Skills needed and potential barriers faced by women in business management in Montana
by Judith Eileen Birch

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University
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Abstract:
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business management students at Montana State University, Montana women managers, and Montana
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upper-level management, and career-mindedness. Those not perceived as barriers were femininity,
motherhood and management, ambition, assertiveness, confidence, the fear of success against a male
competitor, the pursuit of a managerial career and marriage, a woman's emotional make-up, and
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These potential barriers showed no clear direction of response among the three groups: the possibility
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by

Judith Eileen Birch

A thesis submitted in partial fulfillment
of the requirements for the degree
of
Doctor of Education

MONTANA STATE UNIVERSITY
Bozeman, Montana
February 1984.
APPROVAL

of a thesis submitted by

Judith Eileen Birch

This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

[Signatures and dates]

Approved for the Major Department

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ACKNOWLEDGMENTS

There have been many people who have cheered me on my journey to obtain my doctoral degree. My parents, Stephen and Jean Birch, have given me much needed moral support along with thoughts and ideas for my study.

Dr. LeRoy Casagranda, Chairman of my doctoral committee, has given me his expertise in constructing the study and in writing the dissertation. Others on my committee have also provided needed input: Drs. Henry Worrest, James Hauwiller, Robert Thibeault, Douglas Herbster, Stanley Easton, and Ronald Lundquist.

Helen Johnson, Judy Rolfe, and Angionette Warfield have provided me with their views of the world of the woman manager.

The late Dorothy Riley, former State President of The Montana Federation of Business and Professional Women's Clubs, and Peter Van Nice, a member of the Montana division of the American Society of Personnel Administrators, have provided me with their assistance in obtaining the membership lists of their respective organizations.

Others have given me an opportunity to be diverted, if only momentarily, from the trials and tribulations of my journey: R. Blair Strong, Ona Wright, members of the Longhorn bunch, those regulars at the Buttrey's lunchcounter, the staff of Helen Johnson Real Estate, and the Tuesday morning Bible-study group.

I want to thank Virginia Gilmore for her proofreading.

I am indebted to Louise Greene for her typing of the dissertation.

In holding with my Christian beliefs, God has made all of this possible: the friends to cheer me on my way and the form and substance of my dissertation.
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ABSTRACT

The purpose of this study was to determine whether there were differences in the perceptions of women business management students at Montana State University, Montana women managers, and Montana personnel directors as to the skills needed to be a manager, whether women needed more training in these skills, and the barriers that women may face in being managers. Specifically, the research was conducted to determine whether the responses of those queried were dependent on their membership or affiliation with women business management students at Montana State University, Montana women managers, and Montana personnel directors. The study was conducted during the academic year 1982-83.

Lists of names were obtained from the School of Business at Montana State University, the Montana division of the American Society of Personnel Administration, and The Montana Federation of Business and Professional Women's Clubs. From the latter two groups individuals were chosen who were employed in private businesses. From all three populations 167 valid responses were used in the study.

The survey instrument focused on the skills needed by managers, whether women needed more training in these skills, and the barriers women may face in becoming managers. The skills included: decision-making, planning, coordinating, delegating, evaluating, communicating, accounting, risk-taking, and competing. The responses to the survey instrument indicated that all the managerial skills, except accounting, were considered to be needed by managers. There was general agreement that women needed more training in these skills, except for accounting and evaluating.

Responses from the three groups indicated these were barriers: aggressiveness, the first woman in upper-level management, and career-mindedness. Those not perceived as barriers were femininity, motherhood and management, ambition, assertiveness, confidence, the fear of success against a male competitor, the pursuit of a managerial career and marriage, a woman's emotional make-up, and acquiring masculine traits. These potential barriers showed no clear direction of response among the three groups: the possibility of pregnancy, mentors, marriage and mobility, competence and waiting longer than men to be promoted, marriage and family, dead-end jobs, and the informal network.
CHAPTER I

INTRODUCTION

During the 1970s there was an influx of women entering the business world. A number of factors contributed to this situation: many women found it necessary to contribute to the financial well-being of their families, the consciousness-raising efforts of the women's movement made women aware of the variety of employment opportunities that were available to them, women of the 1970s were more highly educated than those of previous generations and entered the work force at a time when newly passed laws prohibited sexual discrimination, and it became socially acceptable for wives and mothers to work outside of the home. (Norwood, 1979:1)

Even with the increasing numbers of women who entered the labor force in the 1970s, the statistics of the early 1980s have shown that only a small percent of these women have become managers and administrators in nonfarm industries of this country. The U.S. Department of Labor Statistics has reported in its publication, Employment and Earnings, December (1982:23): 7.4% of working women were in managerial positions; 34.2% were in clerical jobs; and 18.2% were in the professional and technical category, which included such professions as nursing and teaching -- both traditional occupations for women.

This same report (1982:23) noted: 15% of the men in the work force were employed as managers, 6.4% were in clerical positions, and
16.7% were in professional and technical occupations. Thus, in comparing the percentages of males and females in these job categories, men dominated the traditionally male field of management while women were found in the traditionally female fields of clerical work along with jobs in the professional and technical area.

The statistics for Montana, compiled by the U.S. Bureau of the Census in a handout entitled Total and Female Persons 16 and Over by Race and Hispanic Origin With Work Experience by Occupation, and With No Work Experience for December of 1982, showed 3% of all women in the work force were in management as compared with 6.8% of all men in the labor force; 11.6% of women were in administrative support, which included clerical jobs, as compared to 3.6% of working men; and 6.9% of working women were in the professional and technical category as compared to 7.1% of working men.

Again, as in the national statistics, Montana men dominated the field of management while Montana women dominated the area of clerical positions. The only difference between the national and Montana statistics arose in the category encompassed by professional and technical occupations: nationally, a greater percent of working women than working men were found in these positions; in Montana, a greater percent of working men than working women were found in this area. Yet, in both cases, the percentage difference between men and women was small.

With reasons cited for women entering the business world, one might wonder why only a small percentage of women have become managers in business and industry. A number of researchers and writers have examined this occurrence and have listed some of the barriers or obstacles
women have encountered in attempting to secure managerial positions. Margaret Hennig and Anne Jardim (1978:143) have stated that, in part, the answer rested with the women themselves:

In general women come to the job setting with no prior knowledge of behavioral norms and expectations, with no concrete recognition of what a career means or the part a job must necessarily play in it, with no clear career aspirations or objectives. Nor do all that many women bring with them a positive disposition toward objectively measurable, demonstrable competence because of their ambivalent experience with this issue as they grew up -- after all did you want to be popular or did you want to be at the head of the class? . . . Faced with difficulty in defining who they are in the management world of men, they are faced with ever greater difficulty in defining what they wish to become.

Helen Diamond (1977:7) has pointed to the following factors as handicaps for women: career guidance in high schools has been inappropriate for women; there have not been enough role models in business management for women to emulate; there have not been enough opportunities for practical experience in managerial roles; and there has been a lack of proper training to qualify for such roles.

Ronald Burke and Tamara Weir (1977:34) have stated that women's passivity has been a detriment for them because they have not seemed to be "motivated to commit themselves to activities which would strengthen them in the pursuit of their career goals." Also, they felt there had been a lack of faculty leadership in institutions of higher learning in modifying college curricula to include topics related to women in management.

A number of authors have commented on the "male ethic" or imprint on business management positions that has so shaped the roles and expectations of these jobs that women have been excluded from the managerial processes. (Kanter, 1977:22-23) More specifically, the research of
Margaret Hennig and Anne Jardim has focused on the informal system of relationships, which these women have considered to be the heart of middle management and have been male-dominated. This system has been responsible, in their view, for making the progress of women in managerial positions very difficult. Hennig and Jardim have encouraged women not only to become competent at their jobs but to acquire the knowledge and necessary skills to get along within this informal structure. By becoming accepted members of this system and thus establishing good relationships with male co-workers, this barrier will no longer confront women in management. As women become accepted into the informal system, women and men will become cognizant of the fact that they hold different beliefs and assumptions "about themselves and each other, about organizations and a management career." (Hennig, 1978:15)

To aid men and women in understanding their different perceptions and assumptions concerning the world of business, businesses and higher education have, in some cases, instituted courses, workshops; and seminars dealing with some of the following topics: "Strategies for Bringing Women into Management," "Analysis of Sex Differences and the Issue of Sexuality," "Institutional Barriers for Women," "Successful Role Models in Administration." (Reha, 1979:69)

Rhea (1980:313) has reaffirmed the responsibility of higher education in helping women who have been seeking business management careers:

If the education of women who desire to be hired or promoted into management positions is to be relevant to the world of work, there must be not only an identification of the competencies and qualifications needed by these women but also information from women currently in the work force about the problems, both
professional and personal, that they had or are presently experi­encing through their work roles.

Margaret Hennig (1978:97-98) completed a study of women in manage­ment positions to determine how they had succeeded in the man's world of business management. She studied twenty-five women. She attempted to answer some of the following questions:

At every stage in their lives critical relationships must have been established, critical events must have taken place and critical questions must have arisen and been dealt with by these women. What were they and how were they dealt with in childhood and adolescence, in college, during the early career years and in maturity? How did the critical relationships, events, issues and questions arising at each stage affect the stages following? To what extent did the experiences of one life stage influence the over-all developmental pattern of their careers? . . . What was it about them as people -- what was it about their experi­ence, behavior and the environments in which they lived and worked -- that allowed them to succeed in what, much more than now, was defined as a 'man's world'? What were their personal gains, their inevitable personal losses?

Jeanne P. Lemkau (1979:239) has added her thoughts on the need for research:

Those who value competence for people irrespective of gen­der need to study the determinants of competent functioning among women in an occupational sphere. Further investigations of the personality and background correlates of female excellence in both traditional and nontraditional employment would be likely to dispel myths about women at work.

Problem Statement

One factor that could certainly be an underlying influence on the skills needed and the barriers faced by women wanting to be managers could be that of their perceptions of those skills and potential bar­riers. These perceptions, if dissimilar from those held by people already in the business world, could be contributing factors to the problem that only a small percentage of women in the work force, as
compared to men in management and other women in traditionally female jobs, have been entering the business management field.

Thus, the purpose of this study was to determine whether there were differences in the perceptions of women business management students at Montana State University, Montana women managers, and Montana personnel directors as to the skills needed to be a manager, whether women needed more training in these skills, and the barriers that women may face in being managers. Specifically, the research was conducted to determine whether the responses of those queried were dependent upon their membership or affiliation with women business management students at Montana State University, Montana women managers, and Montana personnel directors. The study was conducted during the academic year 1982-83.

General Questions to be Answered

1. What were the differences in perceptions of those women business management students with a prior business background as compared with those students who did not have that experience as to the managerial skills needed by women, whether women needed more training in these skills and the potential barriers they faced?

2. What were the differences in perceptions of those women business management students who had held managerial positions as compared with those students who had worked in nonmanagerial jobs in business as to the managerial skills needed by women,
whether women needed more training in these skills, and the potential barriers they faced?

3. Was there a difference in the perceptions held by male and female personnel directors as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they faced?

4. Was there a difference in the perceptions held by all three groups as to the future of women in management in the next five to ten years?

General Procedure

The women business management students at Montana State University, the Montana women managers, and the Montana personnel directors were surveyed through the use of an instrument developed by the researcher. From the review of the literature, the following managerial skills were selected for inclusion in the instrument: decision-making, planning, coordinating, delegating, and evaluating (Stewart, 1978:xiii-xv); communicating and accounting (Diamond, 1977:8); risk-taking (Allen, 1980:116); and objectivity and competing (Peters et al., 1974:43). A review of the literature also showed potential barriers for women which were a part of the survey instrument: pregnancy, femininity, child-raising, ambition, emotional make-up of women, and assertiveness (Peters et al., 1974:42-43); the informal network of middle-management (Hennig and Jardim, 1978:13); career-mindedness, competence, and promotion (Stead, ed., 1978:271-273); confidence, insecure male superiors, marriage, and the first woman in an upper-level management position (Hull, 1982:29;
mentors (Diamond, 1977:7); the male dominated business world (Kanter, 1977:22-23); Horner's observations on women's fear of success (Mednick, ed., 1975:219); and dead-end jobs (Rhea, 1980:313).

Those surveyed were women business management majors at Montana State University (i.e., those who were in their third, fourth, or fifth year). Montana personnel directors who were members of the American Society of Personnel Administration (ASPA), and Montana women managers who were members of The Montana Federation of Business and Professional Women's Clubs (BPW). Membership in these latter two organizations became a criterion for selecting respondents because they had certain characteristics in common with their respective groups in order to be members. Also, the researcher had access to their membership lists. The members of each of these two groups formed a representative sample of personnel directors and women managers found in Montana because of their various locations around the state and because of the many private businesses and industries that they represented.

Before the instrument was sent to the three groups, it was given to three women managers in Bozeman and two business management professors at Montana State University to determine its face validity, i.e., that it measured what it purported to measure. From their responses, certain changes were made in the survey instrument to improve its face validity.

Then a pilot-study was initiated employing the test-retest method to determine the instrument's reliability, that is, its consistency in measuring what it measures from one time to another. Isaac (1979:89)
has said that two successive measurements can be obtained by "retesting an individual with the identical test." Isaac (1979:87) also offered this caution about the retesting method:

Coefficient of Stability ('test-retest'): correlation between two successive measurements with the same test. Critical problem: optimizing the delay between the two administrations to offset a spuriously high effect due to recall, if too short; or spuriously low effect due to the change in the make-up of the subject, if too long.

To deal with the problem posed by Isaac, the researcher sent the first copy of the instrument and then waited three weeks before sending the second copy. The survey instrument was sent to nine people: three women business management majors at Montana State University, three women managers who were members of BPW, and three Montana personnel directors who were members of ASPA.

Once the eighteen instruments were collected, a Pearson product-moment correlation coefficient was applied on an item-by-item basis. However, an accurate coefficient could not be established, since there was a lack of variability in the scores on each item. Thus, the researcher determined a correlation coefficient from the total scores of each instrument, which did provide enough variability to obtain an .89 or 89% coefficient of reliability.

After the instrument was returned, the Chi Square Test of Independence was used to analyze the data by determining if the responses of those queried were independent or dependent of group affiliation.
Limitations and/or Delimitations

The researcher has restricted this study to Montana and to the women business management majors at Montana State University who were in attendance on the campus during the academic year 1982-83. Furthermore, the respondents representing personnel directors and women managers were delimited to those who were members of the American Society of Personnel Administration and The Montana Federation of Business and Professional Women's Clubs, respectively.

Definition of Terms

Manager -- the definition is determined by the manager's duties: sets objectives, motivates and communicates, measures (analyzes, appraises, interprets) what is done and "develops people." (Drucker, 1974:400)

Personnel Director -- "deals with those matters that concern the workers as an individual at work . . . wages, hours, retirement, health insurance, advancement" and, in many instances, hiring people for a company. (Traynor, 1978:2)

Perception -- "an active process by means of which we select, organize, and give meaning to the information we receive from both external and internal sources." (Coleman, 1969:168)

Summary

Although women in the 1970s and early 1980s have made inroads in the area of business management, there have been and continue to be numerous barriers preventing a general influx of women into this area.
These barriers included such things as woman's lack of knowledge of what was expected of her in the business setting, no career goals or aspirations, a lack of business skill competencies, a lack of good career guidance in high schools, not enough role models, and not enough experience in managerial roles.

To effectively overcome such barriers, businesses and higher education have created courses, workshops and seminars to deal with such topics as "Strategies for Bringing Women into Management," "Analysis of Sex Differences and the Issue of Sexuality," "Institutional Barriers for Women," and "Successful Role Models in Administration." (Reha, 1979:69).

