

AN ABSTRACT OF THE THESIS OF

Patti J. Bongard for the Master of Science

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Title: ATTITUDES OF MEN AND WOMEN TOWARD A WOMAN MANAGER

USING THREE MANAGEMENT STYLES

Abstract Approved: *A. Jay Caldwell Colbert*

This study investigated male and female attitudes toward a woman manager using three different styles of management. Subjects were 80 working people, 40 males and 40 females. Mean age for males was 35.4, mean age for females was 47. Subjects viewed three video tapes which portrayed a female manager using the autocratic, supportive, and collegial styles of management. Subjects' attitudes toward the female manager using each of the three styles were measured by an adapted version of the Women As Managers Scale. The Scale to Determine How a Person Feels About Working With a Woman Manager was administered to further assess subjects' attitudes toward a female manager. Differences between males and females attitudes were significant at the $p < .05$ level. A significant difference ($p < .05$) was also indicated among subjects' attitudes toward each of the three management styles, with the supportive style receiving the most positive attitudes. An

interaction between sex and management style was significant ($p < .05$), with males having more positive attitudes than females on the supportive style, while males had lower attitudes toward the other two styles. Differences for males and females on potential to work well with a woman manager were significant, with more males having low potential than females. Findings suggest a female manager may be viewed more positively when using a supportive style of management, in comparison to autocratic or custodial styles.

ATTITUDES OF MEN AND WOMEN TOWARD A WOMAN
MANAGER USING THREE MANAGEMENT STYLES

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CHAPTER 1

INTRODUCTION

Recently, there have been increasingly larger numbers of women entering traditionally male occupational fields. Management is one of these traditionally male dominated fields. Women have begun to enter management more and more in the past few years. Because of the recency of this phenomenon, there is less research dealing with female managers than there is research dealing with male managers.

Many of the studies concerning women as managers have dealt with the problems and barriers women face in the field of management, which can be attributed to the attitudes of males toward women managers (Bartlett, 1982; Moore & Rickel, 1980). Stevens and DeNisi (1980) investigated attitudes toward women managers in relation to attributions for failure or success. Subjects were 226 undergraduate business students: 143 males, and 83 females. Each subject completed a Women As Managers Scale (Peters, Terborg, & Taynor, 1974), which measures attitudes toward women in management. Half the subjects were given a description of a fictitious woman who was described as being a successful manager. The other half were given a description in which the same woman was described as a failure in management. Subjects were then asked to indicate possible causes for the woman's success or failure. The experimenters provided subjects with four possible causes for her success: ability, hard work, good luck, and an easy job. Four causes for her failure were also provided: lack of ability, lack of hard work, bad luck, and a difficult job. As expected, results showed that women had significantly more positive attitudes toward women in

management than the male subjects. Men and women also gave different attributions for success or failure. Men with lower (negative) scores on the Woman As Managers Scale tended to indicate such attributions for success as good luck, or an easy job. These men also indicated lack of ability, and lack of hard work as attributions for failure.

Studies have also shown differences in attitudes toward men and women managers, even when they display similar leadership behaviors, which was one of the findings in a 1982 study by Wiley and Eskilson. In their study, one page scripts depicting a dialog between two managerial co-workers were distributed to 96 experienced managers. After reading the scripts, subjects were asked to respond to a questionnaire that measured subjects' perceptions of the effectiveness of the people in the script. Results indicated that women were consistently evaluated less favorably in terms of effectiveness than men, despite the fact that scripts were identical in their portrayals of men and women.

Both of the above discussed studies seem to indicate unfavorable impressions of women managers based on subjects' sex role stereotypes. These studies also suggest that a woman's lack of success or failure might be the result of negative attitudes held by others toward women.

More recent research has shown male's attitudes toward women in management becoming more liberal. Slaney and Caballero (1983) investigated men's attitudes toward women by administering the Attitudes Toward Women Scale. This scale measures attitudes toward the rights and roles of women in contemporary society. The scale consists of 55 items that are responded to using 4-point Likert scales. Higher scores indicate more liberal attitudes toward women. Slaney and Caballero's results showed a significant increase in liberal attitudes as compared

to findings of an earlier study by Spence & Helmreich (1972). Slaney and Caballero also had subjects respond to a questionnaire they developed, which measured the men's attitudes toward their wives/girlfriends taking non-traditional career paths. Results of this questionnaire also showed a marked positive attitude by male subjects toward women and careers.

In a study of 1,200 male executives (Baron & Abrahamsen, 1981), men's attitudes toward women executives were considerably more positive than the authors had anticipated they would be. This particular study was conducted using a mail questionnaire. The men in this study overwhelmingly rejected stereotypical statements about women.

Thus, the studies by Slaney and Caballero (1983), and Baron and Abrahamsen (1981) suggest that men's attitudes toward women managers are more positive today than in the past. However, it may be the case that men responded to the attitude surveys in ways they felt were socially acceptable, instead of revealing their true attitudes.

Much emphasis has been placed on qualities, characteristics, and traits of a "good" manager. It has traditionally been assumed that men possess more of the qualities necessary to become a good manager than women do. Even fairly recent research finds this to be the case. Powell and Butterfield (1979) found that a good manager was described in what are considered masculine terms. Subjects in this study were 684 business students who completed the Bem Sex-Role Inventory (Bem, 1974) for what they considered a good manager. The Bem Sex-Role Inventory consists of 20 male sex-role stereotypes, 20 female sex-role stereotypes, and 20 neutral items. Respondents indicate the degree to which they feel the item applies to the person in question: 1 = never true, 7 = always true. Subjects consistently gave high scores for the

masculine sex-role traits, when describing a good manager.

