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**Perceived Gender-Typing of Successful Managerial Characteristics**

**By**

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**An Honors Thesis in partial fulfillment of the requirements for the degree Bachelor of  
Science in Business Administration in Management.**

**Sam M. Walton College of Business  
University of Arkansas  
Fayetteville, Arkansas**

**December 16, 2011**

## Abstract

Previous research has indicated that the characteristics associated with successful business managers are more often attributed to men in general than to women in general. This paper seeks to examine the current state of perceived gender-typing of the characteristics associated with successful business managers. Using the Schein Descriptive Index (Schein, 1973), undergraduate business students (N=177) were asked to rate women in general, men in general, or successful business managers on a set of 92 descriptive terms. Intraclass correlation coefficients were computed to estimate the ANOVA between groups. Respondents were also asked to describe in their own words what they believe constitutes a successful business manager. Results from the quantitative analysis of the descriptive terms indicate that men students, management majors, accounting majors, and respondents with differing levels of work experience found a large and significant resemblance between the ratings of men in general and the ratings of successful business managers. However, results from the qualitative analysis indicate that certain characteristics attributed to successful business managers were also often attributed to women in general. The findings are compared to previous research and implications for women in management are discussed.

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## INTRODUCTION

Jean Hollands, director of the Growth and Leadership Center (GLC) in Mountain View, California, is committed to helping business executives reach their fullest potential. She trains executives in appropriate behaviors, teaches them how to handle stressful situations with coworkers and subordinates, and reinforces attitudes that will help get them to the top of their profession. Hollands says one of the keys to business success is foreplay: “When you deliver bad news, you have to give foreplay,” she said. “You know: ‘I know you must be busy, and I know this is a big field, and it’s been hard for me to accept others on it, so I might get a bit testy as I talk about this’” (as cited in Banerjee, 2001). In addition to engaging in ‘foreplay,’ Hollands also suggests that executives and top managers “lead with vulnerability,” surrender to their “inner mush ball, the soft person inside,” and “go ahead and cry – but talk right through those tears” (as cited in Sheffield, 2001).

Why would successful managers want to purposely make themselves vulnerable? What could crying on the job possibly have to do with leading a successful corporation? Hollands’ suggestions, targeted specifically to women in upper level management and executive positions, illustrate the Catch-22 confronting women managers in the men-dominated, modern world of business. The GLC program (referred to as “bully broad boot camp” by its members) reforms the “bully broads” of the business world by remedying behavior that is characteristic of “obstreperous alpha females” (Sheffield, 2001), “an intimidating, aggressive woman who makes for a lot of noise around her” (as cited in Conlin, 1999, p. 170). In her 2003 book, *Same Game, Different Rules: How to Get Ahead Without Being a Bully Broad, Ice Queen, or Ms. Understood*, Hollands outlines 25 suggestions on how women can be successful in a man’s world without having these “no-nonsense, businesslike, and straightforward” women being interpreted by coworkers as “aggressive, hostile, tyrannical and uncompromising” (Sheffield, 2001). Men on the other hand, can behave assertively without having to fear being perceived in a negative light. As Ron Steck, the vice president of Holland’s Growth and Leadership Center asserts, “With a male executive, there’s no expectation to be nice. He has more permission to be an ass. But when women speak their minds, they’re seen as harsh” (as cited in Banerjee, 2001, p. 2). Why the double standard? Why are equivalent behaviors of business managers interpreted differently depending on whether they are acted out by a man or woman? This paper seeks to further explore these gender issues as they relate to the world of business, and more specifically, seeks to examine how such issues relate to women who occupy management positions in the upper echelons of major corporations today.

Issues related to gender have long permeated the world of work. The U.S. labor force has historically exhibited extensive gender segregation (Reskin, 1993; Gross, 1968). First described as “sex segregation” (Gross, 1968) the term describes the differing ratios of men and women in different occupations<sup>1</sup>. Although the field of management has historically been dominated by men, women have made tremendous gains in terms of their presence within the field of management. A 2006 report from the Bureau of Labor Statistics indicates that half of all positions in management, professional, and related occupations were held by women (Chao &

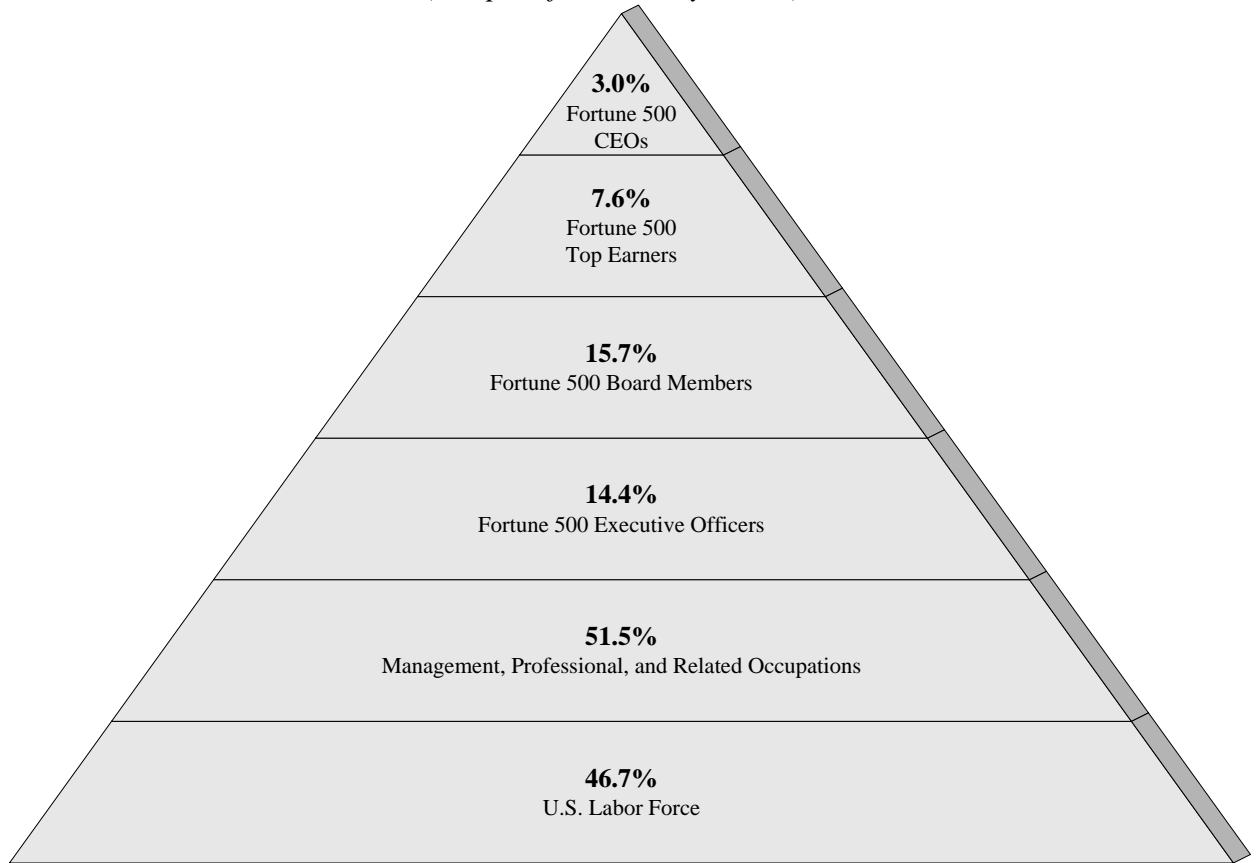
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<sup>1</sup> Sociology as a discipline makes a distinction between “sex” and “gender,” wherein sex is seen as a biological fact – something that is fixed. Gender on the other hand, is a social construct that is fluid. In this paper, “male” and “female” will be used in reference to a person’s biological sex, and “men” and “women” will be reserved for gender distinctions.

Rones, 2007). According to the United States Department of Labor's Bureau of Labor Statistics, in 2009 "women accounted for 51% of all people employed in management, professional, and related occupations" (Bureau of Labor Statistics, Women in the Labor Force Databook, 2010 edition). Looking at these numbers, it is clear that women have made tremendous strides within this field – at least when examined from a strictly quantitative perspective.

Despite the increasing number of women in management positions, women are still absent from the highest management positions in business – and it appears their numbers may be on the decline. Statistics released in October 2011 by Catalyst (a non-profit organization dedicated to expanding opportunities for women in business) indicate that although women comprise 46.7% of the U.S. labor force and that 51.5% of these women are in management, professional, and related occupations, women's presence in the business world decreases at the higher echelons of the organizational hierarchy. Of the corporations on the Fortune 500 list, 14.4% have female executive officers, 15.7% have female board members, and only 7.6% have females as top earners within the corporation. At the highest levels of the Fortune 500 companies, a mere 3.0% of CEOs are female (Catalyst, 2011). Furthermore, 29 companies in the Standard & Poor's 500 are "all male in decision-making roles, with no women on the board of directors or among the top five highest-paid officers; another 47 of these top companies, or 9.4% of the S&P 500, have no women sitting on the board of directors" (Stonington, 2011). As a whole, such statistics indicate women are underrepresented in the top tiers of business management relative to the overall number of women engaged in the workforce and management professions in general (see Figure 1 on following page).

Figure 1: U.S. Women in Business  
(Adapted from Catalyst, Inc.)



### ***Gender-Typing and Sex Stereotypes***

While the field of management is no longer numerically dominated by men, it remains gender-typed as masculine. Whereas sex composition is simply the numerical representation of men and women in certain occupations, “gender typing” is “the *process* [emphasis added] through which occupations come to be seen as appropriate for workers with masculine or feminine characteristics” (as cited in Britton, 2000, p. 424). It is through this system of gender segregation in the workforce that certain jobs have come to be categorized as gender-typed in the sense that they are considered masculine or feminine, and therefore seen as being appropriate arenas for either men or women – but not comprehensively appropriate for both. As West and Zimmerman (1987) note, this labor division of men’s versus women’s work appears to support the taken-for-granted gender differences that exist in society (p. 128), and results in many occupations coming to be “gender-marked,” thereby necessitating certain markers (such as “female doctor” or “male nurse”) in order to indicate that these specific roles serve as an exception to the rule (p. 129).

Over the years research continuously indicates that the characteristics attributed to successful business managers are more often attributed to men than to women (Schein, 1973, 1975) – namely, that the management profession is gender-typed as being more appropriate for men. Over time, certain occupational positions and job industries have become both *descriptive*

and *prescriptive* for either men or women based upon the gender typing that has influenced a particular field of work. These positions are descriptive in that they describe how men and women typically *do* behave, while simultaneously being prescriptive by indicating commonly-held beliefs about how men and women *should* behave (Cabrera, Sauer, & Thomas-Hunt, 2009). It is through gender typing that the field of management has come to be viewed as a man's world, resulting in the "think manager-think male" phenomenon (Schein, 2001) that has permeated societal beliefs about what it means to be a successful business manager. "Think manager-think male" describes the strongly held belief among both male and female managers in the United States wherein managers perceive that the characteristics associated with managerial success are more likely to be held by men than by women (Schein, 2001, p. 676). Notably, the "think manager-think male phenomenon" can function as a psychological barrier to the advancement of women in management positions by cultivating bias against women in the processes of managerial selection, promotion, training, and placement decisions (Schein, 2001, p. 676). Recent research continues to indicate that successful managers are perceived to possess attitudes and characteristics that are more commonly ascribed to men than to women, thus facilitating the perpetuation of the "think manager-think male phenomenon" and its negative consequences.