To determine what could be done to further management opportunities for women in Montana, the researcher conducted a study centered on the following problem: to determine if there were significant differences in the perceptions of women business management students at Montana State University, Montana personnel directors, and Montana women managers as to the skills needed to be a manager, whether women needed more training in these skills, and the potential barriers women faced in entering the business management field.

The study was conducted by utilizing an instrument developed by the researcher. The instrument measured these managerial skills: communicating, accounting, decision-making, planning, coordinating, delegating, evaluating, risk-taking, objectivity, and competing. The barriers measured were pregnancy, femininity, child-raising, ambition, assertiveness, confidence, mentors, the male-dominated business world, fear of success, the informal network of middle-management, marriage, the first
woman in an upper-level management position, the emotional make-up of women, promotion, career-mindedness, competence, and dead-end jobs.

The respondents were selected from the women business management majors who were in attendance on campus during the 1982-83 academic year, Montana women managers who were members of The Montana Federation of Business and Professional Women's Clubs, and Montana personnel directors who were members of the American Society of Personnel Administration. The latter two groups represented a sampling of personnel directors and women managers found in Montana's private business sector.

Before the instrument was sent to these three groups, its face validity was determined with the assistance of three women managers in Bozeman and two business management professors at Montana State University. Then its reliability was determined through the retesting method by pilot-studying the instrument with nine individuals: three from the women business management majors at Montana State University, three women managers from The Montana Federation of Business and Professional Women's Clubs, and three personnel directors from the American Society of Personnel Administration. The reliability coefficient, determined from the total scores of each instrument was 89%.

Finally, the limitations and delimitations of this study were centered on the fact that the study was limited to the geographical boundaries of Montana and that the respondents were from Montana State University, The Montana Federation of Business and Professional Women's Clubs, and the American Society of Personnel Administration.
CHAPTER 2

REVIEW OF LITERATURE

The subtopics of the Review of Literature will be presented in the following order: Reasons Why Women Are Entering the Business Management Field, National and State Data on Women Entering the Business Management Field, Barriers to Women Entering the Business Management Field, Ways to Overcome the Barriers, A National Study of Twenty-Five Women Managers, A San Diego Study Concerning Male and Female Business Executives and Female College Graduates in Business, and A Study of Seventeen Montana Women Managers.

Reasons Why Women Are Entering the Business Management Field

In order to gain an historical perspective on the entrance of women into the business management field, one must examine the forces that since World War II have changed the status of women in the United States. There have been changes in the American family with fewer infant deaths, smaller-sized families, improved contraceptives, and legal abortions. Also, the proportion of women's lives devoted to child-rearing has decreased thus giving married women an opportunity to compete with single women for jobs in the business world. (Shaeffer, 1979:4)

In the area of education there has been an increase in women attending college. In many cases these women have enrolled in business-related courses because they have found that those attempting to enter
the traditionally female field of teaching are faced with decreasing student enrollments which have led to teacher cutbacks. (Shaeffer, 1979: 4)

There have been changes in what society has considered to be acceptable roles for men and women in the occupations they choose. Men can now become nurses and women can now become corporate executives.

Improved technology has decreased the time and physical efforts that were necessary in performing household tasks. In industry the technological evolution has reduced the number of jobs that require a great deal of physical strength. (Shaeffer, 1979:5) In order to enjoy the products of improved technology, families are in need of more income to purchase the fruits of technological advancement; therefore, women are encouraged to seek jobs outside the home. A need for more income coupled with less demand by industry for people to handle physically demanding jobs has opened up new job opportunities for women. (Shaeffer, 1979:5)

Finally, there have been economic changes in the nation. There has been a shift in emphasis from goods producing industries to service providing businesses. The service industries have always been a stronghold for women in the work force. Inflation has made families unsure that their incomes will keep pace with the rising cost in products and services that they need. A need for a larger family income has, in many cases, forced women to seek employment outside of the home. (Shaeffer, 1979:5)

Janet Norwood, Commissioner of Labor Statistics for the Department of Labor, has substantiated the above set of developments in the United
States that have occurred since World War II. She has added to this historical perspective by noting that in the decade of the 1970s there was a marked increase in the number of women in the labor force who were under 35 years of age. She (Norwood, 1979:1) indicated that they came into the labor force during a period of rapid economic growth and prosperity and also of striking social changes. On the one hand, the economy needed new workers for its burgeoning white-collar and service jobs. On the other hand, the young female labor force entrants were more highly educated than those in the past and were starting their work lives at a time when newly passed laws prohibited sex discrimination in employment and wages. In addition, social views were changing, and it was considered much more acceptable than ever before for young wives and mothers to work outside of their homes.

The Women's Bureau, U.S. Department of Labor Employment Standards Administration, did not foresee the trend of more women in the job force abating.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives. (Stead, ed., 1978:47)

Women have entered the work force basically to support their families. However, the enactment of federal laws and the consciousness-raising activities of the women's liberation movement have undoubtedly made these women look beyond financial gain in choosing a job and toward assuming non-traditional careers such as those in business management. (Norwood, 1979:1)

Anne Skae (Jewell, ed., 1977:292-293), the National Branch Manager Health Care, Education and Government for Honeywell Information Systems, has declared that
right now it's helpful to be a woman. True, it may not be easy. One way being a woman hurts you is that you have no really effective role models. But this is changing. And I'm part of that change. The positive side is that many organizations are looking for competent women for management positions, and there's no question that I can move faster at this point in time because I am a woman. Of course, I moved more slowly for the first nine years of my career, so I figure I'm just catching up.

Business may be looking for competency in choosing potential managers from increasing numbers of women applicants. Yet Jeanine Rhea (1980:312) has felt that business has great "need of women's sensitivity to the needs and natures of other human beings."

With the advent of increasing numbers of highly educated women who have entered the field of business management, higher education has taken part in this movement by campaigning vigorously to get women into its undergraduate and graduate business and public administration programs. Colleges and universities have also been able to recruit women who may have graduated in traditional areas for women, such as the social sciences and the languages, but have been unable to find employment in these areas. Thus, higher education these last few years has been training an increasing number of women who are interested in managerial positions in business and in government. (Burke, 1977:30)

National and State Data on Women Entering the Business Management Field

On the national scene by the first half of 1979, 43 million women, 51% of all women, 16 years of age or older, had entered the labor force. The largest share of the women were married. The largest age group was from 25-34 years of age. Seventy percent of this age group were married, lived with a husband, and had children under 18 years of age.
In the past this particular age group of women would probably have stopped working when they married or would have stopped to begin raising a family. (Norwood, 1979:1-2) However, as was previously mentioned, because of the financial needs of their families and the opportunities of the labor market, these women were concerned with gaining employment. Yet the work pattern for these women has remained about the same as it always has been. Most of the women are working full-time thirty-five hours per week. Those unemployed are looking for full-time positions. As Commissioner Norwood (1979:2) has said, women as part-time workers has been a myth. Also, although women have made inroads into jobs of higher status and higher pay, the majority of women still held jobs in fields that have traditionally employed women for the last thirty years. The largest single occupation for women was that of clerical work: stenographer, typist, and secretary. The U.S. Department of Labor Bureau of Labor Statistics has reported in its publication, Employment and Earnings December (1982:23) that 34.2% of working women were in clerical positions. Because most working women were in traditional jobs, their earnings, on the average, were far below those of men. In fact women earned, on the average, about 60% of what men did. (Norwood, 1979:2)

Commissioner Norwood (1979:7) stated that various reasons have been proposed to explain why women did not earn as much money as men. Married women, for instance, may be more interested in the location of a job or the flexibility of working hours rather than accepting a promotion to a job that has more responsibilities and required more overtime. It may be that women lack the self-confidence to compete with
men for higher-paying jobs in business. Although the above reasons may help to explain the pay disparity between men and women, Norwood (1979:7) warned that discrimination could not be overlooked as another reason. She cited court cases concerning equal pay that have focused on discriminatory practices found in such firms as American Telegraph and Telephone Company.

Looking specifically at the area of management, the Employment and Earnings December (1982:23) reported that 7.4% of the working women were in managerial positions as compared with 15% of all working men. Newsweek (Langway et al., 1981:65) reported that women occupy one-fourth of the managerial and administrative jobs in private industry. Of the corporate officers of the 1,300 largest United States firms, 477 were women with 300 women directors for those firms. Yet the Newsweek article (Langway, et al., 1981:65) went on to state

the revolution in the executive suite has hardly begun. Only 6 per cent of all working women qualify as managers of any sort. . . . . And those women who have achieved executive rank tend to be clustered in areas traditionally more open to females: public relations, personnel and other staff jobs, or the media and service industries. Partly because they lack the profit-and-loss responsibility of line jobs, women executives also earn less than men with the same background. According to the Columbia Business School's Center for Research in Career Development, the mean salary for female M.B.A.'s at the entry level is $9,334 less than men's.

Turning from the national picture to the Montana scene, Montana women also have felt that discrimination has played a role in influencing their job opportunities in the state. When Verna Green (1972:xvii) conducted a survey in 1972 of the management opportunities for women in Montana, she discovered that "optimism, due to changing attitudes and labor demand, and pessimism due to discrimination, were indicated
In a survey completed in 1980 by the Women's Bureau of the Montana Department of Labor and Industry, discrimination was found in practices such as sexual harassment and job discrimination in the work force. However, factors that created more job dissatisfaction for women than discrimination were opportunity for promotion, salary, availability of training programs, and job counseling. (Dias, 1980:13)

The occupational statistics for Montana from the U.S. Bureau of the Census have been presented in a handout entitled Total and Female Persons 16 and Over by Race and Hispanic Origin With Work Experience by Occupation, and With No Work Experience for December of 1982. Their handout sheet indicated that 3% of all women in the Montana work force were in managerial positions while 11.6% were in the area of administrative support, which included clerical workers.

Although the Montana statistics have indicated more women tended to be working in traditional jobs such as clerical positions, the Women's Bureau concluded its survey with the following remarks:

Women, in general, are keenly interested in training programs. Although their interest tends to gravitate along traditionally female lines of employment, there is tremendous interest in training for professional jobs and supervisory/management positions. The proportion of women now working in these areas is on the increase, as measured against that of past decades. (Dias, 1980:39)

Green (1972:1) signalled a new era for women in Montana and nationwide when she stated:

Science and technology not only have assisted to expand the role of women in our society beyond the scope of homemaking and child-rearing but have also simplified her chores and added
years to her life. These years can be utilized for growth and achievement as persons depart from the traditional role of homemaker.

Barriers to Women Entering the Business Management Field

From the national and Montana statistical data, it would appear that although there has been an increase in women entering managerial positions there still is a scarcity of women in management relative to the overall number of women in the work force. Helen Diamond (1977:7) has attributed this scarcity to a number of factors: career guidance in high schools has been inappropriate; there have not been enough role models or mentors for women; there have not been enough opportunities for women to gain practical experience in managerial roles; and there has been a lack of proper training to qualify women for such roles.

Judith B. Agassi (Jewell, ed., 1977:38), lecturer at Ruppin Institute for Kibbutz Management in Israel, has reiterated and expanded upon Diamond's criticism of career guidance in the high schools by stating that parents and teachers, as well as school counselors have long neglected and discouraged the intensive and prolonged preparation of girls for highly skilled occupations and professions on the assumption that (1) these occupations and professions are unsuitable to feminine nature, and (2) the investment and effort are not worthwhile because of the expected short worklives of women. Employers have denied women training for positions of higher skill and responsibility using (1) the femininity argument, (2) the short worklife argument, and (3) the argument that men resent working for a woman. As a result, women are relatively less skilled, especially for positions of responsibility in technical and executive occupations, and in the professions.

Lois Ann Koff and Joseph H. Handlon (Stead, ed., 1978:247) in a six-year study on the factors that have caused success or failure of
women in management have listed the following as reasons women do not become managers:

1. Lack of motivational proneness — they are stay-putters.

2. Lack of company training programs or programs considered inadequate or too sophisticated by potential candidates. Fear of failure of ranking low in class. They are now doing great jobs, but fear loss of esteem if they don't do well in class.

3. On-the-job training programs under the supervision of harried, busy managers without time, motivation, patience or knowledge to train effectively.

4. Lack of self-confidence and fear of criticism.

5. Unsure of the support and relationship they will have with a new supervisor.

6. No women role models or mentors.

Some felt that business schools have not equipped women to survive in the business world. Margaret Hennig, a co-founder and dean of the women-only MBA program at Simmons College in Boston, has said that business schools have ignored "the obstacles of sexism, isolation and guilt." "They tell the woman she is a star, and then, all too typically, she hits a solid stone wall." (Langway, et al., 1981:66)

Ronald Burke and Tamara Weir (1977:34-35) have cited another obstacle for women. It has been their contention that the business faculty has shown little interest in modifying their curricula so that topics related to women in management could be included. These subjects, according to Burke and Weir, should be opened up to both men and women so that students "would have more than a superficial understanding of the issues: would recognize sex-stereotyped patterns of thinking, behaving and relating; and would recognize organizational policies and practices which operate against women."
Burke and Weir (1977:34) also discussed the concept of motivation. They noted that women do not seem to be "motivated to commit themselves to activities which would strengthen them in the pursuit of their career goals."

Marion M. Wood (Stead, ed., 1978:151) has also dealt with this idea of motivation in relationship to the role of business in encouraging women to seek managerial positions. She has indicated that a dilemma can occur for business and for women who seek jobs in management. For instance, women employed as managers who do not meet the company's expectations may dampen the hopes of prospective women managers. Because of this possibility, the business organization must be thoroughly convinced that the investment it made in training a potential woman manager could be justified. The woman, on the other hand, who was being trained not only has the burden of training for a managerial position but has an added load placed upon her with the conscious realization that her success as a manager will greatly affect the company's investment in other women who want to be managers. Also, without the support and approval of her male counterparts she will not be accepted in management. Consequently, in addition to proving her ability as a manager, a woman manager must sell a new image; she must help her male counterparts see the self-benefits in perceiving women 'as she is now rather than how she always has been.'

Finally, the woman, if she is the only woman in a group of managers, runs "the risk of alienation if she comes on too strong and of suppression if she comes on too weak." (Stead, ed., 1978:151)

Wood (Stead, ed., 1978:151-152) went on to add that:

This dilemma is frightening some qualified women from seeking management positions. Aware of the difficulties involved,
they are reluctant to move into conflict, a fact that may explain at least in part the seeming paradox of women who have been fighting for opportunity being reluctant to use the doors that are now open to them. Many are doing very well in traditional roles in their organizations and question the logic of changing to something that apparently offers more frustration than security.

Mildred Buzenberg (Jewell, ed., 1977:252) has focused on the fears women students at Kansas State University expressed in a course that was established to develop their management skills:

(1) fear of social pressure against working at man's work;

(2) fear of losing femininity if they work in positions of authority; and

(3) fear of losing out in marriage if they pursue a career.

Matina Horner (Mednick, ed., 1975:219) has discussed the fear of success as a potent barrier to those women considering higher positions in business and industry:

... Among women the anticipation of success especially against a male competitor poses a threat to the sense of femininity and self-esteem and serve as a potential basis for becoming socially rejected. ... In order to feel or appear more feminine, women, especially those high in fear of success, disguise their abilities and withdraw from the mainstream of thought, activism, and achievement in our society. This does not occur, however, without a high price paid by the individual in negative emotional and interpersonal consequences and by society in a loss of valuable human and economic resources.