In spite of the fact that it is often assumed that women do not possess the qualities of a good manager, research studying the qualities of successful female managers contradicts this. Keown and Keown (1982) studied 21 successful female managers and found that they did in fact possess many of the characteristics considered typically male. Moore and Rickel (1980) found that women in traditional roles had distinctly different characteristics from women who were involved in non-traditional managerial roles. The study compared nurses (traditional managerial role), and business women (non-traditional role). Successful business women described themselves as objective, decisive, logical, consistent, assertive, and skilled in business.

One's personal traits, to a certain extent, make up part of an individual's management style. Different people use different styles, and different organizations may also require a different style. Davis (1968) clearly defined several styles of management. Davis pointed out that the style of management used depends on the type of organization and its goals. He also indicated that the styles are not always clear cut, there might be some overlap among the styles. Some of the styles discussed by Davis are the autocratic style, the supportive style, and the collegial style.

The autocratic style was the most common organizational model early in the industrial revolution, and is based on power. If an employee does not follow orders, he or she will be penalized. The manager has authority and is assumed to know what is best. Therefore, employees should not question, but rather follow orders. In this model, it is assumed that employees need to be pushed and persuaded.

The supportive style has gained popularity in more recent years,

and is also referred to as the participative style. The key here is leadership, and the leader gives employees support and guidance so they feel like contributing members of the organization. While managers still retain control, employees are encouraged to make suggestions for improvement.

Lastly, the collegial style emphasizes teamwork, and mutual contribution, therefore, it has also been referred to as the teamwork style. The manager strives for integration of all employees, and managers are seen as fellow contributors instead of bosses. The collegial style assumes that employees will begin to take on responsibility and become concerned about the future of the organization.

There has been controversy as to which style of management is the best. Recently, the trend has been away from the autocratic style, and toward a supportive style. Cunningham (1983), and Amara (1981) say that today a more participative i.e., supportive style is important. This style recognizes that imagination and new ideas can be found on all organizational levels. While these authors agree that a supportive style of management is important for today, there is actually a lack of empirical research on the relationship between managerial style and level of effectiveness.

In view of the previously discussed research on attitudes toward women managers, and management styles, this study investigated whether or not attitudes toward women managers could be affected by management style. This is important, because attitudes can affect to a degree, the level of effectiveness a woman manager is able to achieve. Perhaps women will be seen in a more positive light when using a certain management style, compared to when using another style. Perhaps attitudes toward women managers will be consistent, regardless of

style of management used.

In order to overcome some of the limitations in Wiley and Eskilson's (1982) study, this study used video tapes instead of written scripts. By using video tapes, a more realistic picture of a manager was presented. Each video tape consisted of an actress portraying one of three management styles: autocratic, supportive, and collegial. Subjects were both male and female, so that differences between their attitudes could be investigated. Attitudes were measured by an adapted version of the Women As Managers Scale (Peters, Terborg, & Taynor, 1974), which measures attitudes toward women in management. Another measurement instrument used was a scale designed by Abrahamsen (1981), that measured a person's potential to work with a woman manager. This measure was used to further assess male and female differences towards females in a work setting.

It was hypothesized that: 1) There would be a significant difference in the attitudes of males versus females toward the woman manager, 2) there would be a significant difference in subjects' attitudes toward each of the three management styles, and 3) there would be a significant difference in males versus females potential to work with a woman manager, with females having greater potential to work well with a woman manager.

CHAPTER 2

METHODS

Subjects

Subjects were 80 working men and women, 40 men and 40 women. The subjects were chosen on a volunteer basis from the Emporia, Kansas chapters of the Optimists, the American Business Women's Association, and Business and Professional Women. Subjects were contacted for the research through a contact person within each of the three organizations. The contact person was sent a letter to be read to each of the organizations (see Appendix A).

Results of a demographic questionnaire indicated that subjects represented a wide variety of occupational backgrounds. Mean age for male subjects was 35.4. All but one of the male subjects possessed at least a high school diploma. Of the 40 men, 30 were college graduates, and four of those 30 possessed a post-graduate degree. Length of time in their present occupation ranged from two months to 20 years.

Mean age for female subjects was 47. All but one of the women were high school graduates. College degrees were possessed by 24 of the women. Of those 24, three possessed post-graduate degrees. Length of time in their present occupation ranged from six months to 35 years.

Dependent Measures

Women As Managers Scale. The method of measurement was based on the original Women As Managers Scale, as developed by Peters, Terborg, and Taylor in 1974. This instrument consists of 21 statements about women in management, ten of which are worded in unfavorable terms.

Subjects indicate how strongly they agree or disagree with each statement using 7-point Likert scales (1 = strongly disagree, 7 = strongly agree). The scale is scored so that scores range from 21 to 147, with higher scores indicating more positive attitudes toward women as managers. Since this scale measures attitudes toward women as managers in general, each item was altered by a word or two referring to the manager in the video instead of women in general. This was similar to the rationale used by Slaney and Caballero (1983) with the Attitudes Toward Women Scale. Content of the items was not changed, it was merely a noun being replaced by a pronoun in order to make the scale more relevant to the task. It was assumed that reliability and validity remained the same, after the items had been altered (see Appendix B).

