women!

51. Don't worry about being a woman and equality. Do the best professional job you can, and if you're under my supervision, you will have equal opportunity and rewards. If you're better than a male peer, your opportunity and rewards will be greater.

APPENDIX I

FEMALE SUPERVISORS' COMMENTS AND ADVICE

1. Women must be willing to give 100 percent to current job. Never say no (use opportunity to show knowledge, resourcefulness, willingness and desire to help all who come to you). Do every job as though it will be the position you will retire from. Continually do each item as though the president of the company were going to review. Find challenges and different ways to make your job fun, exciting and interesting.

2. Establish written meaningful goals for job responsibilities and reach performance and/or progress monthly. Utilize available references, personnel, and resources. Maintain complete knowledge of company policy, procedure and line(s) of organization.

3. Believe in yourself. Equip yourself with all the knowledge you can by reading and talking to others in the same job title. Be familiar with all company policies and procedures. Speak, write and direct others in a very professional manner. Do your work and ask for more. Take on additional responsibilities. Volunteer for special projects and always be positive.

4. Women must be willing to stand on their own without the support, advice, and encouragement of husbands, parents, etc. They should be able to make decisions on their own.

5. Self-confidence, self-control, and presence are critically important to others' first and lasting impressions of you. Without making a positive first impression,

you may never get the opportunity to show how intelligent and skillful you are.

6. With education and hard work, women have the opportunity to be successful in their careers, but they must be qualified for and dedicated to their careers.

7. Women shouldn't get hung up in the "poor me--I'm female in a male world" syndrome. The most important thing they can do is set about proving their abilities. Respect and advancement will follow.

8. Subservient treatment of a subordinate is a drawback.

9. This woman has always shown initiative and ability. She is willing to put forth the extra effort to see that her job is done well.

10. To be successful, individual sacrifices must be made. You should ask yourself, "Am I willing to make the sacrifices?" In other words, be careful what you ask for. You just might get it only to find out you're not willing to devote your life to what it takes to fulfill the requirements. Success is commitment.

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VITA

Elise Martin Earl

Candidate for the Degree of  
Doctor of Education

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