Green (1972:41) has stated that from a cultural viewpoint of women in which women are considered sex objects and servants, a certain set of assumptions about men and women have been made:

... Males are cast in ascendant, independent, forceful, unemotional and cognitive roles. Females are taught to be dependent, unforceful, subordinate, and emotional. The emphasis for women is instinctive, nurturant, and dependent; for males the emphasis tends to be toward intellect, productivity, and independence.
Fenn (Stead, ed., 1978:27) has continued the discussion on how the cultural view of women affected the image women have of themselves and thus presented an obstacle to women who wish to be managers:

... Constant emphasis on dependency, other-directedness, nurturance, sacrifice and caring contribute to feelings of ambivalence about self worth. ... To be successful she has to have boyfriends. To be accepted by boys, she has to subjugate herself. ... If she has intellectual ability, she has to explain it away, or underutilize it. If she has physical skill and ability she has to challenge, but fail to win.

All that Fenn (Stead, ed., 1978:27-28) has described led to the following consequences:

Because she lacks conviction of her own ability, she tends to undermine her own self-confidence. Because she fails to expose herself, she develops a pattern of avoidance of risk taking. Because her motivation is other-directed, she fails to set goals for herself and plan how to achieve them. The result is low achievement motivation. Because she fails to set goals and plans, she doesn't seek, and she doesn't prepare. Because she doesn't set goals, plans, seek, prepare, she doesn't achieve. Lack of achievement helps to contribute to her own feeling of inferiority and leads her right back to where she started -- dependent, passive, and ambivalent.

A number of people have discussed the "male model" or "masculine ethic" in management and how this concept has been a barrier to women. In terms of the "male model," Burke and Weir (1977:35) in their interviews with business people "have determined that men and women have different styles in performing organizational roles. Often the way that women approach organizational functions has been criticized by men because it has not fit the male model as to what should occur."

Rosabeth Kanter (1977:22-23) has indicated that there is a "masculine ethic" to the art of business management:

This 'masculine ethic' elevates the traits assumed to belong to some men to necessities for effective management: a tough-minded approach to problems; analytical abilities to abstract and
plan; a capacity to set aside personal, emotional considerations in the interests of task accomplishment; and a cognitive superiority in problem-solving and decision-making. These characteristics supposedly belonged to men; but, then, practically all managers were men from the beginning. However, when women tried to enter management jobs, the 'masculine ethic' was invoked as an exclusionary principle.

Bird McCord (1971:2) has echoed Kanter's remarks when she indicated that women "whether single or married . . . are hampered by the male-oriented corporate life style."

There have been factors within business organizations themselves which have created obstacles for women seeking managerial positions. Surveys have shown that women are placed into dead-end jobs, since it was expected by businesses that they would not be long-time employees because of marriage and/or raising a family. The salary scale for women was less than that for men. Training and development opportunities have been a male prerogative. Women have helped to erect this particular barrier by not actively seeking opportunities to increase their abilities and positions in business. Promotional opportunities have been overlooked by women who have not established career goals or prepared for advancement. In areas of decision-making and action women have been ill-prepared. Since most decisions involve risk-taking, women have not been taught the necessary skills to cope with such situations. (Stead, ed., 1978:30-31)

Margaret Hennig and Anne Jardim have discovered through seminars and conferences, which they have conducted, that an informal system of relationships, which they have considered to be the heart of middle management, has been an obstacle to women entering management. Hennig and Jardim have felt that this informal structure could prevent the full
implementation of the equal opportunities laws so that women will not feel that they are a part of the business organization. Men, who have the largest membership bloc in the informal system, have become the insiders in the business organization. According to Hennig and Jardim (1978:13), they were

people who understand and support each other, the structure, and the rules; people who share common aspirations and dreams; people who grew up with similar backgrounds; who played together, learned together, competed together; and concurrently we think of how differently women grow up: their different orientations, expectations, aspirations and experiences -- then we can begin to understand why in spite of the law, very little may really have changed for women.

Hennig and Jardim (1978:13) went on to comment that this informal system has not been known by the women who have entered business. Yet the system has certainly been well aware of their presence and, when it has felt threatened by their entrances into various businesses, it has made it very difficult for women to feel that they have become a part of this informal structure of relationships.

Because ignorance of this system will not be of any help to women, Hennig and Jardim (1978:15) have stated that women must not only be competent at their jobs but must have an understanding of and a set of skills for working with the informal system. In fact it must be an understanding by both men and women that in reality both sexes have differences in beliefs and assumptions "about themselves and each other, about organizations and a management career."

As an example of the differences in mind-sets between women and men, Hennig and Jardim (1978:33) have pointed out how men and women perceived jobs and careers:
Men expressly related the jobs they do to their concept of career as advancement, as upward progression. For them a job is part of a career. Women separate the two issues completely: a job is in the here and now and a career is an intensely personal goal which the individual alone can judge whether she has achieved.

Yet with all the problems within organization which women have encountered, Wood (Stead, ed., 1978:156) has inserted a note of hope which she gained in her study of nearly 100 male and female managers:

When male management support will become sufficiently articulate and widespread to provide the freedom of choice that women are seeking is still subject to conjecture. But what appears to be clear is that whenever qualified women do make their way to higher positions in management, the worst of the struggle is over. Once there, men and women agree that the tensions, feelings of threat, and apprehensions rapidly disappear. Men seem to be surviving the changes. And they readily admit that, so far, there are more changes for the better than for the worse. That should be good news for women.

Ways to Overcome the Barriers

Business and higher education have responded to the obstacles women have encountered in gaining and retaining management positions by developing courses, workshops, and seminars to alert both men and women as to the problems women have faced and continued to face in business organizations. Burke and Weir (1977:31) have felt that, if these problems are not dealt with, women will have the "false sense of security that equal opportunity to professional advancement is simply a case of getting that final piece of paper, the MBA or BBA degree."

Laurie Larwood, Marion Wood, and Sheila Davis have felt there were external and internal barriers which women faced that made training women different from training men. (Larwood et al., 1978:2-3) Larwood et al. (1978:2) stated that the external barrier was that of the
socialization process or the normative sex role in which it is assumed women have no managerial skills but do have ones concerning emotions and expressiveness. Internal barriers have consisted of the conflict and incompatibility that is assumed between the feminine and managerial roles;

... many young women may resolve the conflict by opting for a feminine self image. Those who do choose to investigate management further will continually encounter conflicting signals from others as their careers progress. They may find that in striving to dress femininely, they are complimented for their cute appearance while their ideas are dismissed as superficial; time needed for completing office work at home may collide with the demands of a family. (1978:3)

"In sum, training women is made different from training men by the different socialization experiences women have had and by the different expectations they may be called upon to meet." (Larwood et al. (1978:3)

Hennig and Jardim (1978:218) have also addressed the issue of training women to assume managerial positions:

The critical issue facing women and minorities (any outsider to corporations) is no longer the lack of legal equal opportunity; it is one of gaining equal ability to take advantage of it. They and corporate senior managements must now deal with the reasons why, for many women, legal equal opportunity does not ensure real equal opportunity.

Unless we begin training larger numbers of women to be able to compete successfully with men, equality is unobtainable. Corporate leaders must understand that corporate settings automatically favor men and that if women are to compete equally they must be given the opportunity to learn what their male colleagues have often learned automatically.

Hennig and Jardim (1978:218) indicated that part of the training women receive should not only include the objective knowledge necessary for a managerial position but should also focus on the behavioral skills necessary for managers to have. They have suggested that these skills could be learned through formal education, on-the-job training, special
corporate training programs, coaching by the woman's boss or supervisor, and internships.

Some businesses and some institutions of higher education have developed specific training programs to help potential women managers succeed in business. Alma Baron and Robert Witte (1980:56) have instituted seminars for various business organizations in order to deal with problems that women will face as managers. In one of their seminars Baron and Witte had eleven men and thirteen women from a particular company participating in a brainstorming session about issues that concerned them. The men and women were grouped separately for the brainstorming and then were brought together to discuss the results of their sessions. Issues discussed included the role of a woman manager, organizational problems and inequities, men discussing women, and women discussing men. From the debriefing after the brainstorming, Baron and Witte (1980:57) noted that "Men think that some women appear more committed to the women's movement than to the work organization." Also, men resented the fact that women were advancing in business because of affirmative action programs, not because of their abilities.

Women, on the other hand, found that it was hard to find role models to guide them. They felt that as women managers they were not privy to the informal communications network which was used by male managers. By bringing such thoughts and feelings out in the open, Baron and Witte (1980:56-57) said that they wanted to emphasize the idea that open communication was a must in any business organization so that problems of the organization could be identified and solved.
Businesses such as the Bell System, General Electric, IBM, and Sears, Roebuck and Company have been using assessment centers to evaluate potential managerial personnel. The Bell System, under the leadership of Douglas W. Bray, introduced this concept in the early 1960s. The need for such centers in businesses was emphasized by Bray (Stead, ed., 1978:85):

Organizations characteristically have internal barriers that inhibit the free movement of employees from department to department or even from job family to job family, so even a white male who encounters no attitudinal resistance may not be utilized as well as he might be. These barriers include the inability to identify employees with unrealized potential, the reluctance of a department head to accept a transeree on somebody else's say-so or to part with a good employee, and candidates' lack of relevant experience to qualify for a transfer. And if the white male employee has difficulty moving anywhere but straight up in the organization, it is all the more difficult for a woman. . . . What is needed . . . is solid evidence that the woman candidate has the qualities called for by the proposed job.

In the assessment center candidates for managerial positions were to be evaluated on their managerial ability and potential by placing them in what Bray (Stead, ed., 1978:85) termed "standardized performance situations" or simulations where their behavior could be observed and evaluated. These situations have been designed or standardized to bring out those personality traits that have been considered important for management personnel: leadership, flexibility, communication skills, planning and organizing, aptitude, decisiveness, and motivation.

The middle-aged woman reentering business has not been overlooked by business. Some businesses have instituted, with the assistance of colleges and universities, internships in various business organizations around the country. Erik Larson (1981:27) of the Wall Street Journal has stated that these internships have provided women with the
opportunity to develop confidence "in their abilities to succeed in business, largely by proving that talents needed by corporations are the same talents needed in managing a household or running a charity bazaar."

The internship programs may charge tuitions ranging from $500 to over $2,000 and bring in women who are 35 to 45 years of age. The women attending the courses and workshops provided by these programs learned to determine their work interest, learned how businesses operate, and gained knowledge on how to conduct job hunts. After the above had been accomplished, the internship was initiated. Many women were salaried in their intern positions which might last from three to six months and "involve special projects at what program directors call pre-professional and managerial levels."

From these internships women might be offered jobs with the companies they interned, for the companies now had an idea as to how the women would perform for them.

Another help businesses have provided for women is to have role models or mentors for the inexperienced woman manager. Those taking on such roles for the woman may be either men or women. Jacqueline Thompson (Stead, ed., 1978:68) has made the following comments about the importance of a mentor to a woman:

... women need the psychological and tactical support of a mentor more than men. The average businesswoman has not been inculcated with the same determination to succeed as her male counterpart, so she can generally be diverted from her career objectives more easily. A mentor will encourage her to replace small, timid steps with bold strides. Secondly, in most companies a woman still has to contend with barriers to advancement. A patron will run interference for his protegé, as he grooms her for progressively higher-level jobs.
This idea of role models, from the writer's review of the literature, would seem to be one of the most important forces in the preparation of women for management positions. Helen Diamond (1977:8) has felt that role models could be presented to women management students through panels of successful women in business, women speakers, or women professors in leadership positions in business departments. Thus, these women students would have the opportunity to learn and to practice business management skills, or at least to enhance the experience with the presence of women managers.

Personnel managers in businesses could be instrumental in promoting women into the ranks of management. George E. Biles and Holly A. Pryatel (1978:576) stated that personnel managers could look in-house for women who had been previously overlooked as potential managerial talent. Also, personnel managers could get applications from customers and employees at conventions and rely on executive search firms for finding potential women managers. Biles and Pryatel emphasized that personnel administrators should pay more attention to college recruitment of women. Finally, they thought that personnel administrators should contact women's professional organizations such as the American Association of University Women and the Business and Professional Women's Talent Bank along with the Women's Bureau in the U.S. Department of Labor for women management candidates.

Biles and Pryatel (1978:577) have made some suggestions on how business firms could meet the needs of their female employees:

For instance, in order to maintain the continuity of women's work experience during the time their children are young, the company can: a) offer part-time work; b) guarantee the right to
return to work after maternity leave without loss of rank; c) help relaunch the career of women returning to work; d) organize top jobs so they can be filled by women — or men — whose time-commitment has to be limited or flexible; and e) look into flexible compensation arrangements by which a woman could, for instance, choose a benefits program that offered pay for maternity leave or child care instead of group life insurance or pension benefits. Companies need to reassess how important transfers are, since husbands, too, are becoming more tied to a geographical area as their wives acquire strong career commitments. Not only is there more initiative being taken by firms in solving dual-career problems, such as job search for the spouse, but there is also more interest in hiring both husband and wife at the same company.

Higher education has also been concerned with encouraging women to enter the business world in such non-traditional female fields as business management. In a study conducted by Burton F. Schaffer and D. Ordell Calkins (1980:344), it was determined that men and women were equally capable of succeeding in the business curriculum in colleges and universities. From this study the researchers felt that women would acquire positions in business by the development of their capabilities through training in institutions of higher learning, not because of affirmative action programs.

Rhea (1980:313) has reaffirmed the responsibilities higher education has for providing the proper training for women:

If the education of women who desire to be hired or promoted into management positions is to be relevant to the world of work, there must be not only an identification of the competencies and qualifications needed by these women but also information from women currently in the work force about the problems, both professional and personal, that they had or are presently experiencing through their work roles.

Some of the skills women should be learning in universities in order to be successful managers were listed by Diamond (1977:8): communications, leadership, accounting, and decision-making. She went one
step further by stressing that women must have the attitude that the
skills she listed were necessary in order to compete for management
positions:

. . . let us not overlook the attitude a woman brings to the
management job. She must not feel she should get the job just
because she is a woman; rather she should get the job because
she is the best qualified person. She . . . has the right to
equal opportunity to education and training, which we must see
that she gets, and, once qualified, to equal opportunity to
compete for a job. She must see the importance these skills
have in her ability to compete.

Mildred Buzenberg (1975:20) has developed a course at Kansas State
University to nurture the managerial skills of women. The rationale
behind the course has been that "women can be managers if they have
confidence in their own managerial ability."

Another advocate of preparatory courses for women wanting to become
managers has been Rose Reha. She (Reha, 1979:71) has conducted a sur­
vey of some of the institutions of higher learning to determine how many
of them have provided some type of course work for women preparing to
be business managers. From her survey Reha has discovered that a
majority of the responding colleges did not offer courses for women.
She has stated that such courses were necessary in order to provide
women with the skills required for working in business. She also be­
lieved that both men and women should take these courses, so that they
will learn how to relate to each other as business equals.

Although a number of researchers and authors have stressed the
responsibilities businesses and universities have in preparing women for
managerial positions, others have emphasized the responsibilities women
themselves have in acquiring the necessary skills in order to be a
manager. In fact a woman in top management in a Los Angeles firm has made the following remarks on the role of women in preparing themselves for the business world and has indicated that women themselves may have the key to opening the doors leading to the offices of management:

The answer is going to come from individual women who are able to open doors because they are qualified. Women who do a job on a professional basis. Women who are low key, who sell themselves and their abilities first, and then their product. It is important that women develop the same bond that men feel for one another. They must also look and act professional and not try to emulate men. Women have a special something to offer in addition to a fine mind and ability -- intuitiveness, sensitivity, understanding, fairness, enthusiasm, and a fresh new approach. (Stead, ed., 1978:200)

A National Study of Twenty-five Women Managers

The second section of The Managerial Woman by Margaret Hennig and Anne Jardim has been extracted from Hennig's doctoral thesis which was a study of twenty-five women managers located throughout the United States. The research on these women was divided into the following categories: childhood, adolescence, the college years, the first career decade, and career maturity. Hennig (1978:16) made the following observation about these women:

These women all came from unusual family backgrounds and they first went to work in an unusual decade, the thirties. They moved into middle management amid the unusual strains of World War II. They were able to understand and work effectively in a man's world and they were ultimately able to do so with a sense of self-worth and personal success. We can learn a great deal from them, not least that the price they paid may be too high for both women and men.