Test to Determine How a Person Feels About Working With a Woman Manager. This scale was designed by Abrahamsen (1981) for the purpose of determining a man's potential for working with a woman. The scale consists of two categories of items: those concerning men's attitudes toward women's abilities, the other concerning men's attitudes toward working with a woman manager. The scale was administered to both males and females in this study, even though it is generally assumed that women will work well with a female manager. Each category of items contains four statements. Respondents indicate the degree to which they agree or disagree with the statement. A score of negative two indicates strongly agree, and a score of positive two indicates X strongly agree, and a score of positive two indicates strongly disagree (see Appendix C). Scores are totaled in each category. Four score combinations are possible: negative abilities, negative relationships; negative abilities, positive relationships; positive

abilities, negative relationships; and, positive abilities, positive relationships. A person who scores negative abilities, negative relationships, has the least potential for working well with a woman. A score of positive abilities, positive relationships indicates the highest potential for working with a woman manager. A score of negative relationships and positive abilities indicates a person will work well with a woman, but exclude her from the informal activities of the organization. Lastly, a score of positive relationships, negative abilities indicates a cover up, with the person appearing to accept women managers, yet never really accepting them as equals.

Apparatus

A series of three video tapes was created for this experiment. Each video tape was approximately two minutes long. The three video tapes portrayed a female manager using one of three management styles: autocratic, supportive, and collegial (see Appendix D for scripts). The female manager depicted on the video tapes was actually an actress. In each video tape, she wore the same clothes, used the same vocal intonation, and used the same hand gestures.

The video tapes were recorded in a studio, using a 3/4 inch color UCA 30 videocassette. During the experiment, the video tapes were played on a 24 inch color videocassette monitor.

The video tapes were pretested to establish content validity. To accomplish this, the tapes were shown to 24 business and psychology faculty. Each faculty member was given a one paragraph description of each of the three styles, and asked to indicate which tape displayed which style. The faculty were in 100% agreement on the styles of management portrayed by the video tapes.

Procedure

The experiment was conducted on three separate days, so that subjects could be tested in small groups. Because of the nature of the organizations used, males were tested separately from females. Each session took approximately 30 minutes to complete. The experimenter was a 24 year old female graduate student.

At each session, the experimenter was introduced to subjects by the contact person within the organization. Then the experimenter explained to subjects that they would be filling out two questionnaires, then viewing three video tapes, and completing a questionnaire after each video tape. Next the experimenter distributed packets which contained all questionnaires, and pencils, instructing the subjects not to turn pages until told to do so. After all materials had been distributed, the experimenter told subjects to complete the demographic questionnaire which contained the following items: occupation, length of time in occupation, educational level attained, age, and sex (see Appendix E).

Once subjects had completed the demographic questionnaire, they were instructed to complete the Scale to Determine How a Person Feels About Working With a Woman Manager. The researcher read the printed instructions aloud, while subjects read to themselves. When all subjects had completed the scale, the researcher read the following instructions:

You will now be shown three short video tapes. In each of the video tapes, you will see a woman manager who is discussing with her subordinates the problem of a decline in production at the company they work for. You will see the video tapes one at a time, and you will be asked to complete a questionnaire after viewing each one of the video tapes. Here is the first tape. Remember to pay close attention to what the woman says, and how she handles the situation.

The first tape was then shown to subjects. Upon its completion, subjects were instructed to complete the Women As Managers Scale. The researcher read the printed instructions aloud, while subjects read the instructions to themselves (see Appendix B). This procedure was repeated for the remaining two video tapes. The order of the video tapes was counterbalanced in each testing situation, to avoid a practice effect on the Women As Managers Scale.

Experimental Design

This study used a mixed design, with repeated measures. The dependent variables were the Women As Managers Scale, and the Scale for Determining How A Person Feels About Working With a Woman Manager. The Women As Managers Scales were the repeated measures. There were two independent variables: style of management, a within subjects variable, which had three levels, autocratic, supportive, and collegial; and sex, which had two levels, male and female. A 2 X 3 ANOVA was applied to the Women As Managers Scale responses. A chi-square was conducted to analyze results of the Scale to Determine How a Person Feels About Working With a Woman Manager.

CHAPTER 3

RESULTS

Mean scores for males and females on the three management styles as assessed by the Women As Managers Scales, are shown in Table 1.

Table 1

Mean Scores for Subjects Responses to the Women As Managers Scales

Subjects	<u>N</u>	Management Style			Total
		Autocratic	Supportive	Collegial	
Males	40	99.45	118.0	93.42	103.63
Females	40	100.88	117.0	103.42	107.05
Total	80	100.16	117.50	98.42	

Results of the between-within two-factor mixed design analysis of variance (see Appendix F for summary), showed a significant difference between the scores of males (mean = 103.63) and females (mean = 107.05) $F(1, 78) = 4.46, p < .05$. A significant difference was also revealed among the three management styles $F(2, 156) = 32.1, p < .05$. The supportive style of management had the highest means for both males (mean = 118.0) and females (mean = 117.0). The males' mean on the collegial style was lower (mean = 93.42) than the males' mean for the autocratic style (mean = 99.45). For females, however, the mean on collegial style was higher (mean = 103.42) than the mean for the autocratic style (mean = 100.88).

A significant interaction was indicated between sex and management style $F(2, 156) = 4.28, p < .05$. This interaction was evidenced by males having a higher mean on the supportive style (mean = 118.0) than females (mean = 117.0), while males scored lower than females on both the autocratic style (mean = 99.45) and the collegial style (mean = 93.42). This interaction is presented in Figure 1.