The attributes more commonly associated with both men and managers illustrate what are referred to as agentic traits, and "describe primarily an assertive, controlling, and confident tendency – for example, aggressive, ambitious, dominant, forceful, independent, self-sufficient, self-confident, and prone to act as a leader" (Eagly & Karau, 2002, p. 574). Conversely, communal characteristics are those more commonly ascribed to women and "describe primarily a concern with the welfare of other people – for example, affectionate, helpful, kind, sympathetic, interpersonally sensitive, nurturant, and gentle" (Eagly & Karau, 2002, p. 574). These agentic and communal traits play heavily into the development of gender roles, or beliefs about the attributes of men and women that society has agreed upon. As Eagly (1987) notes:

These beliefs are more than beliefs about the attributes of women and men: Many of these expectations are normative in the sense that they describe qualities or behavioral tendencies believed to be desirable for each sex. Thus, according to classic definitions in social psychology, social norms are shared expectations about appropriate qualities or behaviors (p. 13).

These gender roles, formed from social norms, play heavily into the utilization of gender stereotypes – the oversimplified application of attributes that are ascribed to men or women and imputed to individual members of these groups simply because they are male or female (as cited in Heilman, 1983, p. 271).

In addition to the gender-typing of the profession of management as a whole, studies have found that managerial subroles (or the specific activities associated with being a manager) are often gender-typed as well. In a study by Atwater, Brett, Waldman, DiMare, and Hayden (2004) it was found that both males and females described roles such as delegating, disciplining, decision-making, and punishing as "masculine" roles, whereas roles including providing corrective feedback, planning and organizing, developing and mentoring, recognizing and rewarding, motivating and inspiring, communicating and informing, and supporting were viewed as being more "feminine" (p. 194). This seems to illustrate that in addition to the management profession as a whole being gender-typed, even the smaller subroles of the profession have come to be viewed as gender-typed to a certain degree. This system produces a difficult situation for



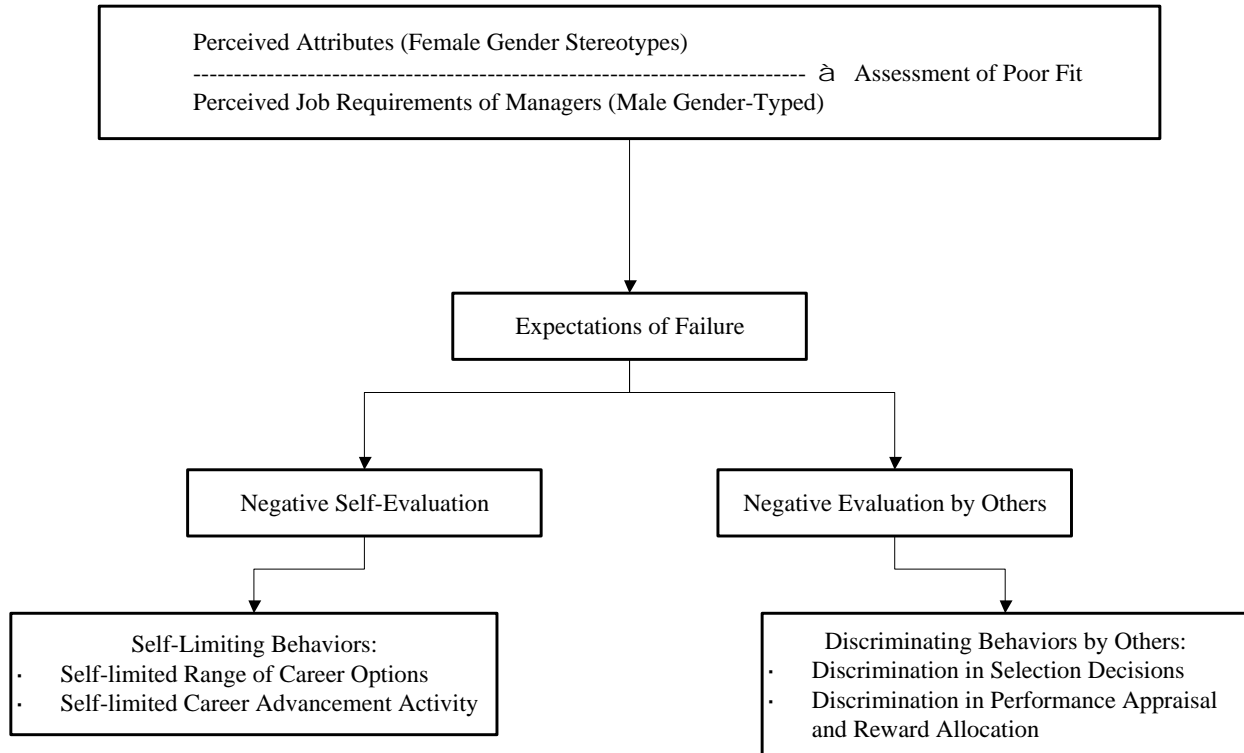
successful women in management, particularly in terms of how they are perceived by others. If management is an occupation that is gender-typed as male, perceived as requiring masculine characteristics in order to succeed, and dominated at the top tiers by men – where does this leave the aspiring woman manager?

### ***Lack of Fit Model***

Through the process of gender-typing, the profession of management has to come to be viewed as a “man’s world,” such that, to be successful, requires traits that are more commonly viewed as being typical of men than typical of women. Subsequently, negative consequences may result for women who participate in occupations that are male gender-typed. Heilman’s (1983) “lack of fit” model examines the interaction that gender stereotypes and gender-typing can have on a woman’s “acceptance, participation, and advancement in the work world” (p. 278). The lack of fit model proposes that people form expectations of how successful (or unsuccessful) an individual will be in a particular occupation by assessing the fit between the perception of the individual’s attributes and the perceptions of the occupation’s requirements. Based on the assessment of the fit between these two components, performance expectations are formed; if people perceive a good fit between the individual’s perceived attributes and the perceived requirements of the job, expectations of success result. On the other hand, if people perceive a poor fit between the individual’s perceived attributes and the perceived job requirements, then expectations of failure result. These performance expectations have significant consequences for an individual’s self-evaluation and how the individual is evaluated by others, which in turn have behavioral consequences in terms of self-limiting behaviors and discriminatory behaviors in that “they influence whether people choose and are chosen for employment, they influence how work outcomes are evaluated and rewarded, and they influence whether and how individuals seek to advance their careers” (p. 279).

The lack of fit model is useful in understanding some of the issues faced by women in management, such as the “think manager-think male” belief and its implications for women managers. The fact that the perceived attributes of women (namely, communal traits) and the perceived job requirements of the management profession (namely, skills and abilities dominated by agentic traits) can be viewed as polar opposites leads to an assessment of a poor fit between the two. This assessment of poor fit between the attributes of women and the occupation of management may lead to expectations of failure for women choosing to enter the management profession. These expectations of failure can then lead women to negatively evaluate themselves and engage in self-limiting behaviors in terms of career choices and advancement. These expectations of failure can also lead to a negative evaluation of women in management by others, leading to discriminatory behaviors in areas such as selection and performance appraisal and reward allocation (Heilman, 1983). Figure 2 illustrates the lack of fit model as it pertains to women in management (Heilman, 1983, p. 281):

**Figure 2: Heilman's Lack of Fit Model Regarding Occupational Gender Bias and Perceived Attributes**



### ***Role Congruity Theory***

*"And they [women] never will be seen as natural leaders because the[y] are naturally less assertive, leave difficult decisions to men, defer to men to avoid criticism, sit back and allow men to create success and then opportunistically ride their coattails, have an aversion to taking any risks, always cry victim instead of accepting responsibility for their failures, expect special consideration and accommodation because they are female, are manipulative, avoid confrontation at all costs, always allow themselves to [be] distracted by maternal instinct and family considerations, and on an[d] on. After 2,000 years it is clear women are not natural leaders and very few of them are capable of being one."*

- Comment posted online by Huffington Post user in response to article, "The Bitch Paradigm: Why Women Still Can't Win" (Hibbard, 2011)

It would seem that the logical solution for women in management would be to exhibit the more masculine characteristics that are held as being more appropriate for business managers. However, research on the subject has shown that when women take on these agentic characteristics in an attempt to succeed in a gender-typed field such as management, "terms such as bitch, ice queen, iron maiden, and dragon lady are invoked to describe women who have successfully climbed the organizational ladder" (Heilman, Wallen, Fuchs, & Tamkins, 2004, p. 426). Furthermore, these negative evaluations exist even when female managers are described as successful. For example, women who are successful at the male gender-typed occupation of

management have been regarded as more hostile and less rational than their successful male counterparts (Heilman, Block, & Martell, 1995), and have also been characterized as “cold, manipulative, abrasive, pushy and selfish” (Heilman & Wallen, 2010, p. 664). As Rudman and Glick (1999) concluded, “Unfortunately, simply by acting in an agentic manner, women may be seen as violating the feminine-niceness prescription because agency and communion are viewed as opposing (though not completely irreconcilable) traits” (p. 1005).

The fact that women expressing agentic traits in a gender-typed occupation such as management are evaluated negatively can be better understood using role congruity theory. Role congruity theory (Eagly & Diekmann, 2005) holds that a group will be positively evaluated when its characteristics are perceived to be in alignment with the requirements of the group’s typical social roles (pp. 19-32). Because the communal characteristics of women are misaligned with the agentic traits that are typical of a successful business manager, women occupying this position are often negatively evaluated. As Heilman et al. (2004) note, “whereas there are many things that lead an individual to be disliked, including obnoxious behavior, arrogance, stubbornness, and pettiness, it is only women, not men for whom a unique propensity toward dislike is created by success in a nontraditional work situation” (p. 426). Aside from subscribing to the tenets of Jean Hollands’ “bully broad boot camps,” what can be done about the negative perceptions that may surround women in managerial positions? More importantly, how can society reconcile the differences between the ascribed status of being a woman and the achieved (masculine) status of being a successful manager?

### ***Current Study***

In line with the information discussed above, the current study aims to investigate the state of gender-typing in the modern workplace as it relates specifically to characteristics believed to be required of successful business managers. This examination of gender-typing as it relates to requisite management characteristics will be investigated through the use of several complimentary research questions and hypothesis.

The first set of hypotheses has been established to examine one of the most prevalent issues examined in past research – how a person’s gender influences their perceptions regarding gender and characteristics necessary for managerial success:

*“Gender,” Hypothesis #1* – Consistent with the research (Schein, Mueller, & Jacobsen, 1989; Duehr & Bono, 2006) men students<sup>2</sup> will find a higher degree of resemblance between the characteristics of men in general and successful business managers than between the characteristics of women in general and successful business managers.

*“Gender,” Hypothesis #2* – Consistent with the research (Schein et al., 1989; Duehr & Bono, 2006), women students will find similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers.

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<sup>2</sup> “Men students” and “women students” have been used to indicate that these categories are based upon the respondent’s gender, and not sex (in line with the previously discussed distinction between *sex* and *gender*).