Hennig (1978:104) discovered that the childhoods of the twenty-five women were similar in at least two aspects: they were either first-born or an only child; they had a very strong relationship with their
fathers who gave them "attention, approval, reward, and confirmation."
In this relationship with their daughters, the fathers became role
models and mentors: they became figures their daughters could emulate.
As mentors, the fathers, though realizing they were dealing with the
female of the species, encouraged their daughters to go beyond the
traditional boundaries that society had established for girls.

These traditional bounds were broken by these women when, sharing
time alone with their fathers, they accompanied their fathers on their
respective jobs. For instance, one woman recalled walking the rails
with her father who was a railroad executive. In another sharing ex-
erience the father explained the financial page of the newspaper to his
daughter and encouraged her enjoyment of such sports as boxing, hunting,
and fishing. Hennig (1978:103) said that. "Fathers and daughters shared
interests and activities traditionally regarded as appropriate only for
fathers and sons: physical activity, the acquisition of outdoor skills,
an aggressive wish to achieve and finally a willingness to compete."
These traits would later be valuable to these women as they vaulted the
walls of corporate management.

Although the women enjoyed a very special relationship with their
fathers, both parents had common aspirations for their daughters and
both encouraged the development of their daughters' capabilities. A
strong and solid support system was available to these girls.

During adolescence the fathers continued to support the growth and
development of their daughters' abilities. However, their mothers be-
came a potential source of conflict for their daughters "on the eternal
issue of who the girl felt she was and wanted to be, and who society --
and her mother -- thought she should be." (Hennig, 1977:131) The mothers were concerned with how the girls looked and whether they had an interest in boys. Once their daughters developed a concern for their physical attractiveness and began dating, the mothers once again became loyal supporters of their daughters. What had occurred during adolescence was a recognition that being female did not have to conflict with their aspirations. As Hennig (1978:131-132) noted:

Adolescence for these women was in essence a time when, not without real difficulty, they clarified and strengthened their concepts of themselves. They set themselves an ideal in independence and achievement. They accepted femininity and its traditional objectives of marriage and motherhood on their own terms. They determined they would go to college, begin a career and marry later. Their families continued to give them the security they needed but there was evidence of their own growing strength: they rejected their mothers' traditional views and they held firm to their own objectives, relying on their fathers' support and their own inner convictions.

In college the young women knew that they were interested in pursuing a career and that a college education would provide them with the necessary training for their career aspirations. In their relationships with their male colleagues in the business courses and other endeavors, they could base their working relationships "on a basis of competence and intellectual ability," not "on personal ties or necessarily on liking" the men. (Hennig, 1978:136) Their relationships with men were similar to those among men on a football team where "two men ... work together successfully during the game and dislike each other throughout, in quite different circumstances they used the same approach." (Hennig, 1978:136) More traditionally-oriented women would have been more concerned with personal relationships first and the objectives of a business endeavor second. (Hennig, 1978:52)
During their first career decade, the women decided very early in the game that to become successful they must remain with one company. The rationale behind their decisions was based upon the idea that they felt they must be qualified at their present job and concurrently understand the job directly below them and the job immediately above them. With this understanding they would be able to develop a way of promoting themselves up the ranks of their respective business organizations. Another reason for staying with a particular company was because these women found it more difficult to establish good working relationships than men did. Thus, once favorable relationships were established the women felt it was an "unproductive waste . . . to move to another company and have to develop them all over again." (Hennig, 1978:151)

As these women became acclimated to the business environment, they found that their male bosses tended to be their mentors: they supported and encouraged these women in their business endeavors much like the women's fathers had encouraged them to pursue their childhood goals. As these mentors were promoted from one job to the next, their protegés followed. To insure their own promotion the women devoted their time to homework and night school to prepare for the next job. By their early thirties these women were managers and supervisors; they were becoming a part of middle management. For many of them middle management had been their career goal. Yet, as they began to master positions in middle management, they became increasingly interested in aiming for positions in top management as presidents and vice-presidents.

In the section on career maturity, which occurred when these women were in their mid-thirties, they began to enter the ranks of top
management; the price they paid for their diligence to career goals became clear to them:

... For the first time a preoccupation with femininity emerged. This was an issue which they had always been able to 'put away until later.' Now it became a dominant concern... They realized with the passing of time, they could hardly afford to postpone until later still a reconsideration of the value to them of marriage and motherhood. And such a reconsideration was impossible without taking their work and its rewards and the entire direction of their lives into account... (Hennig, 1978: 167-168)

Hennig (1978:175) went on to state what was happening to these women:

... Where earlier they had devoted a great deal of energy to controlling and repressing themselves as women and to translating their perceptions of male styles into their own behavior, they now consciously abandoned these attempts at role-playing and began to let their own styles evolve. They said that they felt the greatest sense of relief and satisfaction in feeling free to do basically what was natural to them at any given time.

Basically what had happened to these women was that they were able to integrate their personal identity, their being a woman, with their career, so that they became a coherent whole: a woman who could enjoy her life as a working woman and as a wife, if she were to marry.

A San Diego Study - Concerning Male and Female Business Executives and Female College Graduates in Business

Dorothy Allen wrote her doctoral dissertation on "Differences in Perceptions of the Job Role of Business Executives Between Male and Female Business Executives and Female College Graduates in Business Subjects." Those surveyed were business executives in the San Diego area and those female students who, for the most part, were graduates from National University which is located in San Diego.
In part her surveying showed that "characteristics most beneficial to female college graduates about to enter or presently occupying business roles were perceived differently by both female groups, as compared with male business executives." (Allen, 1980:115) The male executives were looking for applicants with a past record of achievement and leadership, and who had strong abilities to motivate subordinates. Although they also thought business education was important, they indicated that experience in the field, particularly long-term experience, was of prime importance. Their view was generally broader than that of the females.

Allen (1980:115) made the following comments on the females' viewpoints:

In addition to being somewhat less broad in their approach, females had a shorter term view. All females had an almost unrealistic confidence in business education and experience. In general, they lacked a long-term view and orientation regarding motivation of subordinates, and to a lesser degree, leadership and achievement orientation.

Allen (1980:116) continued to cite differences between males and females by summarizing responses that indicated that women

1. had spent less time in the field. If in the field a long time, they had not acquired the necessary executive viewpoint of the long-term male executives. They lacked training, orientation or understanding of long-term goal setting, risk-taking, leadership orientation, and motivation of others to do the necessary work;

2. were more concerned with lower to mid-management concepts. They appeared to be performing a heavy, challenging job, requiring high physical demands and many built-in burdens for women;

3. were paid much less for a longer time and tended to have lower jobs with equivalent education;

4. were very sensitive to issues involving any hint of bias due to sex or stereotyping;

5. did not react favorably to the male orientation of businesses and were not aware of the total depth and breadth of the total
apparent male involvement and orientation in their job role;

6. had more faith in education and experience than did men, and female business executives had even more faith in these two factors than did the female college graduates. Female business executives appeared to recommend business education for females to an unrealistic degree.

From the information that Allen delineated, she (Allen, 1980:125-126) made the following recommendations:

In a corporate setting, females need business education and both a wide and specific job experience for a period of time consistent with present job patterns. They must learn to comprehend the male patterns of long-term employment orientation, the recognition of value achievements of a business nature, the need to develop talents toward motivating others to accomplish much of the work, to provide leadership, to become competent as a manager, to learn to set goals, to take risks, and to become more of a team player in organizations. They need to learn to relax in constructive ways, and to socialize with peers and those in power positions who can provide them with guidance and useful information about corporate politics.

Women need to provide guidance to their female peers through programs designed to orient and train women for leadership positions in business. There is a real need for programs to be set up throughout the educational system, during and following academic training, to give practical guidance to women aspiring to business executive positions.

Allen's (1980:127) advice to women was that they "may have to learn to be patient and be willing to settle for more gradual changes than they immediately need."

A Study of Seventeen Montana Women Managers

Twila Burdick (1981:31-37) in her study of seventeen women managers explored such topics as the following: background characteristics of the women, men as peers and subordinates, mentors, the women
Concerning the backgrounds of the seventeen women, Burdick learned that 47% were first-born. The average educational level of the mothers exceeded that of the fathers: 12.8 to 12.4 years of schooling. In a majority of cases the mothers' educational level was equal or superior to that of the fathers. Ten of the mothers were homemakers while seven worked outside the home. Of the seven, five were employed in professional and technical or managerial and administrative job classifications. Of the fathers, six were employed in the above-mentioned categories while the rest were engaged in agricultural endeavors. Competitive sports were or had been the interest of six of the women, four had participated in school sports, and seven had not been involved in competitive sports.

The women gave advice to future women managers concerning men as peers and subordinates. They said that to gain the respect of the men at whatever level a woman must be competent and be able to demonstrate her qualifications for the particular job she has been given. Patience and humor, interpersonal skills, and job skills were considered necessities by the women. Most of the women indicated that they had not had any major problems with male peers or subordinates though they felt that their problems were with female subordinates, not the male ones. (Burdick, 1981:31)

Eight of the seventeen women had mentors. Since most of the women were "firsts" or "onlys" in their firms, their mentors were usually males and, in many cases, their bosses. "The women who had mentor
relationships credited their mentors with encouraging and challenging them, as well as lending support for their efforts." (Burdick, 1981:34)

In turn most of these women said that they had provided or had begun to provide mentor relationships for other women in their companies. Burdick (1981:34) noted that

Being a role model for women both inside and outside the company was described as an awesome responsibility by four women. One described the history of two women in her company who had been given substantial responsibility and recognition. She said that when they left for various reasons, they made success for other women within the company more difficult. . . . Another woman mentioned the pressures she felt outside the confines of work for a successful woman to be active and involved in many civic and charitable activities. The pressure of being successful could be credited to what two women referred to as leading the way for other women in general in addition to their own career goals.

Billings, Montana, was one of the few cities in the state where Burdick could identify some women's "networks," in other words, where women joined together to give each other mutual support in their various career and personal endeavors. Burdick mentioned two networks in Billings: Non Rotary and the Montana Association for Female Executives. The former was an informal group of women who met for lunch and discussed issues, job openings, and served as a support system for their members. The latter group was a formal organization which had a membership list of about 35 Billings women. Their purpose was threefold:

1) to effect positive public awareness of the significant and diverse accomplishments of female executives and to provide them with a forum for the exchange of ideas, experiences and goals;

2) to seek to foster associations among preeminent women to enable them, both individually and collectively, to exert their influence;
3) and to promote, recognize and advance women into executive leadership positions in the private and public sectors. (Burdick, 1981:35)

Of the women in the study, eight did not belong to any women's group for a variety of reasons such as lack of time or lack of interest. For some of the women an alternative to networking on a large group basis was networking on a one-to-one level.

As for advice to those women who aspire to be managers, twelve women felt that gaining a college degree was important. Four of this group said that education in technical fields was good; others suggested that accounting and data processing should be pursued. Five of the women did not feel a college degree was absolutely necessary for promotions to higher positions.

After one's education has been completed, the women stressed the concept that young women should choose the company they want to work for with great care. It was suggested that they determine the company's philosophy on advancement of women and determine the history of women in that business. Some of the women said that young women should pick companies with management training programs though it was noted that most Montana companies did not hire entry-level management trainees. (Burdick, 1981:37) Some of the women suggested that the women leave the state for better opportunities.

There were various opinions on what kind of learning opportunities the new graduate should pursue. Some said she should taken an entry-level job and work up through the ranks into managerial slots. One woman felt that those who took low-status jobs were indicating to the company that they did not rate themselves very highly and thus the
company would probably not promote them. One woman felt that volunteer experiences were good learning experiences and a good way to make contacts with people who could help one's career.

Two women felt that women must assess the effect of family commitments on career aspirations, for there may be family-job conflicts that could develop.

From her study Burdick (1981:43) drew a number of conclusions:

From the information gathered from this group of seventeen women managers, no single factor emerged as consistently characteristic of these successful women. The data suggested a composite profile, but there was a great deal of diversity in age, marital status, number and ages of children, educational level, and background characteristics.

Perhaps the most important factor in distinguishing the managerial experience that emerged was the continuous commitment to career through employment and/or education.

Also from her study she discovered that the women managers did not know much about other women in corporate management in Montana. She (Burdick, 1981:44) indicated that their willingness to cooperate in her study was a sign that they wanted to know more about themselves and their colleagues.

Summary

From this review of the related literature, reasons have been cited for explaining the occurrence of an increasing number of women entering the labor force. Since World War II the status of women in the United States has changed. The proportion of women's lives devoted to child-rearing has decreased thus giving married women an opportunity to compete with single women for jobs in the business world. (Shaeffer, 1979:4) Enrollment of women in colleges has increased since World War II. In
many cases they were enrolling in business-related courses, since they saw a decrease in opportunities in the traditionally female field of teaching. (Shaeffer, 1979:4) There have been changes in society in what have been considered acceptable roles for men and women so that some men could now becomes nurses while some women can become corporate executives. Improved technology has led to a decrease in the need for jobs that required a great deal of physical strength; therefore, new job opportunities have opened up for women. (Shaeffer, 1979:5) Finally, there have been economic changes in the nation. There has been a shift in emphasis from goods producing industries to service providing businesses, which have been a stronghold for women in the workforce. Inflation has made families unsure that their incomes will keep pace with the rising costs in products and services that they need. A need for a larger family income has, in many cases, forced women to seek jobs outside the home. (Shaeffer, 1979:5)

Although there has been an increase in women in the job force, there still has been only a small number of women in the United States as a whole and Montana in particular that have entered the field of business management. A number of writers and researchers have suggested that there were barriers that women must overcome if they want to be managers. The barriers that have been delineated include inappropriate career guidance in high school, lack of role models, not enough practical managerial experience, lack of proper training (Diamond, 1977:7); lack of motivation, lack of self-confidence, and fear of criticism (Stead, ed., 1978:247); business schools (Burke and Weir, 1977:34-35); fear of social pressure against doing a man's job, fear of losing
femininity, fear of not marrying (Jewell, ed., 1977:252); fear of success (Mednick, ed., 1975:219); the cultural view of men and women (Green, 1972:41); the "masculine ethic" in business management (Kanter, 1977:22-23); and the informal network of middle-management (Hennig and Jardim, 1978:13)

Business and higher education have responded to these obstacles by developing courses, workshops, and seminars to alert both men and women as to the problems women have faced and continue to face in business organizations. Burke and Weir (1977:31) have felt that, if these problems were not dealt with, women would have the "false sense of security that equal opportunity to professional advancement is simply a case of getting that final piece of paper, the MBA or BBA degree."

The final portion concerned studies done by women about women in management. The first was Margaret Hennig's national study of twenty-five women managers. She followed these women from through the various stages of their lives: childhood, adolescence, college, first career decade, and career maturity. What Hennig (1977:16) learned from this study was evident in these comments:

These women all came from unusual family backgrounds and they first went to work in an unusual decade, the thirties. They moved into middle management amid the unusual strains of World War II. They were able to understand the work effectively in a man's world and they were ultimately able to do so with a sense of self-worth and personal success. We can learn a great deal from them, not least that the price they paid may be too high for both women and men.