Figure 1

Interaction Between Sex and Management Styles

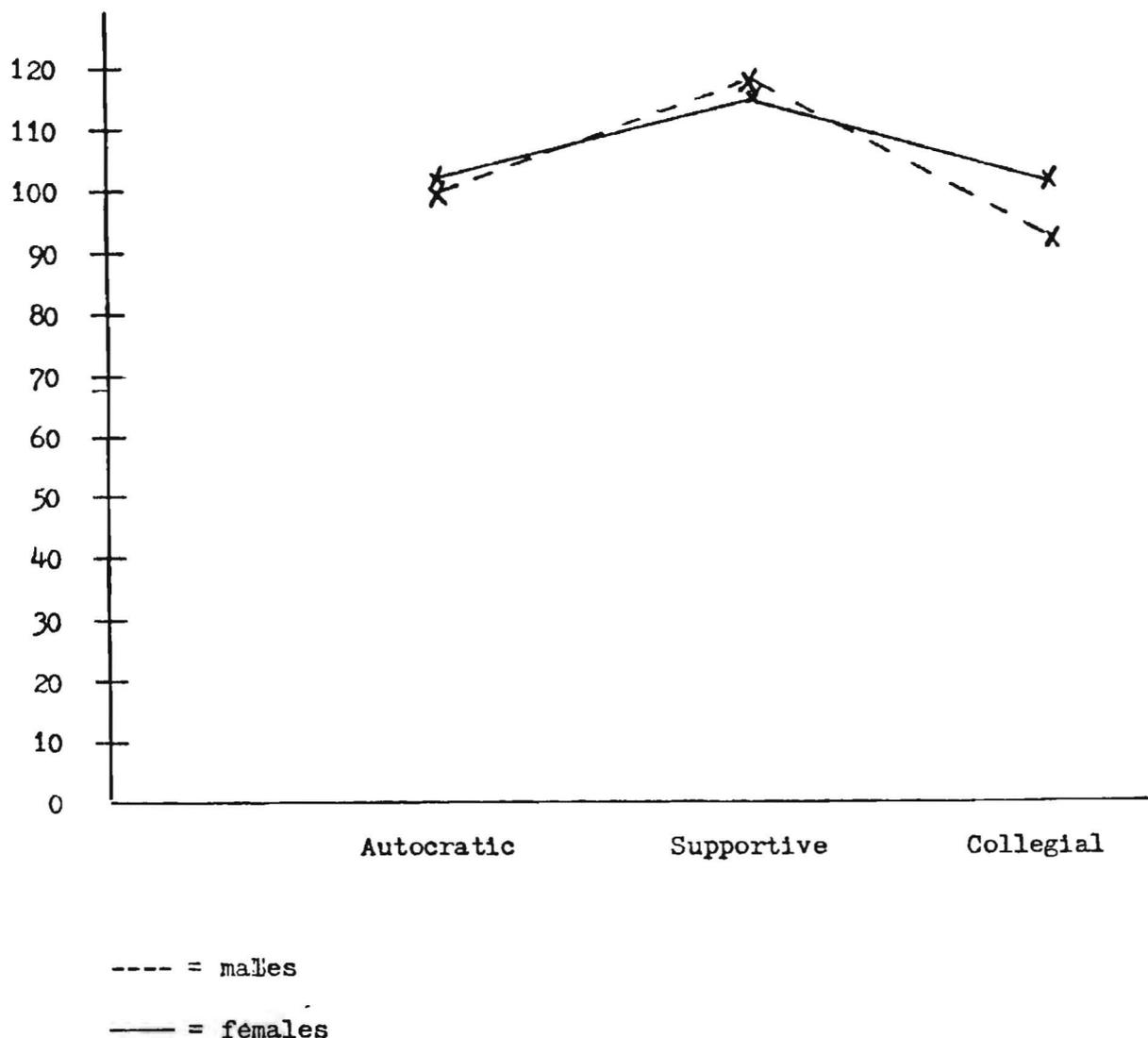


Table 2 presents the scores subjects obtained on the Scale to Determine How a Person Feels About Working With a Woman Manager. A two-way chi-square analysis revealed a significant relationship between sex and score on the scale, $\chi^2 (2, N = 80) = 8.89, p < .05$. Ryans procedure for frequency data indicated that the only two scores which differed significantly between subjects were ++ (positive abilities, positive relationships), and -- (negative abilities, negative relationships). Females were more likely to achieve a positive abilities, positive relationships score, because 26 of the female subjects obtained this score, compared to 21 of the male subjects. Males were more likely to obtain a negative abilities, negative relationships score, as seven males had the -- score, while none of the females did.

Table 2

Frequencies of Subjects' Responses on the Scale to Determine How a Person Feels About Working With a Woman Manager

Subjects	++	+-	-+	--
Males	21	11	1	7
Females	26	14	0	0
Totals	47	25	1	7

++ = positive abilities, positive relationships

+- = positive abilities, negative relationships

-+ = negative abilities, positive relationships

-- = negative abilities, negative relationships

CHAPTER 4

DISCUSSION

This study has shown that there were significant differences between male and female attitudes toward a woman manager. Both sexes, however, preferred the supportive style of management over the autocratic and collegial styles. Differences between sexes were also noted on potential for working with a female manager, with more women showing greater potential to work with a female manager.

Results supported the first hypothesis, that there would be a significant difference in males' and females' attitudes toward a woman manager. This is consistent with earlier findings of Stevens and DeNisi (1980), and Wiley and Eskilson (1982). However, in contrast to the earlier studies, this study indicated men having more positive attitudes than women toward the supportive style of management. The reason for this might be because the supportive style is a synthesis of the other two styles. The autocratic style fits the stereotype of a male manager, while the collegial style typifies the traditional female manager stereotype. The supportive style successfully combines the best traits of each of the other styles. Males may have preferred the supportive style because they did not like the stereotyped male role i.e., autocratic, and wanted to avoid being sexist by choosing to favor the stereotyped female role i.e., collegial style.