The second set of hypotheses has been established in the hopes of gaining insight into how perceived gender-typing of the management profession may differ according to the respondents' reported academic major. While there are a few studies that have used undergraduate students as the sample, these studies have either focused on a broad definition of "student" (Schein et al., 1989; Duehr & Bono, 2006) or have examined students in the overarching category of "business" students (Atwater et al., 2004), without examining any differences that may exist on the basis of academic major. Other studies have focused solely on management students (Willemsen, 2002) while ignoring the possibility that perceptions concerning women in management may differ according to other academic majors in business.

Of the eight academic majors available to the current sample of undergraduate business students, four of the most popular majors have been selected for comparison: management and marketing (both deemed "relationship-oriented") and finance and accounting (both deemed "task-oriented"). The terms "relationship-oriented" and "task-oriented" are common in the leadership literature, and appear to be an applicable method of comparing academic majors in the current study. Leaders who are relationship-oriented employ a human relations approach to leadership and work to maintain friendly, supportive relationships with their followers at work (as cited in Bass & Stogdill, 1990). Task-oriented leaders on the other hand, are more interested in completing assignments and getting their work done than they are with managing relationships (as cited in Bass & Stogdill, 1990).

For the purposes of this study, management and marketing majors have been classified as relationship-oriented because these two academic majors both have a strong focus on establishing relationships and other human relations issues. According to the University of Arkansas website, management "is the art of making people more effective than they would have been without your leadership" ([www.waltoncollege.uark.edu/mgmt](http://www.waltoncollege.uark.edu/mgmt)). This indicates the emphasis that management majors place on people and relationships. Marketing on the other hand, although not as directly associated with human relations as management, places a heavy emphasis on understanding consumer behavior by applying psychological and sociological knowledge to understanding people. Therefore, these two majors have both been classified as relationship-oriented for analysis in the current study.

While management and marketing have been selected as the relationship-oriented academic majors, finance and accounting have both been placed into the task-oriented category for analysis because the latter two majors both have less of a focus on human relations issues than management and marketing majors. As the University of Arkansas website notes, "Careers in finance that are analytically oriented will generally require proficiency in accounting, economics and quantitative methods" ([www.waltoncollege.uark.edu/finn](http://www.waltoncollege.uark.edu/finn)). Similarly, accounting is concerned primarily with analyzing and interpreting financial statements of an organization while focusing on budgeting and other monetary issues. Because these two majors both place more of an emphasis on completing quantitative assignments rather than maintaining human relationships, finance and accounting have been placed into the task-oriented category for the current study. To examine any possible differences that may exist based on academic major as outlined above, the following set of hypotheses has been established:

*"Academic Major," Hypothesis #3* – Undergraduate business students who have declared themselves as management or marketing majors will find similar degrees of resemblance

between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers.

*“Academic Major,” Hypothesis #4* – Undergraduate business students who have declared themselves as finance or accounting majors will *not* find similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers.

A third and final set of hypotheses has been established to examine the influence of one final variable on perceptions of gender-typing and requisite management characteristics – the respondent’s level of work experience. At least one study has shown that respondents with more experience in the real-world are less likely to gender-type managerial roles than those respondents with less real-world experience (Atwater et al., 2004, p. 197). Although this study used the respondent’s age to measure this effect, the current study will focus on the respondent’s level of work experience to assess the respondent’s level of real-world experience. Because the current study uses a sample of undergraduate business students, it is likely that the majority of respondents will be close in age to that of a “typical” undergraduate student (e.g., 18 – 25), and therefore will be clustered into one of the age categories at this lower level, thus limiting the analysis available. Therefore, work experience appears to be a more appropriate measure of the respondent’s level of real-world experience, especially as it relates to experience with business managers. Because respondents with more work experience have presumably had more contact with managers and therefore have had the time to develop their own perceptions of the characteristics of successful business managers, it is anticipated that these real-world experiences will have a measurable influence on respondents’ perceptions. As with the other variables examined in this study, a set of two complementary hypotheses has been established to examine differences based on work experience:

*“Work Experience,” Hypothesis #5* – Students with less work experience (“real-world” experience) will be more likely to gender-type the management profession, as evidenced by perceiving a higher degree of resemblance between the characteristics of men in general and successful business managers than between the characteristics of women in general and successful business managers.

*“Work Experience,” Hypothesis #6* – Conversely, students with higher levels of work experience (“real-world” experience) will be less likely to gender-type the management profession, as evidenced by perceived similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers.

In addition to the hypotheses above, a single hypothesis has been developed to examine the results of an open-ended question included as part of the current study wherein respondents are asked to “Please describe in your own words what makes someone a successful business manager.” It is hypothesized that when respondents imagine a successful business manager the image is more likely to be that of a man than of a woman, as indicated by the use of masculine pronouns.

## METHODS

The current research study focuses on the perceived requisite characteristics needed for success in the field of management and the relationship that exists between these characteristics and whether they are perceived to be typically gender-typed as male or female. To examine this relationship, a survey based on the Schein Descriptive Index (SDI), a combination of 92 descriptive terms, has been constructed and is an exact replica of the original SDI developed by Schein in 1973 to examine the relationship between gender role stereotypes and requisite management characteristics.

Although many studies have collected data from samples of male managers (Schein, 1973; Brenner, Tomkiewicz, & Schein, 1989; Heilman, Block, Martell, & Simon, 1989) and female managers (Schein, 1975; Brenner et al., 1989), fewer studies have used college students as the target sample from which data is drawn (only one study, Duehr & Bono, 2006, has simultaneously drawn data from both managers and students). In order to assess the current state of perceived gender typing and management from respondents at the university level, and how these perceptions may have changed over time in relation to previous research, the current study will focus on examining the perceptions of college students by administering the SDI to undergraduate business students at a public university located in the southern United States (students currently enrolled in the Sam M. Walton College of Business at the University of Arkansas). In addition to the standard 92-term SDI, demographic questions have also been included in the current survey to examine how respondents differ in regards to age, gender, race/ethnicity, current year of study, academic major, level of work experience, and whether or not the student is classified as an international student.

In order to analyze which characteristics are attributed to successful managers and whether these characteristics are perceived to be attributed more commonly to men or women, three versions of the same survey have been constructed. The only difference between the three versions is found in the instructions, where the respondent is asked to provide opinions on one of three types of people: 1) women in general, 2) men in general, or 3) successful business managers. The specific instructions included with the survey were adapted directly from those developed by Schein (1973, p. 96) and are as follows:

On the following pages of this survey you will find a series of descriptive terms commonly used to characterize people in general. Some of these terms are positive in nature, others have a negative connotation, and some are neither very positive nor very negative.

I would like you to use this list of terms to tell me what you think (women in general, men in general, or successful business managers) are typically like. In making your judgments, you may find it helpful to imagine that you are about to meet a person for the first time and the only information you already know is that this person is (an adult female, an adult male, or a successful business manager). Please rate each descriptive word in terms of how characteristic you believe it to be of (women in general, men in general, or successful business managers).

As previously mentioned, the sample for this project is limited to undergraduate business students currently enrolled in the Sam M. Walton College of Business at the University of Arkansas. The survey was developed and constructed using the Qualtrics® software (please see Appendix A for sample survey). To administer the three versions of the survey, listserv addresses were obtained for all current undergraduate business students and these addresses were randomized within Excel and split into three pools (those who were asked to rate “women in general,” those who were asked to rate “men in general,” and those who were asked to rate

“successful business managers”). Within each survey, the 92 terms were also randomized. The participant’s ratings of the 92 descriptive terms were made using a 5-point Likert scale that ranged from 1 (not characteristic) to 5 (characteristic), and included a neutral rating of 3 (neither characteristic nor uncharacteristic). In addition to the questions pertaining to the Schein Descriptive Index, a single open-ended question was also included at the end of the survey. This question asked respondents to “Please describe in your own words what makes someone a successful business manager.”

## RESULTS

### *Participants*

As mentioned above, the three versions of the survey were administered online using the Walton College listserv. During the approximately two weeks that the survey was available to students (August 19, 2011 through September 1, 2011), a total of 177 students completed the survey in its entirety (of the 256 students who started the process), resulting in an overall completion rate of 69% for respondents who initially chose to participate in the survey. Despite this relatively high response rate for students who chose to complete the survey, the survey link was initially distributed to a total of 3,520 students (the total number of students on the business college listserv), resulting in an overall response rate of just over 5%. Although entry into a randomized drawing for a \$50 gift card was used as an incentive, the 5% response rate may be indicative of the fact that other methods could have been taken to attempt to increase the number of students choosing to participate. It can be hypothesized that the length of the survey, the time required to complete all questions, and even the time period during which the survey was sent out (the first week of classes for the fall semester), all perhaps played a role in the total number of students choosing to begin the survey at all. Table 1 below provides a further analysis of the response rates for each of the three versions.

Table 1: Survey Response Rates by Version

	<b>Version #1: Men in General</b>	<b>Version #2: Successful Business Managers</b>	<b>Version #3: Women in General</b>	<b>Total</b>
<b>Started</b>	85	80	91	256
<b>Completed</b>	60	56	61	177
<b>Completion Rate</b>	71%	70%	67%	69%

The survey measured participant demographic characteristics based on several commonly-examined features. The overwhelming majority of respondents (74%) were between the ages of 18 and 20, followed by 17% who were between the ages of 21 and 24. The remaining 9% of respondents were between the ages of 25 and 30 (comprising 5%), and over the age of the 30 (4%). Respondent gender was evenly split with 53% women and 47% men. In terms of race/ethnicity, respondents predominantly classified themselves as White/Caucasian (84%), followed by Other (7%), Asian (6%), and Black/African American (3%).

Respondents were also asked to classify themselves based on their academic major. Ranked from most number of respondents to least number of respondents, the academic majors

were management (19%), marketing (19%), accounting (17%), finance (17%), general business (12%), information systems (8%), economics (4%), and transportation & logistics (4%). Almost half (46%) of the respondents were freshmen, followed by juniors (20%), seniors (18%), and sophomores (16%). Most respondents had at least some work experience in a business or corporate environment, with only 19% of respondents indicating that they had no experience. Of the remaining respondents, 29% indicated that they had 1-2 years of experience, 25% indicated less than one year, 17% indicated 3-4 years, and 10% indicated that they had more than 5 years of work experience. For a detailed analysis of participant demographic characteristics, please see Appendix B (attached).

### ***Descriptive Terms***

To begin analyzing the list of the 92 descriptive terms, the top 10 characteristics associated with each group (men in general, women in general, and successful business managers) were determined. Because respondents ranked each term on a scale ranging from 1 (not characteristic) to 5 (characteristic), the higher the mean value associated with each term the more characteristic that term was believed to be of each of the three groups. Responses from each survey regarding the 92 descriptive terms were ranked highest to lowest according to mean value to determine the top 10 characteristics most commonly associated with each of the three target groups – men in general, women in general, and successful business managers. The top characteristics associated with each group are shown below in Table 2.