Dorothy Allen's study concerned the "Differences in Perceptions of the Job Role of Business Executives Between Male and Female Business Executives and Female College Graduates in Business Subjects." Those surveyed were business executives and female students primarily from the
San Diego area. From her study, Allen (1980:127) had this advice for women: learn to be patient and "be willing to settle for more gradual changes than they immediately need."

The final study was done by Twila Burdick on seventeen Montana women managers. Her research covered the following topics: background characteristics of the women, men as peers and subordinates, mentors, the women managers as mentors, networking, and advice to young women who aspired to be managers. From her study Burdick (1981:43) drew a number of conclusions:

From the information gathered from this group of seventeen women managers, no single factor emerged as consistently characteristic of these successful women. The data suggested a composite profile, but there was a great deal of diversity in age, marital status, number and ages of children, educational level, and background characteristics.

Perhaps the most important factor in distinguishing the managerial experience that emerged was the continuous commitment to career through employment and/or education.
CHAPTER 3

PROCEDURES

The purpose of this study was to determine whether there were differences in the perceptions of women business management students at Montana State University, Montana women managers, and Montana personnel directors as to the skills needed to be a manager, whether women needed more training in these skills, and the barriers that women may face in being managers. Specifically, the research was conducted to determine whether the responses of those queried were dependent on their membership or affiliation with women business management students at Montana State University, Montana women managers, and Montana personnel directors. The study was conducted during the academic year 1982-83.

In order to describe the procedures that were necessary in conducting this study, this chapter will be divided up in the following manner: Population Description and Sampling Procedure, The Categories, Method of Collecting Data, Method of Organizing Data, Statistical Hypotheses, Analysis of Data, Precautions Taken for Accuracy, and Summary.

Population Description and Sampling Procedure

The study was centered on three different populations: women business management students at Montana State University, Montana personnel directors, and Montana women managers. From these three distinct populations, lists of names were generated by obtaining the assistance of
the School of Business at Montana State University, the Montana division of the American Society of Personnel Administration (ASPA), and The Montana Federation of Business and Professional Women's Clubs (BPW).

The School of Business (n.p., n.d.), in its pamphlet on the curriculum for business management students, has described the experiences the future managers have encountered in the classroom:

To keep pace with the growing scale and complexity of modern business, a student must be familiar with the problems and procedures involved in organizing, planning, directing and controlling the activities of a business enterprise. Students in management are introduced to the structural design of the business organization, the human factor of business, principles of leadership and the requirements of measuring and controlling.

Course work includes personnel administration, problems in personnel policy, advanced management and organization theory, business systems development and design, analysis of business decisions and policy, and business research methods and techniques.

Of the students enrolled in the above program, information from the Registrar's office indicated that 37% of the fall registrants majoring in the program were women. These women, along with their male counterparts, were being prepared to fill managerial jobs in business, industry, and government.

The Montana Federation of Business and Professional Women's Clubs (BPW) is composed of women in business and professional occupations in various communities around the state. Because their membership is from a variety of businesses and professions, this group was more representative in its membership of women in management in the various businesses and industries of Montana than groups composed solely of women in real estate or in banking or in some other specific business or industry. The women of the BPW have joined together "to elevate the standards of
women in business and professions, to promote the interests of women, and to extend opportunities to women through education in industrial, scientific, and vocational activities." (Smith, 1981:27)

A description of the type of individuals belonging to the American Society of Personnel Administration (ASPA) was found in its accreditation standards (n.d.:12):

Personnel accreditation is available to individuals who demonstrate comprehension of a validated, common body of knowledge as defined by the ASPA Accreditation Institute. Accreditation is based on a combination of education and work experience, work references, present responsibilities and the successful completion of written examinations.

Through the use of the membership lists of BPW and ASPA, the researcher was able to determine which members of each group worked in private industry. Because of the small numbers of individuals in both groups, the researcher decided to survey all those who had been identified as women managers and personnel administrators in the private business sector. This meant that 35 personnel directors and 146 women managers were chosen.

From the personnel directors and women managers selected and contacted through the use of the survey instrument, 23 valid responses from the personnel directors and 91 valid responses from the women managers were used by the researcher. From the demographic information obtained from the instrument, the largest number of each group had been in their current positions from 0-5 years. Most of the women managers were in businesses that were self-operated or employed up to ten people. The personnel managers were all in businesses that employed over 50 employees.
Sixty women business management majors (i.e., all who were in the third, fourth, or fifth years of their programs), were contacted. From that number the valid responses of 53 were used in the study.

The Categories

From the review of the literature the following managerial skills were selected for inclusion in the instrument: decision-making, planning, coordinating, delegating, and evaluating (Stewart, 1978:xiii-xv); communicating and accounting (Diamond, 1977:8); risk-taking, (Allen, 1980:116); objectivity and competing (Peters et al., 1974:43). A review of the literature also showed researchers' interests in the potential barriers that were included in the survey: pregnancy, femininity, child-raising, ambition, emotional make-up of women, and assertiveness (Peters et al., 1974:42-43); the informal network of middle-management (Hennig and Jardim, 1977:13) career-mindedness, competence, and promotion (Stead, ed., 1978:271-273); confidence, insecure male superiors, marriage, and the first woman in an upper-level management position (Hull, 1982:29); mentors (Diamond, 1977:7); the male-dominated business world (Kanter, 1977:22-23); Horner's feelings on women's fear of success (Mednick, ed., 1975:219); and dead-end jobs (Rhea, 1980:313).

Method of Collecting Data

To collect the data a survey instrument was developed by the researcher and mailed to the potential respondents. The importance of a survey instrument as a data collecting method was stated by Leedy (1980:99):
Data sometimes lie buried deep within the minds or within the attitudes, feelings, or reactions of men and women. Like oil beneath the sea, the first problem is to devise a tool to probe below the surface. A commonplace instrument for observing data beyond the physical reach of the observer is the questionnaire. The questionnaire may be sent to human beings who are thousands of miles away and whom the researcher may never see.

In constructing an instrument, Leedy (1980:100-101) listed a number of considerations that should be addressed by the researcher:

1. **Be courteous.** A request beginning, 'Would you please check' oil the wheels of cooperation and enhance your chances of having your questionnaire receive more kindly attention...

2. **Simplify.** Make the instrument as simple to read as possible.

3. **Think of the other fellow.** (Leedy stated that the questionnaire should not be too long, it should be neatly typed, and there should be return postage and an addressed envelope to send the completed questionnaire back to the researcher.)

4. **Concentrate on the universal** address general problems and ideas rather than . . . purely personal matters.

5. **Make it brief.** The questionnaire should be as brief as possible and should solicit only those data essential to the research project.

6. **Check for consistency.** In questionnaires dealing with debatable or opinion sensitive issues or in situations where you may suspect that the responder may give answers that are deemed prudent in certain cases, rather than what represents the candid truth, you may wish to incorporate a counter check question into your list of questions at some distance from the first question.

In constructing the instrument the response mode was a summated rating scale: strongly agree, agree, disagree, and strongly disagree. Isaac (1979:100) has stated the "main advantage of a summated scale lies in the greater variance obtained. The disadvantage, as with all scales, is the vulnerability of this variance to biasing response sets (e.g., the over-rater or the under rater . . . )."
Before the survey was distributed, it was given to three women managers in Bozeman and two business management professors at Montana State University to determine its face validity. Isaac (1979:82) has defined face validity:

The term 'face validity' often is used to indicate whether the instrument, on the face of it, appears to measure what it claims to measure. Will persons making use of this instrument, accept it as a valid measure in the everyday sense of the word?

From the responses of these individuals, certain changes were made in the instrument to improve its face validity.

Then a pilot-study employing the test-retest method was conducted to determine the instrument's reliability, that is, its consistency in measuring what it measures from one time to another. Isaac (1979:89) has said that two successive measurements can be obtained by "retesting" an individual with the identical test." Isaac (1979:87) also offered this caution about the retesting method:

Coefficient of Stability ("test-retest"): correlation between two successive measurements with the same test. Critical problem: optimizing the delay between the two administrations to offset a spuriously high effect due to the change in the make-up of the subject, if too long.

To deal with the problem posed by Isaac, the researcher sent out the first copy of the survey instrument and then waited three weeks before sending the second copy. The instrument was sent to nine people: three women business management majors at Montana State University, three women managers who were members of BPW, and three Montana personnel administrators who were members of ASPA. The pilot-study and cover letters appear in Appendix A.
Once the 18 instruments were collected, a Pearson product-moment correlation was applied on an item-by-item basis on the survey instrument. However, a lack of variability in the scores did not provide an accurate coefficient. Thus, the researcher determined one for the total scores for each test using the Pearson, which did provide enough variability to obtain an .89 or 89% coefficient of reliability.

Levitt (1961:125) has explained why the Pearson \( r \) is used:

A correlational study is designed to estimate the relationship between two or more variables in a particular population, or to determine whether there is any relationship at all. The experimental data are most often in the form of two continuous distributions, and the most efficient technique of correlational analysis is the Pearson product-moment coefficient, \( r \).

Levitt (1961:58) also discussed the problem with lack of variability in scores:

The magnitude of a reliability coefficient depends partly on the variability in the distribution of scores upon which it is based. All other things being equal, greater variability makes for a higher \( r_{11} \). Since the variability in a small sample is less than in a larger one, the former will tend to furnish spuriously low reliability estimates.

Levitt (1961:58) discussed what should be considered an acceptable coefficient of reliability:

Apart from all other factors, acceptable reliability coefficients are at least .60. A measure which is intended for clinical prediction requires higher reliability than one which is used to distinguish among groups. Most objective instruments used for individual prediction have reliability coefficients of .85 or higher. . . . Coefficients ranging from .60 to .70 are perfectly acceptable if the investigator is interested only in group data.

With this latter consideration in mind, the coefficient of reliability for the instruments was acceptable at .89.
The final version of the instrument and an accompanying cover letter are in Appendix B.

There were two mailings of the survey: one on April 16, 1983, and, one on May 16, 1983. Both mailings included a stamped, self-addressed envelope for returning the instrument. For the second mailing the survey was only sent to those who had not returned the first questionnaire. Determining who had or had not returned the first instrument was established by a code the researcher had placed on the first survey instrument.

The researcher wanted to obtain at least a 70% overall return on the instrument and received a 72% response. The percentage of return by strata was 86% response from the Montana State University women business management majors, 66% from the BPW, and a 65% response from ASPA.

Method of Organizing Data

The data collected through the instrument was organized in contingency tables, since Chi Square Test of Independence was the statistical tool used for analyzing the data. Ferguson (1976:195) has said of contingency tables:

> In tests of independence two variables are involved. These are usually nominal variables. The question arises as to whether the two variables are independent of each other. The data are arranged in the form of a table called a contingency table. Contingency tables may be composed of any number of rows, $R$, and numbers of columns, $C$.

The tables compared the responses of the women business management students, personnel directors, and women managers to help illustrate whether or not their responses were independent or dependent on their group affiliation.
Important Managerial Skills:

1. Ho: The perception that managers must be able to communicate with superiors, peers, and subordinates is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

   H1: The perception that managers must be able to communicate with superiors, peers, and subordinates is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

2. Ho: The perception that managers must have an accounting background in order to manage is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

   H1: The perception that managers must have an accounting background in order to manage is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

3. Ho: The perception that managers must have decision-making skills is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
H1: The perception that managers must have decision-making skills is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

4. Ho: The perception that managers must exhibit planning skills such as establishing goals and constructing implementation strategies is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that managers must exhibit planning skills such as establishing goals and constructing implementation strategies is dependent on group affiliation, i.e., whether one is a business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

5. Ho: The perception that managers must be able to coordinate the functions of various organizational units within the company so that they fulfill the goals of the business is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that managers must be able to coordinate the functions of various organizational units within the company so that they fulfill the goals of the business is dependent on group affiliation, i.e., whether one is a woman management student at Montana State University, a Montana personnel director, or a Montana woman manager.
6. Ho: The perception that managers must delegate duties and responsibilities to qualified subordinates is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that managers must delegate duties and responsibilities to qualified subordinates is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

7. Ho: The perception that managers must determine if the other employees are functioning at the level demanded by the organization is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that managers must determine if the other employees are functioning at the level demanded by the organization is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

8. Ho: The perception that managers must demonstrate objectivity in evaluating business situations is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
H1: The perception that managers must demonstrate objectivity in evaluating business situations is dependent on group affiliation, i.e., whether one is a woman business management student, a Montana personnel director, or a Montana woman manager.

9. Ho: The perception that managers must be risk-takers in certain business situations is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that managers must be risk-takers in certain business situations is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

10. Ho: The perception that managers must be competitive in the business world, if they wish to be promoted, is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that managers must be competitive in the business world, if they wish to be promoted, is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
Women and Training:

11. Ho: The perception that women as managers need more training in communicating with superiors, peers, and subordinates in business situations is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in communicating with superiors, peers, and subordinates in business situations is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

12. Ho: The perception that women as managers need more training in accounting is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in accounting is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

13. Ho: The perception that women as managers need more training in decision-making skills is independent of group affiliation, i.e., whether one is a woman business management student at
Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in decision-making skills is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

14. Ho: The perception that women as managers need more training in planning skills such as establishing goals and constructing implementation strategies is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in planning skills such as establishing goals and constructing implementation strategies is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

15. Ho: The perception that women as managers need more training in coordinating the functions of various organizational units within the company so that they can fulfill the goals of the business is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
H1: The perception that women as managers need more training in coordinating the functions of various organizational units within the company so that they can fulfill the goals of the business is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

16. Ho: The perception that women as managers need more training in delegating duties and responsibilities to qualified subordinates is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in delegating duties and responsibilities to qualified subordinates is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

17. Ho: The perception that women as managers need more training in determining if the other employees are functioning at the level demanded by the organization is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in determining if the other employees are functioning at the level demanded by the organization is dependent on group affiliation, i.e., whether one is a woman business management student at
Montana State University, a Montana personnel director, or a Montana woman manager.