A significant difference in subjects' attitudes toward the three management styles was indicated, thus supporting the second hypothesis. The greatest attitudinal difference occurred on the collegial style, with females scoring higher i.e., more positive than males. Once again, this might have happened in view of people's traditional ideas

about women. The female subjects may have felt more comfortable with the collegial style, because it carried traits women are assumed to have.

For the second dependent measure on potential to work with a female manager, the predicted hypothesis was supported. Females indicated a greater potential to work with a female manager when compared to the males in this sample. This finding was also consistent with earlier research (Bartlett, 1982), which showed females had more positive attitudes toward working with female managers than did males.

In addressing the relationship of the findings on the two dependent measures, it appears as if men would have greater potential for working with a female manager who used the supportive style. This is in view of men's higher scores on the supportive style of management. Further research might explore the relationship between age and educational level on management styles used by a woman manager.

In this study, as with other research on attitudes toward women in management (Baron & Abrahamsen, 1981; Slaney & Caballero, 1983), one might ask if subjects responded with their true attitudes or rather in ways they deemed more socially acceptable. Given the means for responses on these scales, it can be assumed that subjects did respond with their true attitudes. Had subjects responded in socially acceptable ways, mean scores on the Women As Managers Scales would have been markedly higher. Also, less men would have fallen into the negative relationship, negative abilities category on the scale for measuring potential to work with a woman manager.

Thus, results of this study would indicate that a woman manager is seen in a more positive light when using a supportive style of management, than when using an autocratic style or a collegial style,

as seen by both men and women. Further research in this area should investigate the following possibilities: 1. using specific occupational groups to obtain comparison between groups, such as blue collar workers compared to white collar workers, 2. different industries could be compared, such as banking versus manufacturing, 3. various age groups might be studied, 4. comparisons between women in traditional roles, and non-traditional roles, 5. using more styles of management, e.g., Stearns (1981) Alpha and Beta styles, 6. Lastly, comparisons could be obtained between attitudes toward male managers using particular management styles and females using the same styles.

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APPENDICES

APPENDIX A: Letter of Information

the

138 W. 12th Ave. #8
Emporia, KS 66801

Dear

In response to our phone conversation, here is some information that you may read to your group concerning their participation in my study.

As part of the requirements for my master's thesis, I am conducting a study involving situations in business, and people's attitudes toward those situations.

In order to accomplish this, I am requesting the participation of 40 of your members. These people will participate in an experiment which will take approximately one hour. During that time, participants will view some video tapes depicting situations in business. After each tape, participants will be asked to fill out a brief questionnaire regarding their opinion of the tape they have just seen. All responses will be taken anonymously.

While no exact dates for this have been set as yet, I expect that it will be sometime around the middle of March. I plan to have three evenings of which participants may choose which of the three would be best for them to attend. It would be best if a fairly equal number of people could attend each night.

You will be informed of the exact dates for this study before the last of February.

Your cooperation will be greatly appreciated.

Sincerely,

Patti Bongard

APPENDIX B: Women As Managers Scale

INSTRUCTIONS: The following items are an attempt to assess your attitudes toward the business woman you have just seen. The best answer to each statement is your personal opinion. The statements cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many people feel the same way you do.

Using the numbers from 1 to 7 on the rating scale given below, mark your personal opinion about each statement in the blank that immediately precedes it. Remember, give your personal opinion according to how much you agree or disagree with each item.

- | | |
|-------------------------------|--------------------|
| 1 = strongly disagree | 5 = slightly agree |
| 2 = disagree | 6 = agree |
| 3 = slightly disagree | 7 = strongly agree |
| 4 = neither disagree or agree | |

- ___ 1. It is less desirable for this woman than a man to have a job that requires responsibility.
- ___ 2. This woman has the objectivity required to evaluate business situations properly.
- ___ 3. Challenging work is more important to a man than it is to this woman.
- ___ 4. A man and this woman should be given equal opportunity for participation in management training programs.
- ___ 5. On the average, this woman manager is less capable of contributing to an organization's overall goals than a man.
- ___ 6. This woman has the capability to acquire the necessary skills to be a successful manager.

- ___7. It is not acceptable for this woman to assume leadership roles as often as a man.
- ___8. The business community should someday accept this woman in a key managerial position.
- ___9. Society should regard work by this manager as valuable as work by a male manager.
- ___10. It is acceptable for this woman to compete with a man for top executive positions.
- ___11. The possibility of pregnancy does not make this woman less desirable as an employee than a man.
- ___12. This woman would no more allow her emotions to influence her managerial behavior than would a man.
- ___13. Problems associated with menstruation should not make this woman less desirable than a man as an employee.
- ___14. To be a successful executive, this woman does not have to sacrifice some of her femininity.
- ___15. On the average, if this woman stayed home all the time with her children, she would be a better mother than a woman who works outside the home at least half-time.
- ___16. This woman is less capable of learning mathematical and mechanical skills than a man.
- ___17. This woman is not ambitious enough to be successful in the business world.
- ___18. This woman cannot be assertive in business situations that demand it.
- ___19. This woman possesses the self-confidence required of a good leader.
- ___20. This woman is not competitive enough to be successful in the business world.
- ___21. This woman cannot be aggressive in business situations that demand it.

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APPENDIX C: Scale to Determine How a Person Feels About Working With
a Woman Manager

Using the numbers from -2 to +2 on the rating scale given below, mark your personal opinion about each of the following statements in the blank that immediately precedes it. Remember, give your personal opinion according to how much you agree or disagree with each item.