**Table 2: Top 10 Descriptive Terms Associated with Each Target Group**

<b>MEN IN GENERAL</b>			<b>SUCCESSFUL MANAGERS</b>			<b>WOMEN IN GENERAL</b>		
	<i>DESCRIPTIVE TERM</i>	<i>MEAN</i>		<i>DESCRIPTIVE TERM</i>	<i>MEAN</i>		<i>DESCRIPTIVE TERM</i>	<i>MEAN</i>
1	Competitive	4.617	1	Leadership ability	4.875	1	Interested in own appearance	4.262
2	Strong need for achievement	4.3	2	Well informed	4.768	2	Values pleasant surroundings	4.246
3	Ambitious	4.167	3	Skilled in business matters	4.768	3	Sociable	4.246
4	Authoritative	4.167	4	Consistent	4.679	4	Sentimental	4.18
5	Adventurous	4.15	5	Self-confident	4.661	5	Aware of feelings of others	4.164
6	Hides emotion	4.117	6	Logical	4.625	6	Talkative	4.148
7	Direct	4.117	7	Desires responsibility	4.625	7	Sympathetic	4.131
8	Self-confident	4.1	8	Intelligent	4.625	8	Understanding	4.115
9	Dominant	4.1	9	Prompt	4.554	9	Strong need for security	4.098
10	Leadership ability	4.067	10	Ambitious	4.554	10	Helpful; Desire for friendship; Strong need for social acceptance <sup>a</sup>	4.082

<sup>a</sup> “Helpful,” “Desire for friendship,” and “Strong need for social acceptance” as related to women in general all resulted in the same mean value (4.082)

After determining the top 10 characteristics associated with each of the three groups, the lists were visually compared to determine what, if any, overlap existed. Of the top 10 descriptive terms associated with successful business managers, three of these – leadership ability, self-confident, and ambitious – were also associated with men in general. However, of the top 10 descriptive terms associated with successful business managers, none of these were also associated with women in general. To determine the statistical significance of the similarities between the three groups, further analysis was conducted and is described below.



## *Analysis*

Survey data was analyzed using the Statistical Package for the Social Sciences (SPSS), a computer program designed to conduct statistical analyses of data. Using SPSS, intraclass correlation coefficients ( $r'^3$ ) from two randomized-groups analyses of variance were computed to assess the degree of similarity 1) between the descriptions of men and managers and 2) between the descriptions of women and managers (cf. Hays, 1963, p. 424 as cited in Brenner, Tomkiewicz, & Schein, 1989, p. 665). For each comparison the classes, or groups, were the 92 descriptive terms (Brenner et al., 1989). To conduct the analyses, the data was sorted to remove the desired cases (for example, men rating men, men rating managers, and men rating women for the first half of the comparison by gender), and the mean for each of the 92 terms was calculated and transferred into a new dataset in SPSS. This new dataset was organized so that each descriptive term was a case and each of the mean values was a variable. In the first section of the analysis, the scores within each class were the mean item ratings of the descriptions of men and managers, and in the second analysis, the scores within each class were the mean item ratings of the descriptions of women and managers (Brenner et al., 1989, p. 665). For each analysis, the larger the value of  $r'$ , the more similar observations in the same class tend to be (Brenner et al., 1989, p. 665). Data was analyzed based on the three variables previously selected for analysis – respondent's (1) gender, (2) academic major, and (3) level of work experience.

## *Gender*

The first analysis (as described above) was conducted to determine the degree of similarity between the descriptions of men and managers and between the descriptions of women and managers depending on the respondent's gender. Table 3 below shows the intraclass correlation coefficients and the results of analyses of variance of mean item ratings.

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<sup>3</sup> Intraclass correlation coefficients are represented in this study by  $r'$  to maintain consistency with Schein's (1973; 1975) original studies, as well as with other studies that have used the Schein Descriptive Index as a measurement tool.

Table 3: Comparison by Gender  
ANOVA of Mean Item Ratings and Intraclass Correlation Coefficients

SOURCE		df	Mean Square	F	r'
<b>MEN</b>					
	<b>Managers and Men</b>				
	Between items	91	0.974	3.469**	0.71**
	Within items	92	0.279		
	<b>Managers and Women</b>				
	Between items	91	0.710	1.582*	0.37*
	Within items	92	0.445		
<b>WOMEN</b>					
	<b>Managers and Men</b>				
	Between items	91	1.065	2.405**	0.58**
	Within items	92	0.440		
	<b>Managers and Women</b>				
	Between items	91	0.998	2.133**	0.53**
	Within items	92	0.470		

\* p < .05, \*\* p < .01

For the men participating in this study, there was a large and significant resemblance between the ratings on the surveys requesting descriptions of men in general and on those requesting descriptions of successful business managers ( $r' = .71$ ). Also for men responding, there was also a fair and significant resemblance between the descriptions of women and successful business managers ( $r' = .37$ ). These findings confirm *Hypothesis #1*, that men students will find a higher degree of resemblance between the characteristics of men in general and successful business managers than between the characteristics of women in general and successful business managers.

For the women responding, there was a moderate and significant resemblance between the ratings on the surveys requesting descriptions of men in general and on those requesting descriptions of successful business managers ( $r' = 0.58$ ), as well as a moderate and significant resemblance between the ratings of women in general and of successful business managers ( $r' = 0.53$ ). The results indicate that women respondents have similar perceptions regarding the resemblance between men and managers and between women and managers, namely that women respondents found both men and women to possess characteristics similar to those of a successful business manager. The results thus confirm *Hypothesis #2*, that women students will find similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers.

#### *Academic Major*

A second analysis was conducted to determine the degree of similarity between the descriptions of men and managers and between the descriptions of women and managers

depending on the respondent's academic major. Table 4 below shows the intraclass correlation coefficients and the results of analyses of variance of mean item ratings.

Table 4: Comparison by Academic Major  
ANOVA of Mean Item Ratings and Intraclass Correlation Coefficients

<b>SOURCE (Academic Major)</b>		<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>r'</b>
<b>MANAGEMENT</b>					
	<b>Managers and Men</b>				
	Between items	91	1.012	2.888**	0.65**
	Within items	92	0.347		
	<b>Managers and Women</b>				
	Between items	91	0.776	1.553*	0.36*
	Within items	92	0.512		
<b>MARKETING</b>					
	<b>Managers and Men</b>				
	Between items	91	1.159	2.163**	0.54**
	Within items	92	0.531		
	<b>Managers and Women</b>				
	Between items	91	1.150	1.791**	0.44**
	Within items	92	0.687		
<b>FINANCE</b>					
	<b>Managers and Men</b>				
	Between items	91	0.955	2.110**	0.53**
	Within items	92	0.449		
	<b>Managers and Women</b>				
	Between items	91	0.854	2.083**	0.52**
	Within items	92	0.419		
<b>ACCOUNTING</b>					
	<b>Managers and Men</b>				
	Between items	91	1.015	2.896**	0.66**
	Within items	92	0.351		
	<b>Managers and Women</b>				
	Between items	91	0.824	1.918**	0.48**
	Within items	92	0.426		

\*  $p < .05$ , \*\*  $p < .01$

For the management majors responding, there was a large and significant resemblance between the ratings on surveys requesting descriptions of men in general and on those requesting descriptions of successful business managers ( $r' = 0.65$ ). Management majors responding also found a fair and significant resemblance between the descriptions of women and successful business managers ( $r' = .36$ ). For marketing majors participating in the study, there was a moderate and significant resemblance between the descriptions of men in general and descriptions of successful business managers ( $r' = .54$ ), as well as a moderate and significant resemblance between the ratings of women in general and of successful business managers ( $r' = .44$ ). The results indicate that *Hypothesis #3* must be confirmed in part and rejected in part. The first component of *Hypothesis #3*, that management majors will find similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers is rejected. However, the second part of *Hypothesis #3*, that marketing majors will find similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers, is confirmed.

For finance majors responding, there was a moderate and significant resemblance between the ratings on the surveys requesting descriptions of men in general and on those requesting descriptions of a successful business manager ( $r' = .53$ ), as well as a moderate and significant resemblance between the descriptions of women in general and successful business managers ( $r' = .52$ ). For accounting majors participating in the study, there was a large and significant resemblance between the ratings of men in general and successful business managers ( $r' = .66$ ). Accounting majors in this study also found a moderate and significant resemblance between women in general and successful business managers ( $r' = .48$ ). The results indicate that *Hypothesis #4* must be confirmed in part and rejected in part. The first component of *Hypothesis #4*, that finance majors will not find similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers, is rejected. However, the second part of *Hypothesis #4*, that accounting majors will not find similar degrees of resemblance between both the characteristics of men in general and successful business managers and between the characteristics of women in general and successful business managers, is confirmed.

### *Work Experience*

A final analysis was conducted to determine the degree of similarity between the descriptions of men and managers and between the descriptions of women and managers based on the respondent's reported level of work experience. Table 5 on the following page shows the intraclass correlation coefficients and the results of analyses of variance of mean item ratings.

Table 5: Comparison by Level of Work Experience  
ANOVA of Mean Item Ratings and Intraclass Correlation Coefficients

SOURCE (Level of Work Experience)		df	Mean Square	F	r'
<b>NONE</b>					
	<b>Managers and Men</b>				
	Between items	91	0.928	2.264**	0.56**
	Within items	92	0.415		
	<b>Managers and Women</b>				
	Between items	91	0.930	1.897**	0.47**
	Within items	92	0.486		
<b>LESS THAN 1 YEAR</b>					
	<b>Managers and Men</b>				
	Between items	91	0.998	2.948**	0.66**
	Within items	92	0.345		
	<b>Managers and Women</b>				
	Between items	91	0.822	1.581*	0.37*
	Within items	92	0.527		
<b>1-2 YEARS</b>					
	<b>Managers and Men</b>				
	Between items	91	1.098	2.537**	0.61**
	Within items	92	0.428		
	<b>Managers and Women</b>				
	Between items	91	0.928	1.823**	0.45**
	Within items	92	0.508		
<b>3-4 YEARS</b>					
	<b>Managers and Men</b>				
	Between items	91	0.973	2.270**	0.56**
	Within items	92	0.429		
	<b>Managers and Women</b>				
	Between items	91	0.969	3.007**	0.67**
	Within items	92	0.460		
<b>5+ YEARS</b>					
	<b>Managers and Men</b>				
	Between items	91	1.406	4.257**	0.77**
	Within items	92	0.328		
	<b>Managers and Women</b>				
	Between items	91	0.805	1.190	0.16
	Within items	92	0.669		

\* p < .05, \*\* p < .0

For respondents with no reported work experience, there was a moderate and significant resemblance between the ratings on the surveys requesting descriptions of men in general and on those requesting descriptions of successful business managers ( $r' = .56$ ). For this group of respondents, there was also a moderate and significant resemblance between the descriptions of women in general and successful business managers ( $r' = .47$ ).

For respondents with less than one year of work experience, there was a large and significant resemblance between the ratings of men in general and successful business managers ( $r' = .66$ ). This group of respondents also found a small but significant resemblance between the descriptions of women in general and successful business managers ( $r' = .37$ ).

Respondents with between one and two years of work experience found a large and significant resemblance between the ratings of men in general and successful business managers ( $r' = .61$ ). For this group of respondents, there was also a moderate and significant resemblance between the ratings on surveys requesting descriptions of women in general and on those requesting descriptions of successful business managers ( $r' = .45$ ). The results indicate that all three groups categorized as having less work experience (respondents with no work experience, those less than one year of work experience, and respondents with between one and two years of work experience) found a larger degree of resemblance between men and managers ( $r' = .56$ ,  $r' = .66$ ,  $r' = .61$ ) than between women and managers ( $r' = .47$ ,  $r' = .37$ ,  $r' = .45$ ). Therefore, *Hypothesis #5*, that students with less work experience will be more likely to gender-type the management profession, is confirmed.