18. Ho: The perception that women as managers need more training in demonstrating objectivity in evaluating business situations is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in demonstrating objectivity in evaluating business situations is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

19. Ho: The perception that women as managers need more training in risk-taking in certain business situations is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in risk-taking in certain business situations is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

20. Ho: The perception that women as managers need more training in being competitive in the business world, if they wish to be promoted, is independent of group affiliation, i.e., whether one is a woman business management student at Montana State
University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women as managers need more training in being competitive in the business world, if they wish to be promoted, is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

Barriers:

21. Ho: The perception that the possibility of pregnancy makes women less desirable than men to be managers is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that the possibility of pregnancy makes women less desirable than men to be managers is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

22. Ho: The perception that to be successful managers women have to sacrifice some of their femininity is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that to be successful managers women have to sacrifice some of their femininity is dependent on group
affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

23. Ho: The perception that women cannot give their children the attention they need and be a competent manager at the same time is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women cannot give their children the attention they need and be a competent manager at the same time is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

24. Ho: The perception that women are not ambitious enough to be successful in the business world is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women are not ambitious enough to be successful in the business world is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

25. Ho: The perception that women cannot be assertive in business situations without being considered overbearing and unfeminine is independent of group affiliation, i.e., whether one is a woman
business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women cannot be assertive in business situations without being considered overbearing and unfeminine is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

26. Ho: The perception that women lack confidence in themselves which is needed to be competent managers is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women lack confidence in themselves which is needed to be competent managers is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

27. Ho: The perception that women without mentors or role models, male or female, will find it hard to be promoted up the ranks of management is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women without mentors or role models, male or female, will find it hard to be promoted up the ranks of management is dependent on group affiliation, i.e., whether
one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

28. Ho: The perception that it is very difficult for women to achieve success, i.e., be promoted, in the male-dominated business world is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that it is very difficult for women to achieve success, i.e., be promoted, in the male-dominated business world is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

29. Ho: The perception that women fear success against a male competitor in the business world because it will make them appear to be less feminine and popular is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women fear success against a male competitor in the business world because it will make them appear to be less feminine and popular is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
30. **Ho**: The perception that women are unsure of how to break into the informal network of middle-management which has been created by men is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

**H₁**: The perception that women are unsure of how to break into the informal network of middle-management which has been created by men is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

31. **Ho**: The perception that women cannot pursue managerial careers and marriages without giving up one or the other is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

**H₁**: The perception that women cannot pursue managerial careers and marriages without giving up one or the other is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

32. **Ho**: The perception that being married prevents women from having the mobility that may be needed if they are to rise through the corporate ranks to upper-level management positions is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
H1: The perception that being married prevents women from having the mobility that may be needed if they are to rise through the corporate ranks to upper-level management positions is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

33. Ho: The perception that aggressive women may intimidate their male superiors is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that aggressive women may intimidate their male superiors is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

34. Ho: The perception that the first woman placed in upper-level management may find it difficult to cope with the fact that she is the only female is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that the first woman placed in upper-level management may find it difficult to cope with the fact that she is the only female is dependent on group affiliation, i.e., whether one is a woman business management student at Montana
State University, a Montana personnel director, or a Montana woman manager.

35. Ho: The perception that the emotional make-up of women is detrimental to their careers as managers is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that the emotional make-up of women is detrimental to their careers as managers is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

36. Ho. The perception that women must realize that they must be more competent than men and wait longer than men in order to be promoted is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women must realize that they must be more competent than men and wait longer than men in order to be promoted is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

37. Ho: The perception that women must convince themselves and those around them that they are career-minded in order to be taken seriously as candidates for managerial positions is independent of group affiliation, i.e., whether one is a woman business
management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women must convince themselves and those around them that they are career-minded in order to be taken seriously as candidates for managerial positions is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

38. Ho: The perception that being married and raising a family prevent women from having the mobility that may be needed if they are to rise through the corporate ranks to upper-level management positions is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that being married and raising a family prevent women from having the mobility that may be needed if they are to rise through the corporate ranks to upper-level management positions is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

39. Ho: The perception that in order to be managers women must think and act like men, since the business world has been shaped by men is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
H1: The perception that in order to be managers women must think and act like men, since the business world has been shaped by men is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

40. Ho: The perception that women in managerial positions tend to be placed in dead-end jobs with low salaries is independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perception that women in managerial positions tend to be placed in dead-end jobs with low salaries is dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

41. Ho: The perceptions of those women business management students with a prior business background and those women students without that background concerning the ten management skills are independent of their group affiliation.

H1: The perceptions of those women business management students with a prior business background and those women students without that background concerning the ten management skills are dependent on their group affiliation.

42. Ho: The perceptions of those women business management students with a prior business background and those women students without that background concerning the need for more training in
the ten managerial skills are independent of their group affiliation.

H1: The perceptions of those women business management students with a prior business background and those women students without that background concerning the need for more training in the ten managerial skills are dependent on their group affiliation.

43. H0: The perceptions of those women business management students with a prior business background and those women students without that background concerning the twenty barriers that may face women in management are independent of group affiliation.

H1: The perceptions of those women business management students with a prior business background and those women students without that background concerning the twenty barriers that may face women in management are dependent on group affiliation.

44. H0: The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the ten management skills are independent of group affiliation.

H1: The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the ten management skills are dependent on group affiliation.

45. H0: The perceptions of those women business management students with managerial experience and those women business management
The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the need for more training in the ten management skills are dependent on group affiliation.

**46. Ho:** The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the twenty barriers that may face women in management are independent of group affiliation.

**H1:** The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the twenty barriers that may face women in management are dependent on group affiliation.

**47. Ho:** The perceptions of the male and female personnel directors concerning the ten management skills is independent of group affiliation.

**H1:** The perceptions of the male and female personnel directors concerning the ten management skills is dependent on group affiliation.
48. Ho: The perceptions of the male and female personnel directors as to whether women need more training in the ten management skills are independent of group affiliation.

H1: The perceptions of the male and female personnel directors as to whether women need more training in the ten management skills are dependent on group affiliation.

49. Ho: The perceptions of the male and female personnel directors as to the twenty barriers that may face women in management are independent of group affiliation.

H1: The perceptions of the male and female personnel directors as to the twenty barriers that may face women in management are dependent on group affiliation.

50. Ho: The perceptions concerning the future of women in management in the next five to ten years are independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.

H1: The perceptions concerning the future of women in management in the next five to ten years are dependent on group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
Chi Square ($X^2$) Test of Independence at the .05 level of significance was used to determine whether the perceptions of the women business management students at Montana State University, Montana personnel directors, and Montana women managers were statistically independent of their respective Groups. The Chi Square formula that was used was

$$X^2 = \sum \frac{(O - E)^2}{E}$$

"O" represented the observable outcomes while "E" represented the expected outcomes.

Williams (1979:106) has stated the reason for using Chi Square:

"... there are times when measurement involves nothing more than assigning observations to different categories in a set of well-defined, mutually exclusive categories. Usually in this situation, called nominal scaling, we are either interested in comparing categories among themselves, or we are interested in contrasting how samples differ in terms of assignment into the categories. The typical statistical model used in such cases, and one having widespread utility in communications and education research, is chi-square."

The .05 level of significance was chosen to guard against the Type I error, which occurs when an alternative hypothesis is accepted, but when the null hypothesis should be accepted. Kerlinger (1973:169-170) had the following comments on the .05 level of significance:

"The .05 level means that an obtained result that is significant at the .05 level could occur by chance only 5 times in 100 trials. ... The .05 level was originally chosen -- and has persisted with researchers -- it is considered a reasonably good gamble. It is neither too high nor too low for most social scientific research.

If a null hypothesis was rejected, the responses of those queried were dependent on group affiliation. This meant that there were
demonstrable differences in perceptions based upon group affiliation. When a null hypothesis was not rejected, the responses were independent of group affiliation; therefore, there was no demonstrable difference in perceptions.

The researcher determined the direction of the responses for each null hypothesis by examining the internal data of the observed outcomes and the categories to which they were assigned. The categories were the four responses on the survey instrument: strongly disagree, disagree, agree, and strongly agree. When the observed outcomes formed a response pattern of 66% or more, an approximately 2 to 1 relationship, the direction of the responses was either toward agree or strongly agree or toward disagree or strongly disagree. If the responses fell between 35% and 65%, it was determined that there was a lack of clear direction in the response pattern.

Precautions Taken for Accuracy

In order to insure accuracy in the tabulation of the data, the calculations were tallied on a hand-held calculator by the researcher as well as being printed out on a computer. Then the printout was compared to the hand-tallied figures.

Summary

This study, which took place during the academic year of 1982-83, centered on whether there were differences in the perceptions of women business management majors at Montana State University, Montana women managers, and Montana personnel directors as to the skills needed to be
more training in these skills, and the barriers that women may face in being managers. Specifically, the research was conducted to determine whether the perceptions of the above-mentioned groups were dependent on their membership or affiliation with women business management students at Montana State University, Montana women managers, and Montana personnel directors. The study was conducted during the academic year 1982-83.

Those chosen for the study were women business management students who were majors in the business management curriculum, members of The Montana Federation of Business and Professional Women's Clubs who were managers in private businesses, and members of the American Society of Personnel Administration who were also employed in private businesses.

From the review of the literature the following managerial skills were selected for inclusion in the instrument used in surveying the women students, Montana women managers, and Montana personnel directors: decision-making, planning, coordinating, delegating, and evaluating (Stewart, 1978:xiii-xv); communicating and accounting (Diamond, 1977:8); risk-taking (Allen, 1980:116); objectivity and competing (Peters et al., 1974:42-43). From the review of literature came the following potential barriers for women that were included in the survey instrument: pregnancy, femininity, child-raising, ambition, emotional make-up of women, and assertiveness (Peters et al., 1974:42-43); the informal network of middle-management (Hennig and Jardim, 1978:13); career-mindedness, competence, and promotion (Stead, ed., 1978:271-273); confidence, insecure male superiors, marriage, and the first woman in an upper-level management position (Hull, 1982:29); mentors (Diamond, 1977:7); the male-

The method of collecting data on these topics was accomplished through the use of a written instrument developed by the researcher. The response mode used in the survey instrument was a summated rating scale: strongly agree, agree, disagree, and strongly disagree.

Before the instrument was distributed to the potential respondents, it was given to three women managers in Bozeman and two business management professors at Montana State University to determine its face validity.

Next a pilot-study employing the test-retest method was conducted to determine the instrument's reliability, that is, its consistency in measuring what it measures from one time to another. Using the Pearson product moment correlation coefficient for the total scores on the questionnaire, an .89 or 89% coefficient of reliability was obtained.

When the instrument had been pilot-studied, it was sent out in two different mailings: April 16 and May 16, 1983. The researcher needed an overall response rate of 70% and received 72%.

The data from the two mailings was collected and organized into contingency tables with Chi Square Test of Independence at the .05 level of significance used for analyzing the data. Thus, the researcher could determine if each null hypothesis was rejected or not rejected.

The researcher determined the direction of the response patterns for each null hypothesis by examining the internal data of the observed outcomes and the categories to which they were assigned. The categories
were the four responses on the survey instrument: strongly disagree, disagree, agree, and strongly agree. When the observed outcomes formed a pattern of responses of 66% or more, the direction of the responses was either toward agree or strongly agree or toward disagree or strongly disagree. If the responses fell between 35% and 65%, the determination was made that there was a lack of clear direction in the response patterns.
During the academic year 1982-83, this study was created to determine whether there were differences in the perceptions of women business management students, Montana women managers, and Montana personnel directors as to the skills needed to be a manager, whether women needed more training in their skills, and the potential barriers women may face as managers. Thus, in conducting the study, the researcher wanted to determine whether the responses of those queried were dependent on their membership or affiliation with women business management students at Montana State University, Montana women managers, and Montana personnel directors.

This chapter has been divided into the following sections: Populations and Samples, Statistical Hypotheses, General Questions, and Summary.

Populations and Samples

This study was centered on three different populations: women business management students at Montana State University, Montana personnel directors, and Montana women managers. From these three distinct populations, lists of names were generated by obtaining the assistance of the School of Business at Montana State University, the Montana division of the American Society of Personnel Administration (ASPA), and
The Montana Federation of Business and Professional Women's Clubs (BPW).

Through the use of the membership lists of BPW and ASPA, the researcher was able to determine those members of each group who worked in private industry as managers or personnel directors. Because of the small numbers of individuals in both groups, the researcher surveyed all those people who had been identified as women managers or personnel administrators in private businesses. Thus, 146 women managers were chosen and 35 personnel administrators.

Out of the personnel directors who were selected and contacted through the use of a survey instrument, the valid responses of 23 were used by the researcher. Of the women managers identified and contacted, 91 valid responses were used in this study.

Sixty women business management students majoring in business management (i.e., they were in their third, fourth, or fifth years of their program), were selected. From that number the valid responses of 53 were used in the study.

Statistical Hypotheses

The 50 statistical hypotheses in this study were tested using the Chi Square Test of Independence. The null hypotheses were tested at the .05 level of significance. In the contingency tables used to illustrate the responses to the questionnaires, each cell of the table has numbers in the upper-right hand corner which are the expected values. The other numbers in each cell represent the observed values, i.e., the actual responses of those queried. An explanation of the direction of the responses for each null hypothesis will follow each table.
The first ten tables illustrate the relationship between group affiliation and ten management skills. The second ten tables describe the relationship between group affiliation and whether women needed more training in the ten management skills. The third twenty tables illustrate the relationship between group affiliation and twenty barriers women may face in management. The fourth group of tables are related to the four general questions posed in the study.

In some cases the contingency tables have columns that were collapsed, since there was insufficient data.

Section 1:

In this section the ten tables illustrate the relationship between group affiliation and ten management skills by showing whether the responses of those queried were dependent on their group affiliation.
Table 1 illustrates the relationship between communicating and group affiliation.

Null Hypothesis One: The perception that managers must be able to communicate with superiors, peers, and subordinates is independent of group affiliation.

The data shown in Table 1 was the basis for rejecting the null.

All the responses from the women students were in the strongly agree category. All the personnel directors were in the agree or strongly agree category. Approximately 99% of the women managers were in the agree or strongly agree category.
Table 2 illustrates the relationship between accounting and group affiliation.

**Null Hypothesis Two:** The perception that managers need an accounting background to manage is independent of group affiliation was rejected.

<table>
<thead>
<tr>
<th>Accounting and Group Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Affiliation</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Montana Personnel Directors</td>
</tr>
<tr>
<td>Montana Women Managers</td>
</tr>
<tr>
<td>Women Business Management Students</td>
</tr>
</tbody>
</table>

| **Column Total** | 15 | 62 | 73 | 15 | 165 |

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 18.68$; Significance = .005

The data shown in Table 2 formed the basis for rejecting the null hypothesis at the .05 level of significance.

Approximately 74% of the personnel directors were in the disagree or strongly disagree category. There was no clear direction shown for the women managers. Approximately 48% of the women managers were in the disagree or strongly disagree category while 51% were in the agree or strongly agree category. Approximately 68% of the women students were in the agree or strongly agree category.
Null Hypothesis Three: The perception that managers must have decision-making skills is independent of group affiliation.

Table 3 illustrates the relationship between decision-making skills and group affiliation.

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>0.14</td>
<td>4.13</td>
<td>18.73</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>0.54</td>
<td>16.35</td>
<td>74.11</td>
<td></td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>0.32</td>
<td>9.52</td>
<td>43.16</td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>1</td>
<td>30</td>
<td>136</td>
<td>167</td>
</tr>
</tbody>
</table>

df = 4; Critical $x^2 = 9.49$; Calculated $x^2 = 3.65$; Significance = .45

The data shown in Table 3 was the basis for not rejecting the null hypothesis at the .05 level of significance.

From the observed outcomes approximately 99% of the responses were in the agree or strongly agree category.
Table 4 illustrates the relationship between planning skills and group affiliation.

**Null Hypothesis Four:** The perception that managers must exhibit planning skills such as establishing goals and constructing implementation strategies is independent of group affiliation.

Table 4
Planning Skills and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>0.28</td>
<td>7.07</td>
<td>15.66</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>1.08</td>
<td>27.65</td>
<td>61.27</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>0.64</td>
<td>16.28</td>
<td>36.07</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>2</td>
<td>51</td>
<td>113</td>
<td>166</td>
</tr>
</tbody>
</table>

$df = 4; \text{Critical } \chi^2 = 9.49; \text{Calculated } \chi^2 = 3.98; \text{Significance } = 0.41$

The null hypothesis was not rejected at the .05 level of significance because of the data shown in Table 4.

Approximately 99% of the responses were in the agree or strongly agree category.
Table 5 illustrates the relationship between coordination and group affiliation.

Null Hypothesis Five: The perception that managers must be able to coordinate the functions of various organizational units within the company so that they fulfill the goals of the business is independent of group affiliation.