-2 = strongly agree

0 = neutral

+2 = strongly disagree

-1 = agree

+1 = disagree

- ___ 1. Typical women's characteristics make them less capable for management positions than men.
- ___ 2. Women do not have highly developed technical knowledge and are incapable of understanding technical matters.
- ___ 3. A man is better suited for handling executive responsibilities than a woman is.
- ___ 4. Women executives are more concerned with the petty detail of the management job than with strategic planning.
- ___ 5. Female executives cause male subordinates to overreact when receiving criticism.
- ___ 6. Male subordinates feel inferior when their superiors are female.
- ___ 7. Men feel insecure when competing with women in the workplace.
- ___ 8. Men do not know how to deal with women executives in a social situation.

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APPENDIX D: Scripts for the video tapes

Scripts for video tapes

Each video began with the same introduction:

Manager: As you know, the quarterly report was completed this week. According to the results, production in our division fell 10% this quarter as compared to the previous quarter. This resulted in our not being able to fill orders on time, shipments were not delivered on time, and in the end, we lost some of our very best, and oldest customers.

Remainder of script for autocratic manager:

Now, you are probably all wondering why we experienced this fall in production. Well, I know why, and the reason is that you haven't been doing your jobs as well as you should. Something around here had better change, or else we'll have to begin making personnel changes, in other words, shape up or ship out.

Now here's what I want you to do with your line workers. First you tell them that if production hasn't increased within a week, it will either mean overtime without extra pay, or a cut in wages. If after a week production hasn't increased, come to me, and I'll decide which alternative we should choose. If production still does not increase, then we'll just have to replace your workers with some who can do a better job, or follow orders better.

Remainder of script for supportive manager:

I think the first thing we need to do is find out why production has fallen. I'd like to get your ideas on this, and you might want to ask around among your line workers to see if they have any ideas as to why production has fallen. You may also have to watch closely, to see if you notice anything being done wrong. I think we should

meet again in a week to discuss what you've found, and see what alternatives we can come up with to solve our problem. Maybe we'll have to make personnel changes, or change working hours, or make pay adjustments. I don't want to make a definite decision though, until I've heard from each of you. After our next meeting, I'll decide what steps we need to take to clear up this problem.

Remainder of script for collegial manager:

The first thing we need to do is to decide how we should handle this situation. We should probably each take some time to go out and see if we can come up with any possible reasons why production has fallen. Along with that, why don't we all try to come up with alternatives that we could use to solve the problems. If you all agree, we could take a week to look for problems and alternatives. Once each of us has come up with a few, then we can all get together and discuss them one by one, and decide among ourselves which ones we would like to try out. I think if we all put in together on this we should be able to come up with a workable solution that will satisfy everybody. Why don't we take a vote now, to see if this approach is agreeable with everyone.

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APPENDIX E: Demographic Questionnaire

Please answer all of the following items.

1. What is your present occupation?

2. How long have you been in this occupation?

3. What is your age?

4. What is your sex? (Circle one)
male female

5. What educational level have you completed? (Circle one)
some high school
high school graduate
some college
college graduate
some grade school or vocational school
trade school or vocational school graduate
some post-graduate college work
possess a post-graduate college degree

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APPENDIX F: ANOVA Summary Table

ANALYSIS OF VARIANCE FOR THE WOMEN AS MANAGERS SCALES

Source	df	SS	MS	F
Between-Subjects	79	39807.5		
Sex	1	724.58	724.58	4.46*
Error Between S.	78	39082.93	162.46	
Within-Subjects	160	62341.0	8899.53	
Management Style	2	17799.06	1185.56	32.10*
Sex X Style	2	1336.07	277.0	4.28*
Error Within S.	156	43205.87		
Total	239	102148.50		

* $p < .05$

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APPENDIX G: Review of Related Literature

REVIEW OF RELATED LITERATURE

Recently, there have been increasingly larger numbers of women entering traditionally male occupational fields. Management is one of these traditionally male dominated fields. Women have begun to enter management more and more in the past few years. Because of the recency of this phenomenon, there is less research on female managers than there is research on male managers. The available research on women in management focuses on several aspects, such as attitudes towards women in management, barriers women in management face, methods used by women to get into management, traits of successful women managers, and profiles of successful women in management. Much of the research seeks to compare and contrast men and women in management. For the purpose of this study, the review of literature focuses on the following pertinent aspects of women in management: attitudes toward women managers, traits and styles of women managers, and theoretical styles of management.

Attitudes Toward Women Managers

The attitudes of companies and male associates frequently present obstacles to women managers' initial entry into the field of management. A study by Cecil, Paul, and Olins (1973) investigated the qualities perceived to be important for male and female applicants for the same job. Personality-appearance and skills-education were perceived more important for females, while motivation-ability and interpersonal relations were perceived as more important for men. Thus, as the findings of this study suggest, different criteria are used when hiring women as compared to those used when hiring men.

Attitudes of men may also affect the subsequent success and advancement of female managers (Stevens & DeNisi, 1980). Companies doubt women managers' investment potential, as well as the career aspirations of single women. Male associates sometimes present obstacles to women because of their opposition to women in management, and their uneasiness in working for a woman (Badawy, 1978). The result is that it is extremely difficult for a woman to be hired or promoted into a management position. Another result of men's opposition to female managers is that it may prevent women from acquiring the information they need in order to perform successfully as managers (Bartol, 1978).

According to Sargent (1983), attitudes affect the degree of favorability with which a person is perceived. Sargent claims women are often perceived less favorably than men, even though they use the same management styles as men. Sargent's hypothesis is supported by findings of a 1982 study by Wiley and Eskilson. In their study, one page scripts depicting a dialog between two managerial co-workers, were distributed to 96 experienced managers. After reading the scripts, subjects were asked to respond to a questionnaire. The questionnaire measured subjects' perceptions of the effectiveness of the people in the script. Results indicated that women were consistently evaluated less favorably in effectiveness than men, despite the fact that scripts were identical in their portrayals of men and women.