For respondents with between three and four years of work experience, there was a moderate and significant resemblance between the ratings on surveys requesting descriptions of men in general and on those requesting descriptions of successful business managers ( $r' = .56$ ). This same group also found a large and significant resemblance between the ratings of women in general and of successful business managers ( $r' = .67$ ).

Finally, for respondents reporting five or more years of work experience, there was a very large and significant resemblance between the ratings of men in general and successful business managers ( $r' = .77$ ). For this same group of respondents, there was essentially no similarity between the ratings of women in general and successful business managers ( $r' = .16$ ), and this finding was not statistically significant. The results indicate that *Hypothesis #6*, that students with higher levels of work experience will be less likely to gender-type, is rejected.

## ***Open-Ended***

### *Analysis of Pronoun Use*

Results from the open-ended question, "Please describe in your own words what makes someone a successful business manager," were initially analyzed to determine the types of pronouns used in each respondent's description of a successful business manager. In the 177 answers analyzed, the vast majority of respondents did not use a gender-specific pronoun. Although some answers were simply incomplete sentences that provided descriptive adjectives, many respondents included gender-neutral pronouns such as "someone" or "they" when answering the open-ended question.

Of the 177 total respondents, 35 used some indication of gender in their description of a successful business manager, with the remaining 142 respondents using gender-neutral pronouns (e.g., "somebody," "someone," or "a person"). Of the 35 respondents who provided some

indication of gender in their response, the majority (22 of the total 35, or 62.9%) used gender-specific constructs that simultaneously addressed both masculine and feminine and pronouns (for example, “him/her,” “man/woman,” or “himself/herself”). Another 12 respondents (34.3% of the total 35) used words in explicit reference to a man manager<sup>4</sup>, such as “he,” “him,” and “his.” No respondents made explicit reference to a woman manager through the use of feminine pronouns. However, it should also be noted that 1 of these 35 respondents used the “he/she” construct twice throughout the 168-word response before (perhaps inadvertently) finishing the response using “he” to refer to a successful business manager. In this case, it would seem to indicate that the respondent, at least in this one instance, inadvertently reverted back to the use of a masculine pronoun when discussing a successful business manager.

The results of this analysis of the open-ended responses thus confirm the hypothesis that when respondents imagine a successful business manager, the image is more likely to be that of a man than of a woman. The use of gender-specific pronouns in the open-ended response question is similar to the findings of another study using a similar analysis technique. Respondents in the Willemssen (2002) study also made no explicit reference to women managers – responses were either made using masculine or gender-neutral pronouns, with 23.3% of respondents specifically referencing a male manager (p. 389). The fact that in the current study just over 34% of respondents who indicated gender in their responses did so using masculine pronouns would also seem to confirm that “think manager-think male” (Schein, 2001) is still a relevant belief held by some. However, the fact that 142 of the 177 respondents in the current study used gender-neutral pronouns may indicate that the think manager-think male phenomenon could be on the decline.

### *Content Analysis*

In addition to performing a manifest content analysis based on the use of gender-specific pronouns (masculine, feminine, and gender-neutral), the qualitative data was also coded in order to better understand respondents’ unique definitions of what it means to be a successful business manager.

First, it should be mentioned that some of the open-ended responses confirmed the top characteristics commonly attributed to successful business managers (as indicated by the analysis of the quantitative data related to the top 10 terms associated with successful business managers). As a reminder, these were: 1) Leadership ability, 2) Well informed, 3) Skilled in business matters, 4) Consistent, 5) Self-confident, 6) Logical, 7) Desires responsibility, 8) Intelligent, 9) Prompt, and 10) Ambitious. Leadership ability, being well informed, skilled in business matters, self-confidence, being logical, intelligent, and ambitious were all common themes found at least once in the qualitative responses. Three of these themes – leadership ability, self-confidence, and being ambitious – were also determined from the quantitative data as being in the top 10 characteristics attributed to men in general (ranking 10th, 8th, and 3rd respectively).

Perhaps more insightful than these few instances of similarity between the qualitative and quantitative results however, were the themes emerging from the qualitative data that were *not* similar to the findings from the quantitative data. To analyze the 177 qualitative responses, themes were developed to facilitate coding. As themes developed, specific instances of each

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<sup>4</sup> “Man manager” and “men managers” and “woman manager” and “women managers” have been used to indicate that these categories are based upon the respondent’s gender, and not sex (in line with the previously discussed distinction between *sex* and *gender*).

were recorded, as well as the number of instances of each theme. The most common themes and the number of instances of each are shown below in Table 6:

Table 6: Qualitative Themes

<b>Theme</b>	<b>Instances</b>
Employee-focused	41
UNDERSTANDING	23
Encouraging/Inspiring/Motivating	23
SOCIABLE	19
AWARE OF FEELINGS OF OTHERS	14
Listening	12
Relatable	12
Respect for Others	10
Respected/Admired	9
Honesty	9
Morals/Ethics	8
Fairness/Equality	8
Relationships	7
Compassion/Caring	7
HELPFUL	6
Trust	4
Nurturing/Supportive	4
Puts others first	2

A focus on employees (“Employee-focused”) was the most dominant theme found in the open-ended responses. Responses reflecting this theme included statements that a successful business manager is someone who needs to “address the needs of both the business itself, as well as the employees” and who “can keep their employees committed, taken care of, and well equipped [sic]”. While this employee-centric focus is reflected to some extent in the quantitative data as “Leadership ability” (the top characteristic of successful business managers in that analysis), the open-ended responses seemed to indicate that the idea of leadership is much more than simply leading people. Demonstrating leadership as a successful business manager is having not only a “thorough understanding of the needs of the business as well as...employees” but “making work fun and fulfilling for...employees,” while at the same time being “proud of the fact they get to better the employees they see over.” As one respondent noted, “Everything starts with the people you manage!”

Many of the broad instances of employee-focused behaviors can be further broken down into subcategories. Four of these subcategories – Understanding, Sociable, Aware of Feelings of Others, and Helpful – reflect specific instances of descriptive terms from the quantitative analysis that were attributed to women in general (ranking 8th, 3rd, 5th, and 10th, respectively, in the top 10 characteristics attributed to women in general). This would seem to indicate that



perhaps there is more of an overlap between the characteristics of successful business managers and the characteristics more commonly attributed to women than the quantitative data indicate.

The importance of successful business managers being understanding was discussed by respondents several times, often in relation to understanding employees (e.g., “A successful business manager has to be willing to understand and get to know his/her employees”). While nine respondents explicitly used the word “understanding” in their response, this sometimes came with a caveat. For example, one respondent indicated that a successful business manager should be “understanding but not gullible,” while another noted that it is important to be “understanding to an extent.” This seems to indicate that while being understanding is an important feature of a successful business manager, it should only be used to a certain degree – that is, a successful manager doesn’t want to be *too* understanding. As Sheppard (1992) argued, “Managerial women strive to display behavior that is both sufficiently businesslike and professional that they are credible as managers and sufficiently feminine that they do not challenge prevailing assumptions about gender” (as cited in Eagly & Karau, 2002, p. 590). Therefore, while the communal characteristic of being understanding is seen as one feature of a successful business manager, it is also cautioned that managers control this attribute and be “understanding to an extent.”

Although some descriptions of being understanding came with such a caveat, others only emphasized that the description of a successful manager focused on being understanding. For example, a successful business manager “must be understanding about people and their different life situations” and be “able to empathize with the people they supervise.” In these responses, being understanding was viewed as a top attribute of successful managers – although it also became obvious that this isn’t always easy: “I think a successful business manager would have to have started from the ground and worked their way up in order to truly be able to understand the plight of the people beneath them”. If it is acknowledged that being understanding may be difficult, one could argue that it may come easier for people who are perceived by others as being more likely to possess the characteristic already – namely, women (as indicated by “understanding” being the number eight characteristic attributed to women in general in the quantitative section of the study). Because “understanding” was not one of the characteristics associated with successful managers in the quantitative data, but it was found to be a common theme among the respondents’ own descriptions of a successful business manager, it appears as though the characteristics associated with successful business managers are changing – at least in part. Furthermore, because this characteristic is a communal trait that, in the present study, was found to be commonly attributed to women in general as a result of the analysis of the quantitative data, this may indicate not only that the characteristics of successful managers are changing, but that the shift is seeing at least some increase in communal traits being attributed to successful managers.

The characteristic of being understanding was also commonly found alongside an indication of an awareness of the feelings of others, another common theme found in respondents’ descriptions of a successful business manager. The fact that these two themes commonly emerged together should come as no surprise since being understanding arguably requires an awareness of others’ feelings. Often having an awareness of the feelings of others emerged in relation to understanding employees (e.g., a successful manager “should be able to listen to employee concerns” and “listen to others [sic] suggestions,” while being capable of “understanding personalities of those you manage”). This theme was summed up nicely by one

respondent who stated that a successful business manager is “someone that listens to their employees and takes into account the feelings/needs that they may have towards the job. Someone that is able to delegate in such a way that their employees feel like they are an equal, and feel like they are appreciated.”

The open-ended responses seemed to indicate that being aware of the feelings of others is perceived as a critical aspect of being a successful business manager because it is essential in being able to manage and lead employees. In short, a successful manager must be aware of the feelings of others (especially those of employees) so that effective management can take place. Without being aware of employees’ feelings, it is arguably much more difficult for managers to understand where employees are coming from and what motivations lie behind their actions; being unaware of employee feelings equates to being unaware of employees as individuals. As one respondent noted, “The most important part of being a successful business manager is knowing your people. Never underestimate [sic] the people that work for you and what motivates them or what is bothering them.”

Both being understanding and having an awareness of the feelings of others can help to facilitate being sociable, another theme that was commonly found in the open-ended responses. Although the theme of being sociable emerged most often in subtle statements made by respondents, some explicit indications included statements that a successful business manager is “friendly,” “outgoing,” “personable,” and has “great social skills” or “good people skills” – “a person who likes people.” Although the all-encompassing theme of a focus on employees also emerged from the descriptions of being sociable, it did so to a lesser extent than with other themes. The responses seem to indicate that in order to be a successful business manager one must be sociable not only with employees, but with the wide range of people that managers deal with when conducting business on a day-to-day basis. Respondents painted a picture of a successful business manager as being someone who is not only “personable with employees,” but someone who can “get along with everyone” and “has the ability to engage with individuals and groups at a variety of levels and from wide-ranging backgrounds.” As one respondent asserted when describing a successful business manager, “they HAVE [sic] to be a people person!”

The theme of being helpful was a final area wherein respondents’ descriptions of a successful business manager closely mirrored a trait associated with women in general (as “Helpful” was tied for the 10th characteristic most commonly attributed to women in general). The notion of a successful business manager being someone who is helpful emerged through descriptions stating the importance of being “helpful and encouraging to others” and “willing to do things for others.” Often times, these “others” that should be helped were implied to be employees – which is representative of the recurring theme of focusing on employees. For example, according to one respondent: “Also, they [successful business managers] are there and need to be ready to help at anytime [sic] instead of just yelling at their employees in crunch time. A successful manager helps and doesn’t just watch.”