Table 5

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>.28</td>
<td>9.01</td>
<td>1.11</td>
<td>12.61</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>1.08</td>
<td>35.24</td>
<td>4.34</td>
<td>49.34</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>.64</td>
<td>20.75</td>
<td>2.55</td>
<td>29.05</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>2</td>
<td>65</td>
<td>8</td>
<td>91</td>
<td>166</td>
</tr>
</tbody>
</table>

\[ df = 6; \text{Critical } x^2 = 12.59; \text{Calculated } x^2 = 6.78; \text{Significance} = .34 \]

Because of the data shown in Table 5, the null hypothesis was not rejected at the .05 level of significance.

Approximately 94% of the responses were in the agree or strongly agree category.
Table 6 illustrates the relationship between delegating and group affiliation.

Null Hypothesis Six: The perception that managers must delegate duties and responsibilities to qualified subordinates is independent of group affiliation.

Table 6

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>.14</td>
<td>.14</td>
<td>7.02</td>
<td>15.70</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>.54</td>
<td>.54</td>
<td>27.79</td>
<td>62.12</td>
<td></td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>.32</td>
<td>.32</td>
<td>16.19</td>
<td>36.18</td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>1</td>
<td>1</td>
<td>91</td>
<td>114</td>
<td>167</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 4.82$; Significance = .57

The data shown in Table 6 was the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 99% of the responses were in the agree or strongly agree category.
Table 7 illustrates the relationship between evaluation and group affiliation.

Null Hypothesis Seven: The perception that managers must determine if the other employees are functioning at the level demanded by the organization is independent of group affiliation.

Table 7
Evaluation and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Rown Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>0.41</td>
<td>0.69</td>
<td>11.98</td>
<td>9.92</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>1.63</td>
<td>2.72</td>
<td>47.41</td>
<td>31.23</td>
<td></td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>1.59</td>
<td>47</td>
<td>27.61</td>
<td>22.85</td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>3.00</td>
<td>5.00</td>
<td>87.00</td>
<td>72.00</td>
<td>167.00</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 8.02$; Significance = .24

From the data shown in Table 7, it was determined that the null hypothesis at the .05 level of significance was not rejected.

Approximately 95% of the responses were in the agree or strongly agree category.
Table 8 illustrates the relationship between objectivity and group affiliation.

**Null Hypothesis Eight:** The perception that managers must demonstrate objectivity in evaluating business situations is independent of group affiliation.

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>0.14</td>
<td>10.11</td>
<td>12.61</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>1.08</td>
<td>39.58</td>
<td>49.34</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>0.64</td>
<td>23.31</td>
<td>29.05</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>2</td>
<td>73</td>
<td>91</td>
<td>166</td>
</tr>
</tbody>
</table>

df = 4; Critical \( x^2 \) = 9.49; Calculated \( x^2 \) = 1.04; Significance = .90

The data shown in Table 8 was the basis for not rejecting the null hypothesis at the .05 level of significance.

The observed outcomes showed that approximately 99% of the responses were in the agree or strongly agree category.
Table 9 illustrates the relationship between risk-taking and group affiliation.

Null Hypothesis Nine: The perception that managers must be risk-takers in certain business situations is independent of group affiliation.

Table 9

Risk-taking and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.28</td>
<td>1.52</td>
<td>11.50</td>
<td>9.70</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.08</td>
<td>5.96</td>
<td>45.00</td>
<td>37.95</td>
<td></td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.64</td>
<td>3.51</td>
<td>26.50</td>
<td>22.35</td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>2</td>
<td>11</td>
<td>83</td>
<td>70</td>
<td>166</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 3.11$; Significance = .80

The data shown in Table 9 formed the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 92% of the respondents were in the agree or strongly agree category.
Table 10 illustrates the relationship between competition and group affiliation.

Null Hypothesis Ten: The perception that managers must be competitive in the business world, if they wish to be promoted, independent of group affiliation.

Table 10

<table>
<thead>
<tr>
<th>Competition and Group Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Group Affiliation</td>
</tr>
<tr>
<td>Montana Personnel Directors</td>
</tr>
<tr>
<td>Montana Women Managers</td>
</tr>
<tr>
<td>Women Business Management Students</td>
</tr>
<tr>
<td>Column Total</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 11.05$; Significance = .09

The data shown in Table 10 was the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 88% of the responses were in the agree or strongly agree category.
Section 2:

In this section the ten tables illustrate the relationship between group affiliation and if women needed more training in the ten managerial skills by showing whether the responses of those queried were dependent on their affiliation or membership in a particular group.

Table 11 illustrates the relationship between communicating and group affiliation.

Null Hypothesis Eleven: The perception that women as managers need more training in communicating with superiors, peers, and subordinates in business situations is independent of group affiliation.

Table 11

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.14</td>
<td>5.40</td>
<td>10.65</td>
<td>5.82</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>4.30</td>
<td>20.41</td>
<td>40.28</td>
<td>22.02</td>
<td>87</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.57</td>
<td>12.20</td>
<td>24.07</td>
<td>13.16</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>8</td>
<td>38</td>
<td>75</td>
<td>41</td>
<td>162</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 8.75$; Significance = .19

Because of the data shown in Table 11, the null hypothesis at the .05 level of significance was not rejected.
The data on Table 11 indicated that approximately 72% of the responses were in the agree or strongly agree category.

Table 12 illustrates the relationship between accounting and group affiliation.

Null Hypothesis Twelve: The perception that women as managers need more training in accounting is independent of group affiliation.

Table 12

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>2.35</td>
<td>9.13</td>
<td>8.72</td>
<td>1.80</td>
<td>22</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>9.20</td>
<td>35.70</td>
<td>34.09</td>
<td>7.03</td>
<td>86</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>5.45</td>
<td>21.17</td>
<td>20.21</td>
<td>4.17</td>
<td>51</td>
</tr>
</tbody>
</table>

Column Total | 17 | 66 | 63 | 13 | 159 |

The data shown in Table 12 was the basis for rejecting the null hypothesis at the .05 level of significance.

Approximately 82% of the personnel directors were in the disagree or strongly disagree category. There was no clear direction for the responses of the women managers and students. Approximately 56% of the women managers were in the agree or strongly agree category, while 43%
were in the disagree or strongly disagree category. For the women students approximately 45% were in the agree or strongly agree category with approximately 55% in the disagree or strongly disagree category.

Table 13 illustrates the relationship between decision-making skills and group affiliation.

Null Hypothesis Thirteen: The perception that women as managers need more training in decision-making skills is independent of group affiliation.

Table 13

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.00</td>
<td>3.88</td>
<td>11.50</td>
<td>6.61</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>3.76</td>
<td>14.51</td>
<td>43.00</td>
<td>24.73</td>
<td>86</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.23</td>
<td>8.61</td>
<td>25.50</td>
<td>14.66</td>
<td>51</td>
</tr>
<tr>
<td>Column Total</td>
<td>7</td>
<td>27</td>
<td>80</td>
<td>46</td>
<td>160</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 9.30$; Significance = .16

The data shown in Table 13 was the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 79% of the responses were in the agree or strongly agree category.
Table 14 illustrates the relationship between planning skills and group affiliation.

Null Hypothesis Fourteen: The perception that women as managers need more training in planning skills such as establishing goals and constructing implementation strategies is independent of group affiliation.

Table 14
Planning Skills and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.09</td>
<td>5.57</td>
<td>10.59</td>
<td>4.75</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>4.35</td>
<td>22.27</td>
<td>42.37</td>
<td>19.01</td>
<td>22</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.57</td>
<td>13.16</td>
<td>25.04</td>
<td>11.23</td>
<td>88</td>
</tr>
<tr>
<td>Column Total</td>
<td>8</td>
<td>41</td>
<td>78</td>
<td>35</td>
<td>162</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 10.18$; Significance = .12

The data shown in Table 14 formed the basis for not rejecting the null hypothesis at the .05 level of significance.

The data showed that approximately 70% of the responses were in the agree or strongly agree category.
Table 15 illustrates the relationship between coordination and group affiliation.

Null Hypothesis Fifteen: The perception that women as managers need more training in coordinating the functions of various organizational units within the company so that they can fulfill the goals of the business is independent of group affiliation.

Table 15
Coordination and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.11</td>
<td>6.23</td>
<td>10.79</td>
<td>3.87</td>
<td>22</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>4.28</td>
<td>24.05</td>
<td>41.70</td>
<td>14.97</td>
<td>85</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.62</td>
<td>14.72</td>
<td>25.51</td>
<td>9.16</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>8</td>
<td>45</td>
<td>78</td>
<td>28</td>
<td>159</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 11.27$; Significance = .08

The data shown in Table 15 served as the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 67% of the responses were in the agree or strongly agree category.
Table 16 illustrates the relationship between delegation and group affiliation.

Null Hypothesis Sixteen: The perception that women as managers need more training in delegating duties and responsibilities to qualified subordinates is independent of group affiliation.

Table 16

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel</td>
<td>.82</td>
<td>4.37</td>
<td>11.07</td>
<td>5.74</td>
<td>22</td>
</tr>
<tr>
<td>Directors</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>3.24</td>
<td>17.29</td>
<td>43.77</td>
<td>22.70</td>
<td>87</td>
</tr>
<tr>
<td>Women Managers</td>
<td>2</td>
<td>10</td>
<td>44</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Women Business</td>
<td>1.94</td>
<td>10.34</td>
<td>26.16</td>
<td>13.57</td>
<td>52</td>
</tr>
<tr>
<td>Management Students</td>
<td>2</td>
<td>17</td>
<td>28</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>6</td>
<td>32</td>
<td>81</td>
<td>42</td>
<td>161</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 18.61$; Significance = .005.

The data shown in Table 16 was the basis for rejecting the null hypothesis at the .05 level of significance.

The data showed approximately 68% of the responses of the personnel directors were in the agree or strongly agree category while the responses of 86% of the women managers were in these categories. There was no clear direction for the responses of the women students. Approximately 63% of their responses were in the agree or strongly agree
category with approximately 37% of their responses in the disagree or
strongly disagree category.

Table 17 illustrates the relationship between evaluation and group
affiliation.

Null Hypothesis Seventeen: The perception that women as managers
need more training in determining if the other employees are functioning
at the level demanded by the organization is independent of group affil-
iation.

Table 17
Evaluation and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.06</td>
<td>7.04</td>
<td>9.30</td>
<td>3.59</td>
<td>21</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>4.30</td>
<td>28.51</td>
<td>37.66</td>
<td>14.53</td>
<td>85</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.63</td>
<td>17.44</td>
<td>23.04</td>
<td>8.89</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>8</td>
<td>53</td>
<td>70</td>
<td>27</td>
<td>158</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 16.35$; Significance = .01

From the data shown in Table 17 the null hypothesis at the .05
level of significance was rejected.

Approximately 74% of the responses of the women managers were in
the agree or strongly agree category. The data showed no clear
direction for the responses of the personnel directors and women students. Approximately 57% of the personnel directors' responses were in the disagree or strongly disagree category, while 42% were in the agree or strongly agree category. Approximately 52% of the responses of the women students were in the categories of disagree or strongly disagree with approximately 48% in the agree or strongly agree category.

Table 18 illustrates the relationship between objectivity and group affiliation.

Null Hypothesis Eighteen: The perception that women as managers need more training in demonstrating objectivity in evaluating business situations is independent of group affiliation.

Table 18

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>.94</td>
<td>5.52</td>
<td>9.83</td>
<td>4.71</td>
<td>21</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>3.72</td>
<td>21.81</td>
<td>38.84</td>
<td>18.62</td>
<td>83</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.33</td>
<td>13.67</td>
<td>24.33</td>
<td>11.67</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>7</td>
<td>41</td>
<td>73</td>
<td>35</td>
<td>156</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 14.78$; Significance = .02
The null hypothesis at the .05 level of significance was rejected because of the data presented in Table 18.

Approximately 82% of the responses of the women managers were in the agree or strongly agree category. The responses of the personnel directors and women students showed no clear direction. Data on the personnel directors illustrated that approximately 62% of their responses were in the agree or strongly agree category, while 38% were in the disagree or strongly disagree category. Approximately 52% of the responses from women students were in the agree or strongly agree category, while approximately 48% were in the disagree or strongly disagree category.

Table 19 illustrates the relationship between risk-taking and group affiliation.

Null Hypothesis Nineteen: The perception that women as managers need more training in risk-taking in certain business situations is independent of group affiliation.
### Table 19

**Risk-taking and Group Affiliation**

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directors</td>
<td>0.72</td>
<td>3.76</td>
<td>12.44</td>
<td>6.08</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>2.64</td>
<td>13.74</td>
<td>45.43</td>
<td>22.19</td>
<td>84</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>1.64</td>
<td>8.50</td>
<td>28.13</td>
<td>13.74</td>
<td>52</td>
</tr>
<tr>
<td>Students</td>
<td>2</td>
<td>10</td>
<td>26</td>
<td>14</td>
<td>52</td>
</tr>
</tbody>
</table>

| Column Total          | 5                 | 26       | 86     | 42             | 159   |

$df = 6$; Critical $X^2 = 12.59$; Calculated $X^2 = 7.27$; Significance $= .30$

The data shown in Table 19 was the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 81% of the responses were in the agree or strongly agree category.

Table 20 illustrates the relationship between competition and group affiliation.

**Null Hypothesis Twenty:** The perception that women as managers need more training in being competitive in the business world, if they wish to be promoted, is independent of group affiliation.
### Table 20

**Competition and Group Affiliation**

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.31</td>
<td>8.88</td>
<td>3.78</td>
<td>9.03</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>4.73</td>
<td>32.04</td>
<td>13.66</td>
<td>32.57</td>
<td>83</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.96</td>
<td>20.08</td>
<td>8.56</td>
<td>20.41</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>9</td>
<td>61</td>
<td>26</td>
<td>62</td>
<td>158</td>
</tr>
</tbody>
</table>

df = 6; Critical \( x^2 \) = 12.59; Calculated \( x^2 \) = 15.87; Significance = .01

Because of the data shown in Table 20, the null hypothesis at the .05 level of significance was rejected.

Approximately 88% of the responses from the women managers and 73% from the women students were in the agree or strongly agree category.

The responses of the personnel directors showed no clear direction.

Approximately 52% were in the agree or strongly agree category with 48% in the disagree or strongly disagree category.
Section 3:

The twenty tables in this section illustrate the relationship between group affiliation and twenty barriers women may face in management by showing whether the responses of those queried were dependent on their affiliation or membership in a particular group.

Table 21 illustrates the relationship between the possibility of pregnancy and group affiliation.

**Null Hypothesis Twenty-one:** The perception that the possibility of pregnancy makes women less desirable than men to be managers is independent of group affiliation.

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel</td>
<td>3.88</td>
<td>5.68</td>
<td>10.67</td>
<td>2.77</td>
<td>23</td>
</tr>
<tr>
<td>Directors</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>15.18</td>
<td>22.23</td>
<td>41.74</td>
<td>10.84</td>
<td>90</td>
</tr>
<tr>
<td>Women Managers</td>
<td>15</td>
<td>24</td>
<td>41</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Women Business Students</td>
<td>8.94</td>
<td>13.09</td>
<td>24.58</td>
<td>6.39</td>
<td>53</td>
</tr>
<tr>
<td>Business Management</td>
<td>5</td>
<td>10</td>
<td>30</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>28</td>
<td>41</td>
<td>77</td>
<td>20</td>
<td>166</td>
</tr>
</tbody>
</table>

\[ df = 6; \text{Critical } \chi^2 = 12.59; \text{Calculated } \chi^2 = 11.23; \text{Significance } = .08 \]

The data shown in Table 21 was the basis for not rejecting the null hypothesis at the .05 level of significance.
There was no clear direction for the responses. Approximately 58% of the responses were in the agree or strongly agree category with 42% in the disagree or strongly disagree category.