Results of a study by Bartol and Butterfield (1976) contradict Sargent's claims. Bartol and Butterfield studied the perceptions of 312 subjects toward male and female managers. The subjects were all undergraduate business students. Four leadership styles were presented to the subjects. Both males and females were portrayed using each of

the four styles. An eight-item questionnaire measured subjects' responses to the leadership styles. Results indicated that men and women were evaluated differently by subjects. But in contrast to Sargent's study, subjects did not rate females consistently lower in effectiveness than males. Females were rated higher than men in effectiveness when using a consideration style of management. Consideration styles of management are those in which people become the important factor. This would contrast a style of management in which production was the important factor.

A study by Day and Stogdill (1975) found results similar to those of Bartol and Butterfield (1976). Day and Stogdill studied subordinate's evaluations of male and female supervisors. The sample consisted of 37 male and 36 female supervisors. Subordinates completed the Leader Behavior Description Questionnaire. Results of the questionnaire indicated that subordinates described similar levels of effectiveness, and similar behavioral styles for male and female supervisors who held equal positions and performed the same function. These findings might suggest no attitudinal bias toward women, however, Day and Stogdill pointed out that for men, level of effectiveness was related to advancement, while for women, there was no relation between effectiveness and advancement.

More recently, research has shown male's attitudes toward women in management becoming more liberal. Baron and Abrahamsen (1981) mailed about 30,000 questionnaires to middle and top level executives in an attempt to study male attitudes toward female executives. The researchers reported a response rate of 25%. Results of the questionnaire indicated a 49% acceptance rate toward women in management. However, Baron and Abrahamsen raised the question of whether men answer

questionnaires and attitude measuring instruments according to what they think are socially acceptable responses, or whether they respond with their true attitudes. If men are answering in socially acceptable ways, it may be a positive sign that at least men realize they should not think of women in a stereotypical fashion.

A study by Slaney and Caballero (1983) also indicated the possibility of improved attitudes towards women with careers. Men's attitudes toward women were investigated using the Attitudes Toward Women Scale. Subjects in the study were 90 male undergraduates from introductory psychology courses at a large midwestern university. Slaney and Caballero reported that subject's mean scores on the Attitudes Towards Women Scale were more positive than the means presented in an earlier study. Slaney and Caballero also tested subjects' attitudes toward their wives'/girlfriends' careers. Once again, subjects showed positive attitudes, and no real objections to their wives'/girlfriends' embarking on a career.

There is a lesser amount of research investigating women's attitudes toward female managers. However, a study by Moore and Rickel (1980) indicated that there is a difference between the attitudes of women who are successful business women, and the attitudes of women in more traditional female roles. Successful women managers do not view women along the traditional trait stereotypes that women in more traditional roles do. Subjects in Moore and Rickel's study consisted of 156 women employed in the nursing profession (traditional role), and 147 women employed in business and industry (non-traditional role). All subjects completed the following questionnaires: Achievement Motivation Measure, Job Involvement Measure, Leadership Behavior Description Questionnaire, Descriptive Index (sex-role identification),

and a biographical and attitudinal questionnaire. Results indicated that higher level business women tended to be more achievement oriented than the nurses. The business women saw themselves as being objective, decisive, logical, consistent, assertive, and skilled in business. The nurses were more apt to view themselves as submissive, timid, uncertain, sentimental, fearful, nervous, and passive.

Traits and Styles of Women Managers

It has been traditionally assumed that men possess more of the traits necessary in becoming a successful manager (Sargent, 1983). In fact, studies have shown that perceived characteristics of women differ greatly from perceived characteristics of successful managers. For example, Schein (1973) studied the perceptions of 300 middle line managers. Schein developed a Descriptive Index for use in the study, which consisted of descriptive terms and adjectives. For each adjective, or descriptive term, subjects were asked to indicate the degree to which they felt it characteristic of the group being described. Subjects filled out three Descriptive Indexes: one asking for a description of women in general, one asking for a description of men in general, and one asking for a description of a successful manager. Results of subject's responses to the Descriptive Indexes confirmed the hypothesis that successful managers are perceived to possess those characteristics, attitudes and temperaments more commonly ascribed to men in general than to women in general. These results might therefore suggest that in instances where all other factors are equal, a man might be more likely hired or promoted into management than a woman.

In a later study, Schein (1975) once again used the three forms of the Descriptive Indexes, in order to investigate the perceptions of a sample that consisted solely of female managers. Results once again

supported the hypothesis that perceived characteristics of a good manager are more similar to perceived characteristics of men than perceived characteristics of women. These results show that even women already in management adhere to the same stereotypes about good managers as men do.

Results of a study conducted by Powell and Butterfield (1979) also support Schein's findings. Powell and Butterfield administered the Bem Sex Role Inventory to two groups of subjects. One group of subjects consisted of 574 undergraduate business students, 70% of whom were male. The second group consisted of 110 MBA students, of whom 82% were male. The Bem Sex Role Inventory contains 20 items characteristic of the masculine stereotype, 20 items characteristic of the feminine sex role stereotype, and 20 items not exclusively associated with either stereotype. Items are rated on a seven point scale. A score of one indicates "never or almost never true" and a score of seven indicates "always or almost always true."