## **DISCUSSION**

A visual examination of the top 10 characteristics associated with successful business managers and how these relate to gender, provides powerful information; namely, that respondents continue to exhibit a propensity to attribute similar characteristics to successful business managers as they do to men in general. Furthermore, the statistical analyses conducted

seem to indicate that certain respondents continue to find a large and significant resemblance between men in general and successful business managers. This was especially true for male respondents, management majors, accounting majors, and those respondents with differing levels of work experience.

One of the recurring themes in research conducted on the perceived gender-typing of the management profession and the “think manager-think male” phenomenon is how these perceptions are changing over time. To integrate the results of the current study with results of previous studies, the following table has been adapted from Duehr and Bono (2006) to further examine relevant studies as they relate to two commonly-cited samples – managers (both men and women) and college students (both men and women). Table 7 below integrates the results taken from samples of men and women managers.

**Table 7: Intraclass Correlation Coefficients across Several Samples of Managers  
Utilizing the Schein Descriptive Index**

	Sample						
	Schein (1973) <i>Men</i> <i>Managers</i>	Brenner et al. (1989) <i>Men</i> <i>Managers</i>	Heilman et al. (1989) <i>Men</i> <i>Managers</i>	Duehr & Bono (2006) <i>Men</i> <i>Managers</i>	Schein (1975) <i>Women</i> <i>Managers</i>	Brenner et al. (1989) <i>Women</i> <i>Managers</i>	Duehr & Bono (2006) <i>Women</i> <i>Managers</i>
<b>Groups being compared</b>							
Managers and Men	.62**	.72**	.54***	.61***	.54**	.59**	.49***
Managers and Women	0.06	-0.01	-0.24	.63***	.30**	.52**	.70***

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

As the table above shows, perceptions concerning gender and requisite management characteristics have shifted somewhat since the Schein Descriptive Index was first utilized in 1973. Although men managers have consistently found a large and significant resemblance between men in general and successful business managers ( $r' = .62$  in 1973,  $r' = .72$  or  $.54$  in 1989, and  $r' = .61$  in 2006), men managers’ perceptions of women and managers has shifted quite dramatically. For men managers in 1973, there was no significant resemblance between women and successful business managers ( $r' = .06$ ). By 1989, there existed small, negative correlations that still lacked statistical significance ( $r' = -.01$  and  $-.24$ ). However, the 2006 study conducted by Duehr and Bono revealed that for this group of men managers there existed a large and significant resemblance between women in general and successful business managers ( $r' = .63$ ). These results seem to indicate that men managers are beginning to see more of a similarity between women and successful business managers than previously thought.

The table above also illustrates that the perceptions of women managers have also shifted. As with their men counterparts, women managers have consistently found a relatively large and significant resemblance between the descriptions of men in general and successful business managers ( $r' = .54$  in 1975,  $r' = .59$  in 1989, and  $r' = .49$  in 2006). However, women managers have also found an increasingly large and significant resemblance between women in general and successful business managers ( $r' = .30$  in 1975,  $r' = .52$  in 1989, and  $r' = .70$  in 2006). While this was not nearly as dramatic a shift in perception as their men counterparts, it is clear that both men and women managers are finding women and successful business managers to be increasingly similar.

A second sample worth noting (and the one on which this research study is focused) is that of college students. To gain a better understanding of how the perceptions of college

students may have shifted over time, the following table has been adapted from Duehr and Bono (2006), and is shown below in Table 8 (results of the current study, “Holtzen (2011)” are listed in bold type):

**Table 8: Intraclass Correlation Coefficients across Several Samples of Students  
Utilizing the Schein Descriptive Index**

	Sample					
	Schein et al. (1989) <i>Men</i> <i>Students</i>	Duehr & Bono (2006) <i>Men</i> <i>Students</i>	Holtzen (2011) <i>Men</i> <i>Students</i>	Schein et al. (1989) <i>Women</i> <i>Students</i>	Duehr & Bono (2006) <i>Women</i> <i>Students</i>	Holtzen (2011) <i>Women</i> <i>Students</i>
<b>Groups being compared</b>						
Managers and Men	.70**	.40***	<b>.71**</b>	.51**	.45***	<b>.58**</b>
Managers and Women	0.11	0.1	<b>.37*</b>	.43**	.35***	<b>.53**</b>

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

As the above table illustrates, college students’ perceptions regarding gender and requisite management characteristics have also shifted over time. While men students have consistently found a large and significant resemblance between men and managers ( $r' = .70$  in 1989 and  $r' = .40$  in 2006, and similar results for the current study, with  $r' = .71$ ), past research has found a small and insignificant resemblance when men students compared women and managers. However, the current study illustrates that these perceptions may be changing as the men students in this study found a moderate and significant resemblance between women in general and successful business managers ( $r' = .37$ ). For women students on the other hand, perceptions have remained relatively constant over time and in relation to the current study. Women students have consistently found a moderately large and significant resemblance between the characteristics of men and managers ( $r' = .51$  in 1989,  $r' = .45$  in 2006, and similar results for the current study, with  $r' = .58$ ), and between the characteristics of women and managers ( $r' = .43$  in 1989,  $r' = .35$  in 2006, and similar results for the current study, with  $r' = .53$ ). This would seem to indicate that while men students are seeing an increasingly large resemblance between women and managers, women students have perceived these two groups to be relatively similar for quite some time.

This finding provides great hope for the future of women in management. Because students are essentially managers in training, and the perceptions of men students have shifted to show an increasing similarity between women and managers, perhaps gender-typing of the management profession is on the decline – at least at the hands of men. If men students can carry these perceptions with them into the business world, it may only be a matter of time before men managers start to see women and successful business managers as possessing similar characteristics as well.

In addition to examining differences in perceptions regarding gender-typing and the characteristics of successful business managers based on the respondent’s gender, the current study also examined differences that existed as a result of the student’s academic major. While the results indicated that both marketing majors and finance majors see a moderately large and significant resemblance (with the larger values of  $r'$  indicating a higher degree of similarity among observations in the same class) between both men and managers and women and managers, the same was not so for management and finance majors. While it was hypothesized

and confirmed that accounting majors would find a higher degree of resemblance between men and managers than they would between women and managers, this was not the case for management majors. This group had originally been chosen as a reference group because it was believed that they would most closely mirror the perceptions of actual managers due to their specialized training in management-related courses. However, the results indicated that management majors exhibited the largest difference in their ratings between the groups, relative to the other academic majors analyzed. While this group found a large and significant resemblance between men and managers ( $r' = .65$ ) there existed only a moderate and significant resemblance ( $r' = .36$ ) between the ratings of women and managers. This difference between ratings (.29) was the largest when compared to the differences in ratings by marketing, finance, and accounting majors.

While the reasons for these differences based on academic major can be speculated on for the time being, it is certainly an area that merits further research and discussion. For example, if it can be determined that educational factors such as course content and style of teaching play an influential role in the development of these perceptions, perhaps specific techniques can be developed to ensure that all business majors are exposed to such influential factors. However, the differences in perceptions based on academic major may just as well be the accumulation of life events, socialization, and individual psychological differences – which would mean that other methods of working to shift perceptions of gender-typing would have to be addressed. Either way, it remains an interesting variable on which respondents in this study were divided regarding their perceptions of the characteristics of successful business managers and whether these characteristics are more commonly attributed to men or women.

In addition to differences in perceptions regarding gender-typing and the characteristics of successful business managers based on the respondent's gender and academic major, further attention should also be paid to differences that exist based on level of work experience. Although all five levels of work experience examined in the current study found a large and significant resemblance between men in general and successful business managers, certain levels exhibited interesting results that merit further discussion. First, respondents reporting between three and four years of work experience found the largest statistically significant resemblance between women and managers ( $r' = .67$ ) out of any of the other groups and variables examined in this study. Second, respondents with five or more years of work experience exhibited the largest statistically significant resemblance in the ratings of men and managers ( $r' = .77$ ) out of any of the other groups and variables examined in this study. However, this same group also found virtually no resemblance between the ratings of women and successful business managers ( $r' = .16$ , not significant).

The stark differences that were found within those respondents reporting five or more years of work experience runs contrary to previous research. Because respondents with more work experience have presumably had increased exposure to women in management and other leadership positions, as well as increased exposure to diversity training programs (Duehr & Bono, 2006, p. 819) one would imagine that as the level of work experience increased, so too would the reported similarities between women and managers. Similarly, Atwater et al. (2004) found that people with more experience in the real world were less likely to gender-type managerial roles than their counterparts with less real-world experience (p. 197). However, perhaps other more powerful forces are at play that mediate such assumptions. For example, the perceptions of this group may be mediated by other factors such as age, since respondents with

more experience would be more likely to have taken time off from school to work – therefore placing them into a higher age bracket. Again, more research needs to be conducted on how level of work experience affects a person's perceptions regarding gender-typing and requisite management characteristics.

In addition to the insights gleaned from the quantitative analyses, conclusions drawn from the qualitative data also hold powerful implications for the future of gender-typing as it relates to the field of management. One of the recurring themes found in the qualitative descriptions of a successful business manager was the importance of maintaining a healthy work environment. As one respondent noted, "A healthy work environment is key." Although maintaining a healthy work environment involves a variety of tasks, the qualitative data also indicated that building healthy relationships between managers and employees, and managers and customers, are one of the things that successful managers can use to ensure the existence of a healthy work environment. This, along with other findings from the qualitative data, provides hope for women aiming to reach the upper echelons of management and to be evaluated positively for doing so. Eagly & Karau (2002) proposed that one way to reduce the prejudice toward women in leadership positions is to change the content of leader roles, specifically by pushing for these roles to require more of the communal traits that are typical of women and fewer of the agentic traits commonly attributed to men, which would help to align the roles of women and leaders. It would appear that the qualitative data indicate that this change is occurring at least in the leadership role of a successful business manager.

## **CONCLUSION**

The major conclusion that can be drawn from the current assessment of gender-typing as it relates to management is that people continue to perceive the characteristics of a successful business manager as being more commonly attributed to men than to women. However, as this study emphasized, the degree of perceived similarity (or difference) between men and managers and women and managers varies widely when examined across a variety of variables (for example, gender, academic major, and level of work experience). To increase our understanding of gender-typing and its effects on women in management, continued research on the topic is undoubtedly necessary, although the depth and scope of such research will be forced to adapt to relevant cultural and societal conditions that influence the evolving condition of gender-typing in management and other professions.

First, globalization has changed the very face of the business world and continues to do so at an increasing pace. Although some research has been conducted on the topic of cross-cultural perceptions regarding gender and requisite management characteristics (Schein, 2001) the intensifying level of globalization in the business world will make it increasingly important to understand these issues from the perspective of a variety of cultures. Eagly and Karau (2002) acknowledged that "little attention has so far been directed to subcultural and cultural variation in definitions of gender roles and leader roles, whereby in some societal and organizational contexts the female gender role and leader roles may not be as inconsistent as they are in other contexts" (p. 589). As Schein, Lituchy, and Liu (1996) noted in regards to the established pattern of gender-typing of managerial characteristics that exists among men management students on an international scale, "As they become managers and decision makers of the future, these stereotypical attitudes will continue to limit women's access to and promotions within management intentionally" (p. 40). Perhaps then future research could examine possible

interventions aimed at raising awareness of gender issues in the management profession by specifically targeting management students while they are still working towards their degrees – long before they will be in a position to physically limit the advancement of women in areas such as selection, promotion, training, and placement.