Each subject completed the Bem Sex Role Inventory for himself or herself, as well as for a good manager. Results indicated that over 65% of all subjects described a good manager in masculine terms. The female undergraduate students consistently described themselves as feminine, while the male undergraduates described themselves as masculine. However, both male and female MBA students tended to describe themselves as androgynous.

These results raise the question of why different groups agreed on characteristics of a good manager, while at the same time disagreeing on their self-perceptions. Apparently, further research should be conducted using a variety of different groups, as it appears that not all groups see themselves in a stereotypical light. However, it is

still important to emphasize that both groups agreed that the characteristics of a good manager are those found to be typically male.

Other authors also support the results of Schein (1973, 1975), and Powell and Butterfield (1979). For example, men are assumed to be able to think more analytically, and to possess more decisiveness, consistency, objectivity and emotional stability (Bartlett, Poulton-Callahan, & Somers, 1982; Moore & Rickel, 1980). Women on the other hand, are perceived as less competent, less independent, less objective, and less logical than men (Uehling, 1973).

Research by Donnell and Hall (1980) contradicts the stereotype that men possess more of the qualities necessary in becoming a successful manager. Donnell and Hall studied 950 female managers and 966 male managers who were selected using a matched sample approach. The study was conducted over a two year period. The practices of all the managers were systematically compared, to investigate the differences, if any, between males and females. Five dimensions of management were used in the study: 1. managerial philosophy, 2. motivational dynamics, 3. participative practices, 4. interpersonal competence, and 5. managerial style. The data on these dimensions were collected by survey, and were analyzed by multivariate analysis of variance. In instances where differences were found between males and females, discriminant function analysis was used to investigate the nature of the difference more precisely. Results of analysis indicated no significant difference between men and women in all but one of the five dimensions. Men and women scored differently on motivational dynamics, with women scoring higher in social and work motivation.

Thus, it would seem that while research investigating stereotypes indicates people adhere to the stereotype of men having more potential

for management, research studying women and men in the field of management shows that men and women managers have similar traits and follow similar practices. Keown and Keown (1982) obtained results that also indicated successful women managers possess many of the characteristics thought to be typically male. These researchers located 21 successful female managers, and through questionnaires, studied the traits and characteristics of these successful women. Keown and Keown found that these women had the same traits and characteristics of successful male managers.

Management Styles

Since a crucial issue for women in management lies in getting acceptance, management style is even more important for women than it is for men. Baird and Bradley (1979) found this to be true. These researchers developed a questionnaire to survey managerial styles and employee morale. The questionnaires were distributed to 150 employees of three organizations. The employees were asked to complete the questionnaire in terms of the behavior exhibited by their supervisor. Results of the study indicated that women exhibited management styles markedly different from their male counterparts. Women were also found to be superior to men in the following areas: giving information, stressing interpersonal relations, being receptive to ideas, encouraging effort, showing concern, and being attentive to others. Baird and Bradley (1979) speculated as to the reason for females superiority in these areas. They concluded that because of biases against women in management, a female manager must be superior in order to obtain results equal to that of a male manager. Thus, making management style more important for women than for men. Baird and Bradley also suggested that additional research should seek to determine whether

one style of management is more effective than another.

In contrast to Baird and Bradley's findings, Chapman (1975) found no difference between the leadership styles of men and women. Chapman used the Least Preferred Co-worker (Fiedler, 1965) questionnaire to determine leadership style. Correlations were computed between Least Preferred Co-worker scores and demographic data.

The style a manager chooses is linked to many factors, such as organizational environment, new worker values, and the trends of the times. Helmich and Erzen (1975) suggest that managers may also choose a management style according to their personal needs system. These authors mailed two separate questionnaires to 200 randomly chosen corporate presidents. The first questionnaire measured leadership style, and the second measured the amount of need satisfaction a manager derived from his or her job. Correlations indicated that managers who used a task oriented style, showed a lack of need fulfillment. Therefore, a manager may choose a management style based on his or her personal needs system.

There is much controversy as to what style of management is the best to use. Management style really depends on the particular organization and the people in it. Some organizations will only tolerate certain styles of management. Cunningham (1983) says that today a participative style of management, in which it is recognized that imagination and new ideas are found on all organizational levels is important. Much emphasis is now placed on the importance of the participative management style (Amara, 1981). However, there is actually little empirical research to support this.

Management styles were clearly defined by Davis (1968). He described models or organizational behavior, within which a particular

management orientation or style exists. Davis pointed out that the style used depended upon the type of organization and its goals. He also cautioned that these styles were not always clear cut. There might be overlap among the styles. Some of the styles discussed by Davis are the autocratic style, the supportive style, and the collegial style.

The autocratic style was the most common organizational model early in the industrial revolution. This model depends on power. If an employee does not follow orders, he will be penalized. The manager has authority, and is assumed to know what is best. Therefore, employees should not question, but rather follow orders. In this model, it is assumed that employees need to be pushed and persuaded.

The supportive style has gained popularity in more recent years, and is also referred to as the participative style. The key here is leadership, and the leader gives employees support so they feel like contributing members of the organization. While managers still retain control, employees are encouraged to make suggestions for improvement.

Lastly, the collegial model emphasizes teamwork, and mutual contribution. The manager strives for integration of all employees. Managers are seen as fellow contributors instead of bosses. This has also been referred to as the teamwork style. It is assumed that in this model, employees will begin to take on responsibility and become concerned about the future of the organization.

Conclusion

With the increasing numbers of women entering management, more research is needed on the subject. Attitudes toward women in management are vital in determining the success of women managers. Likewise, a woman manager's traits and characteristics will be important factors in determining her success. Choosing a management style is an important

consideration for a female manager, as she must incorporate those traits viewed most favorably by her subordinates.