Secondly, although the current study focused on individual perceptions regarding attributes associated with men, women, and successful business managers, the implications of this and similar research is not limited only to our understanding of the individual – there are significant implications for organizations as well. Because there is a demonstrated tendency to “think manager-think male” in the world of business, women who take on managerial positions may be subjected to intentional sabotage and lack of cooperation at the hands of their subordinates if such people are unwilling to recognize women and managers as being two roles that are compatible with one another. Similarly, if organizations do not find the attributes of women and those of successful business managers compatible, the attributes exhibited by women will likely go unrewarded in terms of pay, promotion, and selection decisions. If organizations do not find value in such characteristics, they may very well miss out on hiring the best and brightest managers simply as a result of continued gender-typing of the management profession.

While increasing our understanding of the relationship between gender-typing, gender stereotypes, and professions – such as management – that violate typical gender conceptions is important, perhaps even more important is increasing our understanding of how these perceptions may limit the opportunities available to women in occupations that are gender-typed as masculine. More specifically, why is it that the success of women at the highest tiers of the business management world remains limited? The answer is perhaps not as simple as working to change individual perceptions, as previously discussed, through educational interventions and increased awareness of socialization practices as related to the formation of gender stereotypes. When examined from an organizational level of analysis it becomes clear that the barriers to success for women in business management are the result of much more than the gender-typing of requisite managerial characteristics at the individual level; rather, these barriers are influenced by what researchers have referred to as the “gendered organization.” As first asserted by Joan Acker (1990), “To say that an organization, or any other analytic unit, is gendered means that advantage and disadvantage, exploitation and control, action and emotion, meaning and identity are patterned through and in terms of a distinction between male and female, masculine and feminine” (p. 146). Such a definition illustrates how gender is a subtle process; one that permeates the very structure of organizational hierarchy, and one that rewards people within that structure based on the lines of gender. Unfortunately for women in management, these rewards are often times based on characteristics more commonly attributed to men in general than women in general, as recognized early on by Rosabeth Moss Kanter (1974):

A “masculine ethic” of rationality and reason can be identified in the early image of managers. This “masculine ethic” elevates the traits assumed to belong to men with educational advantages and necessities for effective organizations: a tough-minded approach to problems; analytic abilities to abstract and plan; a capacity to set aside personal, emotional considerations in the interests of task accomplishment; a cognitive superiority in problem-solving and decision making (as cited in Acker, 1990, p. 143).

If gendered organizations “advantage and disadvantage” based on a distinction between men and women, and if the masculine ethic “elevates traits assumed to belong to men” as

necessities in effective organizations, this presents a difficult situation for the woman manager. If masculine traits are more highly valued, it would stand to reason that feminine traits are less so, and that the impact that such a system of disparate valuation must have on women in management cannot go unnoticed. Simply put, masculine traits are more commonly attributed to both men and successful business managers, whereas feminine traits have classically been reserved for women, *but not successful managers*. Therefore, it stands to reason that increasing the proportion of women in the upper levels of successful business management lies not only in working to change individual perceptions, but in changing the inherent bias that permeates organizations and prevents women from reaching the highest level of managerial success. While gender-typing of the management profession may in fact be shifting at the individual level towards a definition more consistent with characteristics associated with women in general, it remains to be seen if the same will be true when examined from a broader level of analysis.



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## Appendix A: Copy of Survey

### INFORMED CONSENT

Title: Perceived Gender Typing of Successful Managerial Characteristics among Undergraduate Business Students

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**Description:** The present study will investigate the perceived requisite characteristics needed for success in the field of management. To examine these perceived characteristics, a survey based on Schein's Descriptive Index, a combination of 92 descriptive terms, has been constructed. You will be completing one of three randomly assigned versions of this 92-question survey in order to gain a better understanding of your opinions regarding personal traits that are characteristic of certain types of people. In addition, a few questions regarding your demographic information (age, sex, race/ethnicity, major area of study, year in school, and years of work experience) will be asked initially prior to the actual survey. In all, this short survey should take approximately 10-20 minutes to complete.

**Risks and Benefits:** The benefits include contributing to the knowledge base of the personal characteristics perceived to be required for success in the management field. Following completion of this survey, you will be given the option to enter your e-mail address so that it can be entered into a random drawing for a Visa® Gift Card in the amount of \$50. There are no anticipated risks to participating in the study.

**Voluntary Participation:** Your participation in the research is completely voluntary. There are no payments or college credits for participating. You are free to refuse to participate or to stop at any point during the survey without penalty. You must be at least 18 years of age to participate.

**Confidentiality:** You will be assigned a code number that will be used to analyze the survey. All information will be recorded anonymously; however, following completion of the survey should you choose to enter your e-mail address you will be entered into the drawing. Your e-mail address will not become associated with your answers at any time. Results from the research will be reported as aggregate data.

**Informed Consent:** I have read the description, including the purpose of the study, the procedures to be used, the potential risks, and the confidentiality. I believe I understand what is involved. My completion of the survey indicates that I freely agree to participate in this experimental study and that I am at least 18 years of age.

The following pages contain seven brief questions regarding your demographic information that is pertinent to this study. Please answer the following questions as honestly and accurately as possible.

Please indicate your current age:

- ☐ 18-20
- ☐ 21-24
- ☐ 25-30
- ☐ Over 30

Sex:

- ☐ Male
- ☐ Female

Race/Ethnicity:

- ☐ White/Caucasian
- ☐ Black/African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Pacific Islander
- ☐ Other

Please select your major area of study. If you have more than one major, please select the major that is of most importance to you:

- ☐ Accounting
- ☐ Economics
- ☐ Finance
- ☐ General Business
- ☐ Information Systems
- ☐ Management
- ☐ Marketing
- ☐ Transportation & Logistics

Current Year in School:

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Are you an international student?

- ☐ Yes
- ☐ No

Please indicate your current amount of work experience by selecting one of the options below. "Work experience" is defined specifically as any job or internship in a business or corporate environment.

- m None
- m Less than 1 year
- m 1-2 years
- m 3-4 years
- m More than 5 years

Thank you for completing the first section. Now, I would like you to please describe below, in your own words, what makes someone a successful business manager.

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For the final portion of this survey you will find on the following page a series of descriptive terms commonly used to characterize people in general. Some of these terms are positive in nature, others have a negative connotation, and some are neither very positive nor very negative.

I would like you to please use this list of terms to tell me what you think (women in general, men in general, or successful business managers) are typically like. In making your judgments, you may find it helpful to imagine that you are about to meet a person for the first time and the only information you already know is that this person is (an adult female, an adult male, or a successful business manager).

Please rate each descriptive word in terms of how characteristic you believe it to be of (women in general, men in general, or successful business managers):

	<b>Not Characteristic</b>	<b>Somewhat Uncharacteristic</b>	<b>Neither Characteristic Nor Uncharacteristic</b>	<b>Somewhat Characteristic</b>	<b>Characteristic</b>
<b>Selfish</b>	m	m	m	m	m
<b>Skilled in business matters</b>	m	m	m	m	m
<b>High need for power</b>	m	m	m	m	m
<b>Speedy recovery from emotional disturbance</b>	m	m	m	m	m
<b>Self-confident</b>	m	m	m	m	m
<b>Modest</b>	m	m	m	m	m
<b>Bitter</b>	m	m	m	m	m
<b>Independent</b>	m	m	m	m	m
<b>Sympathetic</b>	m	m	m	m	m
<b>High need for autonomy</b>	m	m	m	m	m
<b>Self-reliant</b>	m	m	m	m	m
<b>Shy</b>	m	m	m	m	m
<b>Frank</b>	m	m	m	m	m
<b>Leadership ability</b>	m	m	m	m	m
<b>Self- controlled</b>	m	m	m	m	m
<b>Devious</b>	m	m	m	m	m
<b>Tactful</b>	m	m	m	m	m
<b>Firm</b>	m	m	m	m	m

	<b>Not Characteristic</b>	<b>Somewhat Uncharacteristic</b>	<b>Neither Characteristic Nor Uncharacteristic</b>	<b>Somewhat Characteristic</b>	<b>Characteristic</b>
<b>Cheerful</b>	m	m	m	m	m
<b>Forceful</b>	m	m	m	m	m
<b>Assertive</b>	m	m	m	m	m
<b>Timid</b>	m	m	m	m	m
<b>Prompt</b>	m	m	m	m	m
<b>Not uncomfortable about being aggressive</b>	m	m	m	m	m
<b>Courteous</b>	m	m	m	m	m
<b>Easily influenced</b>	m	m	m	m	m
<b>Intuitive</b>	m	m	m	m	m
<b>Humanitarian values</b>	m	m	m	m	m
<b>Grateful</b>	m	m	m	m	m
<b>Analytical ability</b>	m	m	m	m	m
<b>Logical</b>	m	m	m	m	m
<b>Neat</b>	m	m	m	m	m
<b>Hasty</b>	m	m	m	m	m
<b>Feelings not easily hurt</b>	m	m	m	m	m
<b>Creative</b>	m	m	m	m	m
<b>Sophisticated</b>	m	m	m	m	m

	<b>Not Characteristic</b>	<b>Somewhat Uncharacteristic</b>	<b>Neither Characteristic Nor Uncharacteristic</b>	<b>Somewhat Characteristic</b>	<b>Characteristic</b>
<b>Adventurous</b>	m	m	m	m	m
<b>Curious</b>	m	m	m	m	m
<b>Competitive</b>	m	m	m	m	m
<b>Desires responsibility</b>	m	m	m	m	m
<b>Sentimental</b>	m	m	m	m	m
<b>Ambitious</b>	m	m	m	m	m
<b>Steady</b>	m	m	m	m	m
<b>Uncertain</b>	m	m	m	m	m
<b>Helpful</b>	m	m	m	m	m
<b>Intelligent</b>	m	m	m	m	m
<b>Persistent</b>	m	m	m	m	m
<b>Hides emotion</b>	m	m	m	m	m
<b>Well informed</b>	m	m	m	m	m
<b>Exhibitionist</b>	m	m	m	m	m
<b>Generous</b>	m	m	m	m	m
<b>Vulgar</b>	m	m	m	m	m
<b>Understanding</b>	m	m	m	m	m
<b>Consistent</b>	m	m	m	m	m



	Not Characteristic	Somewhat Uncharacteristic	Neither Characteristic Nor Uncharacteristic	Somewhat Characteristic	Characteristic
<b>Desire for friendship</b>	m	m	m	m	m
<b>Decisive</b>	m	m	m	m	m
<b>Authoritative</b>	m	m	m	m	m
<b>Able to separate feelings from ideas</b>	m	m	m	m	m
<b>Dominant</b>	m	m	m	m	m
<b>Strong need for social acceptance</b>	m	m	m	m	m
<b>Direct</b>	m	m	m	m	m
<b>Strong need for monetary rewards</b>	m	m	m	m	m
<b>Values pleasant surroundings</b>	m	m	m	m	m
<b>Aggressive</b>	m	m	m	m	m
<b>Emotionally stable</b>	m	m	m	m	m
<b>Submissive</b>	m	m	m	m	m
<b>Demure</b>	m	m	m	m	m
<b>Dawdler and procrastinator</b>	m	m	m	m	m
<b>Knows the way of the world</b>	m	m	m	m	m
<b>Reserved</b>	m	m	m	m	m

<b>Interested in own appearance</b>	m	m	m	m	m
<b>Obedient</b>	m	m	m	m	m
<b>Competent</b>	m	m	m	m	m

	<b>Not Characteristic</b>	<b>Somewhat Uncharacteristic</b>	<b>Neither Characteristic Nor Uncharacteristic</b>	<b>Somewhat Characteristic</b>	<b>Characteristic</b>
<b>Strong need for security</b>	m	m	m	m	m
<b>Vigorous</b>	m	m	m	m	m
<b>Deceitful</b>	m	m	m	m	m
<b>Not conceited about appearance</b>	m	m	m	m	m
<b>Objective</b>	m	m	m	m	m
<b>Sociable</b>	m	m	m	m	m
<b>Strong need for achievement</b>	m	m	m	m	m
<b>Fearful</b>	m	m	m	m	m
<b>Frivolous</b>	m	m	m	m	m
<b>Wavering in decision</b>	m	m	m	m	m
<b>Talkative</b>	m	m	m	m	m
<b>Aware of feelings of others</b>	m	m	m	m	m
<b>Industrious</b>	m	m	m	m	m
<b>High self- regard</b>	m	m	m	m	m
<b>Passive</b>	m	m	m	m	m
<b>Nervous</b>	m	m	m	m	m
<b>Kind</b>	m	m	m	m	m
<b>Desire to avoid</b>	m	m	m	m	m

<b>controversy</b>					
<b>Quarrelsome</b>	m	m	m	m	m

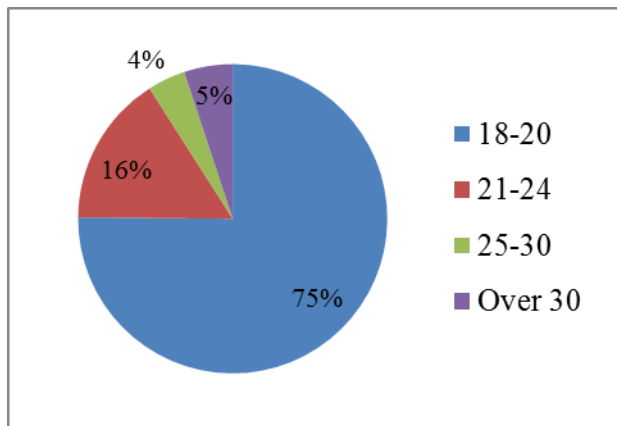
Thank you again for your time in completing this survey. If you would like to be entered into the random drawing please enter your e-mail address below (if not, simply leave the box below blank and click the "Next" button at the bottom of the screen to end the survey). The winner will be contacted following the completion of all data collection (sometime in September 2011).

## Appendix B: Demographic Information of Respondents

### Age

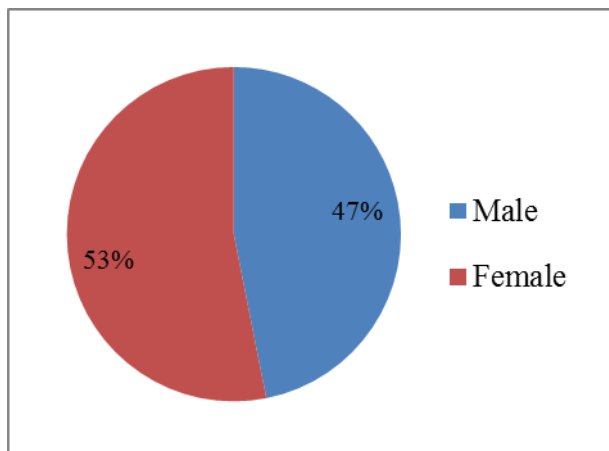
*Question:* “Please indicate your current age.”

#	Answer	Response	%
1	18-20	133	75%
2	21-24	28	16%
3	25-30	7	4%
4	Over 30	9	5%
	TOTAL	177	100%



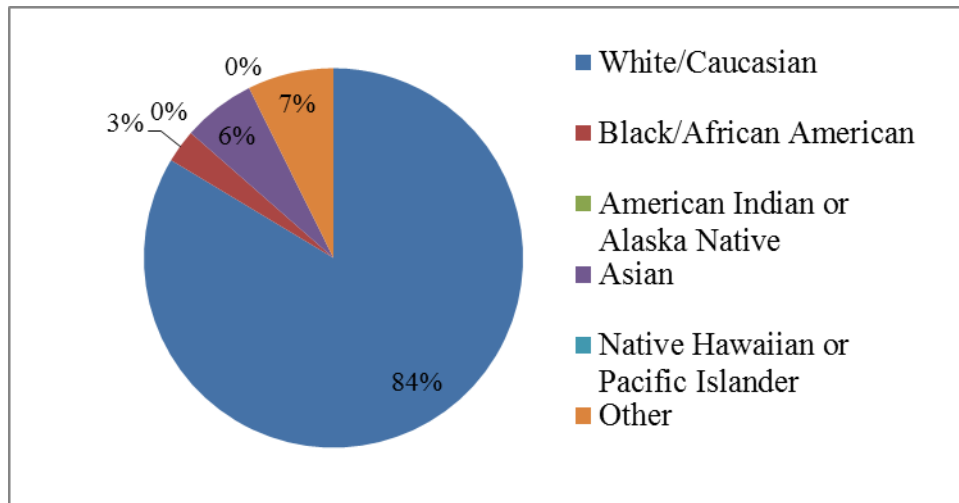
### Sex

#	Answer	Response	%
1	Male	83	47%
2	Female	94	53%
	TOTAL	177	100%



### Race/Ethnicity

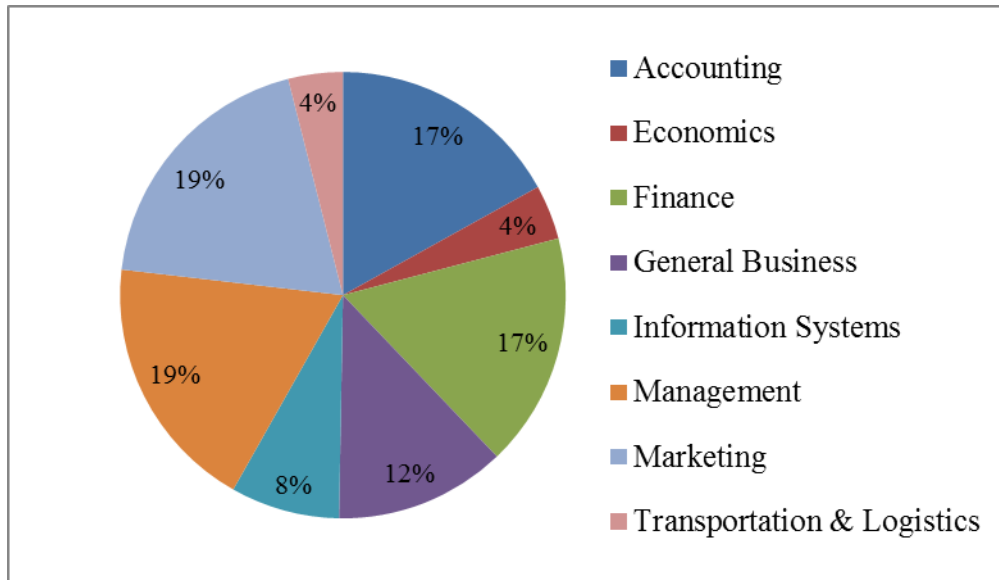
#	Answer	Response	Percent
1	White/Caucasian	148	84%
2	Black/African American	5	3%
3	American Indian or Alaska Native	0	0%
4	Asian	11	6%
5	Native Hawaiian or Pacific Islander	0	0%
6	Other	13	7%
	<b>TOTAL</b>	<b>177</b>	<b>100%</b>



### Academic Major

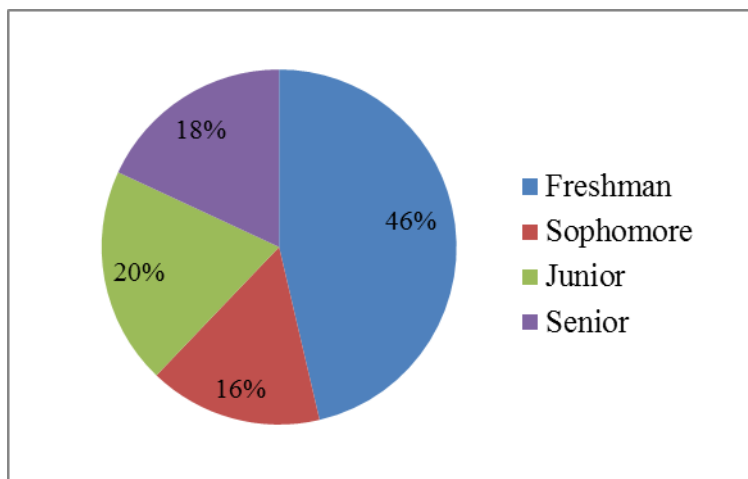
*Question:* “Please select your major area of study. If you have more than one major, please select the major that is of most importance to you.”

#	Answer	Response	Percent
1	Accounting	30	17%
2	Economics	7	4%
3	Finance	30	17%
4	General Business	22	12%
5	Information Systems	14	8%
6	Management	33	19%
7	Marketing	34	19%
8	Transportation & Logistics	7	4%
	<b>TOTAL</b>	<b>177</b>	<b>100%</b>



#### Current Year in School

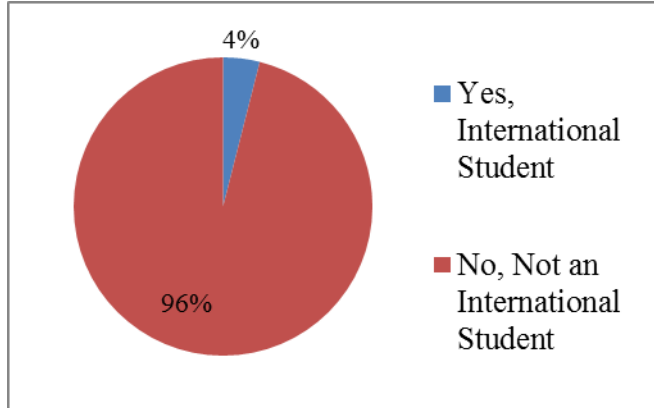
#	Answer	Response	Percent
1	Freshman	82	46%
2	Sophomore	28	16%
3	Junior	35	20%
4	Senior	32	18%
	TOTAL	177	100%



#### International Student

*Question:* “Are you an international student?”

#	Answer	Response	Percent
1	Yes, International Student	7	4%
2	No, Not an International Student	170	96%
	TOTAL	177	100%



### Work Experience

*Question:* “Please indicate your current amount of work experience by selecting one of the options below. ‘Work experience’ is defined specifically as any job or internship in a business or corporate environment.”

#	Answer	Response	Percent
1	None	33	19%
2	Less than 1 year	45	25%
3	1-2 years	51	29%
4	3-4 years	30	17%
5	More than 5 years	18	10%
	TOTAL	177	100%