Table 22 illustrates the relationship between femininity and group affiliation.

**Null Hypothesis Twenty-two:** The perception that to be successful managers women have to sacrifice some of their femininity is independent of group affiliation.

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>10.25</td>
<td>9.42</td>
<td>2.63</td>
<td>.69</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>40.12</td>
<td>36.87</td>
<td>10.30</td>
<td>2.71</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>23.63</td>
<td>21.71</td>
<td>6.07</td>
<td>1.60</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>68</td>
<td>19</td>
<td>5</td>
<td>166</td>
</tr>
</tbody>
</table>

\[ df = 6; \text{Critical } X^2 = 12.59; \text{Calculated } X^2 = 8.67; \text{Significance} = .19 \]

The null hypothesis at the .05 level of significance was not rejected because of the data shown in Table 22.

Approximately 86% of the responses were in the disagree or strongly disagree category.
Table 23 illustrates the relationship between female roles and group affiliation.

Null Hypothesis Twenty-three: The perception that women cannot give their children the attention they need and be a competent manager at the same time is independent of group affiliation.

Table 23

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>10.23</td>
<td>9.28</td>
<td>2.63</td>
<td>.83</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>40.12</td>
<td>36.33</td>
<td>10.30</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>74</td>
<td>67</td>
<td>19</td>
<td>6</td>
<td>166</td>
</tr>
</tbody>
</table>

\[ df = 6; \text{Critical } x^2 = 12.59; \text{Calculated } x^2 = 5.35; \text{Significance} = .50 \]

The data shown in Table 23 served as the basis for not rejecting the null hypothesis at the .05 level of significance.

The data showed that approximately 85% of the responses were in the disagree or strongly disagree category.
Table 24 illustrates the relationship between ambition and group affiliation.

**Null Hypothesis Twenty-four:** The perception that women are not ambitious enough to be successful in the business world is independent of group affiliation.

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>16.94</td>
<td>4.41</td>
<td>1.38</td>
<td>.28</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>67.02</td>
<td>17.44</td>
<td>5.45</td>
<td>1.13</td>
<td>91</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>39.04</td>
<td>10.14</td>
<td>3.17</td>
<td>.63</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>123</td>
<td>7</td>
<td>10</td>
<td>2</td>
<td>167</td>
</tr>
</tbody>
</table>

The data shown in Table 24 served as the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 78% of the responses were in the disagree or strongly disagree category.
Table 25 illustrates the relationship between assertiveness and group affiliation.

Null Hypothesis Twenty-five: The perception that women cannot be assertive in business situations without being considered overbearing and unfeminine is independent of group affiliation.

Table 25

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>9.50</td>
<td>9.09</td>
<td>3.44</td>
<td>.96</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>37.60</td>
<td>35.96</td>
<td>13.62</td>
<td>3.81</td>
<td></td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>21.90</td>
<td>20.95</td>
<td>7.93</td>
<td>2.22</td>
<td></td>
</tr>
</tbody>
</table>

Column Total 69 66 25 7 167

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 4.87$; Significance = .56

The data shown in Table 25 was the basis for not rejecting the null hypothesis at the .05 level of significance.

The data showed approximately 81% of the responses were in the disagree or strongly disagree category.
Table 26 illustrates the relationship between confidence and group affiliation.

Null Hypothesis Twenty-six: The perception that women lack confidence in themselves which is needed to be competent managers is independent of group affiliation.

Table 26
Confidence and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>8.08</td>
<td>8.64</td>
<td>4.32</td>
<td>1.95</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>31.64</td>
<td>33.82</td>
<td>16.91</td>
<td>7.64</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>18.28</td>
<td>19.54</td>
<td>9.77</td>
<td>4.41</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>58</td>
<td>62</td>
<td>31</td>
<td>14</td>
<td>165</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 8.88$; Significance = .18

Because of the data presented in Table 26, the null hypothesis at the .05 level of significance was not rejected.

Approximately 73% of the responses were in the disagree or strongly disagree category.
Table 27 illustrates the relationship between mentors and group affiliation.

Null Hypothesis Twenty-seven: The perception that women without mentors or role models, male or female, will find it hard to be promoted up the ranks of management is independent of group affiliation.

Table 27

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.81</td>
<td>8.30</td>
<td>9.33</td>
<td>1.56</td>
<td>21</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>7.60</td>
<td>34.77</td>
<td>39.11</td>
<td>6.52</td>
<td>88</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>4.58</td>
<td>20.94</td>
<td>23.56</td>
<td>3.93</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>14</td>
<td>64</td>
<td>72</td>
<td>12</td>
<td>162</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 7.66$; Significance = .26

The data shown in Table 27 was the basis for not rejecting the null hypothesis at the .05 level of significance.

There was no clear direction for the responses. Approximately 52% of the responses were in the agree or strongly agree category with approximately 48% in the disagree or strongly disagree category.
Table 28 illustrates the relationship between promotion and group affiliation.

**Null Hypothesis Twenty-eight:** The perception that it is very difficult for women to achieve success, i.e., be promoted, in the male-dominated business world is independent of group affiliation.

### Table 28
Promotion and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.61</td>
<td>6.30</td>
<td>12.34</td>
<td>1.74</td>
<td>22</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>6.59</td>
<td>25.79</td>
<td>50.49</td>
<td>7.13</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>3.80</td>
<td>14.90</td>
<td>29.17</td>
<td>4.12</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>12</td>
<td>47</td>
<td>92</td>
<td>13</td>
<td>164</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 13.24$; Significance = .04

The null hypothesis at the .05 level of significance was rejected because of the data shown in Table 28.

The results of the observed outcomes showed approximately 70% of the women managers were in the agree or strongly agree category. The data showed no clear direction for the personnel directors and the women students. Approximately 55% of the responses from the personnel directors were in the agree or strongly agree category, while 45% were
in the disagree or strongly disagree category. Data for the women students showed that approximately 58% were in the agree or strongly agree category with 42% in the disagree to strongly disagree category.

Table 29 illustrates the relationship between fear of success and group affiliation.

Null Hypothesis Twenty-nine: The perception that women fear success against a male competitor in the business world because it will make them appear to be less feminine and popular is independent of group affiliation.

Table 29

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>4.80</td>
<td>13.47</td>
<td>3.47</td>
<td>.27</td>
<td>22</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>19.64</td>
<td>55.09</td>
<td>14.18</td>
<td>1.09</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>11.56</td>
<td>32.44</td>
<td>8.35</td>
<td>.64</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>36</td>
<td>101</td>
<td>26</td>
<td>2</td>
<td>165</td>
</tr>
</tbody>
</table>

\[ df = 6; \text{Critical } x^2 = 12.59; \text{Calculated } x^2 = 4.55; \text{Significance} = .60 \]

The data shown in Table 29 was the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 83% of the responses were in the disagree or strongly disagree category.
Table 30 illustrates the relationship between the informal network and group affiliation.

**Null Hypothesis Thirty:** The perception that women are unsure of how to break into the informal network of middle-management which has been created by men is independent of group affiliation.

Table 30

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>.56</td>
<td>7.95</td>
<td>13.38</td>
<td>1.12</td>
<td></td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>2.18</td>
<td>31.09</td>
<td>52.36</td>
<td>4.36</td>
<td>23</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>1.26</td>
<td>17.96</td>
<td>30.25</td>
<td>2.52</td>
<td>90</td>
</tr>
<tr>
<td>Column Total</td>
<td>4</td>
<td>57</td>
<td>.96</td>
<td>8</td>
<td>165</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2$; Calculated $x^2 = 6.59$; Significance = .36

Because of the data shown in Table 30 the null hypothesis at the .05 level of significance was not rejected.

The responses showed that 63% were in the agree or strongly agree category, while 36% were in the disagree or strongly disagree category. Thus, there was no clear direction in the response pattern.
Table 31 illustrates the relationship between pursuits and group affiliation.

Null Hypothesis Thirty-one: The perception that women cannot pursue managerial careers and marriages without giving up one or the other is independent of group affiliation.

Table 31

<table>
<thead>
<tr>
<th>Pursuits and Group Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Affiliation</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Montana Personnel Directors</td>
</tr>
<tr>
<td>Montana Women Managers</td>
</tr>
<tr>
<td>Women Business Management Students</td>
</tr>
<tr>
<td>Column Total</td>
</tr>
</tbody>
</table>

$df = 6$; Critical $x^2 = 12.59$; Calculated $x^2 = 3.12$; Significance = .79

The data shown in Table 31 served as the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 92% were in the disagree or strongly disagree category.
Table 32 illustrates the relationship between marriage and group affiliation.

Null Hypothesis Thirty-two: The perception that being married prevents women from having the mobility that may be needed if they are to rise through the corporate ranks to upper-level management positions is independent of group affiliation.

Table 32
Marriage and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>4.18</td>
<td>8.08</td>
<td>9.62</td>
<td>1.12</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>16.36</td>
<td>31.64</td>
<td>37.64</td>
<td>4.36</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>9.45</td>
<td>18.28</td>
<td>21.75</td>
<td>2.52</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>30</td>
<td>58</td>
<td>69</td>
<td>8</td>
<td>165</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 9.17$; Significance = .16

The data shown in Table 32 formed the basis for not rejecting the null hypothesis at the .05 level of significance.

The data showed that approximately 53% of the responses were in the disagree or strongly disagree category with 47% in the agree or strongly agree category. Thus, there was no clear direction in the pattern of response.
Table 33 illustrates the relationship between aggressiveness and group affiliation.

**Null Hypothesis Thirty-three:** The perception that aggressive women may intimidate their male superiors is independent of group affiliation.

Table 33

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>.42</td>
<td>5.16</td>
<td>13.66</td>
<td>3.76</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>1.64</td>
<td>20.18</td>
<td>53.45</td>
<td>14.73</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>.64</td>
<td>11.66</td>
<td>30.88</td>
<td>8.51</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>37</td>
<td>98</td>
<td>27</td>
<td>165</td>
<td></td>
</tr>
</tbody>
</table>

$df = 6; \text{Critical } X^2 = 12.59; \text{Calculated } X^2 = 8.83; \text{Significance } = .18$

The data shown in Table 33 was the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 76% of the responses were in the agree or strongly agree category.
Table 34 illustrates the relationship between the first woman and group affiliation.

Null Hypothesis Thirty-four: The perception that the first woman placed in upper-level management may find it difficult to cope with the fact that she is the only female is independent of group affiliation.

Table 34

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.20</td>
<td>5.07</td>
<td>13.47</td>
<td>2.27</td>
<td>22</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>4.96</td>
<td>20.96</td>
<td>55.70</td>
<td>9.38</td>
<td>91</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>2.84</td>
<td>11.98</td>
<td>31.83</td>
<td>5.36</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>9</td>
<td>38</td>
<td>101</td>
<td>17</td>
<td>165</td>
</tr>
</tbody>
</table>

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 13.10$; Significance = .04

The data shown in Table 34 formed the basis for rejecting the

Approximately 77% of the personnel directors were in the agree category, while 71% of the women managers and 69% of the women students were in the agree or strongly agree category.
Table 35 illustrates the relationship between emotional make-up and group affiliation.

Null Hypothesis Thirty-five: The perception that the emotional make-up of women is detrimental to their careers as managers is independent of group affiliation.

Table 35

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>9.98</td>
<td>9.01</td>
<td>3.46</td>
<td>0.55</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>39.04</td>
<td>35.24</td>
<td>13.55</td>
<td>2.17</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>22.99</td>
<td>20.75</td>
<td>7.98</td>
<td>1.28</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>72</td>
<td>65</td>
<td>25</td>
<td>4</td>
<td>166</td>
</tr>
</tbody>
</table>

df = 6; Critical $\chi^2 = 12.59$; Calculated $\chi^2 = 7.07$; Significance = .31

The data shown in Table 35 formed the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 83% of the responses were in the disagree or strongly disagree category.
Table 36 illustrates the relationship between competency and group affiliation.

Null Hypothesis Thirty-six: The perception that women must realize that they must be more competitive than men and wait longer than men in order to be promoted is independent of group affiliation.

Table 36

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>5.13</td>
<td>7.48</td>
<td>8.59</td>
<td>1.80</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>20.06</td>
<td>29.28</td>
<td>33.61</td>
<td>7.05</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>11.81</td>
<td>17.24</td>
<td>19.80</td>
<td>4.15</td>
<td>53</td>
</tr>
</tbody>
</table>

Column Total 37 54 62 13 166

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 16.73$; Significance = .01

The data shown in Table 36 was the basis for rejecting the null hypothesis at the .05 level of significance.

Approximately 78% of the responses from the personnel directors and 68% of the responses from the women students were in the disagree or strongly disagree category. The responses from the women managers showed approximately 59% in the agree or strongly agree category with 41% in the disagree or strongly disagree category. There was no clear direction for the response from the women managers.
Table 37 illustrates the relationship between career-mindedness and group affiliation.

**Null Hypothesis Thirty-seven:** The perception that women must convince themselves and those around them that they are career-minded in order to be taken seriously as candidates for managerial positions is independent of group affiliation.

Table 37

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>.69</td>
<td>2.07</td>
<td>13.77</td>
<td>6.47</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>2.72</td>
<td>8.17</td>
<td>54.49</td>
<td>25.61</td>
<td>91</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>1.59</td>
<td>4.76</td>
<td>31.74</td>
<td>14.92</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>5</td>
<td>15</td>
<td>100</td>
<td>47</td>
<td>167</td>
</tr>
</tbody>
</table>

\[ df = 6; \text{Critical } x^2 = 12.59; \text{Calculated } x^2 = 6.73; \text{Significance } = .35 \]

The null hypothesis at the .05 level of significance was not rejected owing to the data shown in Table 37.

Approximately 80% of the responses were in the agree or strongly agree category.
Table 38 illustrates the relationship between mobility and group affiliation.

**Null Hypothesis Thirty-eight:** The perception that being married and raising a family prevent women from having the mobility that may be needed if they are to rise through the corporate ranks to upper-level management positions is independent of group affiliation.

Table 38

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>1.95</td>
<td>8.78</td>
<td>11.29</td>
<td>.98</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>7.64</td>
<td>34.36</td>
<td>44.18</td>
<td>3.82</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management</td>
<td>4.41</td>
<td>19.85</td>
<td>25.53</td>
<td>2.21</td>
<td>52</td>
</tr>
<tr>
<td>Students</td>
<td>3</td>
<td>19</td>
<td>27</td>
<td>3</td>
<td>52</td>
</tr>
<tr>
<td>Column Total</td>
<td>14</td>
<td>63</td>
<td>81</td>
<td>7</td>
<td>165</td>
</tr>
</tbody>
</table>

df = 6; Critical \( x^2 = 12.59 \); Calculated \( x^2 = 7.25 \); Significance = .30

The data shown in Table 38 formed the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 46% of the responses were in the disagree or strongly disagree category, while 53% were in the agree or strongly agree category. Thus, there was no clear direction for the responses.
Table 39 illustrates the relationship between being masculine and group affiliation.

**Null Hypothesis Thirty-nine:** The perception that in order to be managers women must think and act like men, since the business world has been shaped by men is independent of group affiliation.

Table 39

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>9.92</td>
<td>11.29</td>
<td>1.52</td>
<td>.28</td>
<td>23</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>39.23</td>
<td>44.68</td>
<td>5.99</td>
<td>1.09</td>
<td>91</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>22.85</td>
<td>26.02</td>
<td>3.49</td>
<td>.63</td>
<td>53</td>
</tr>
<tr>
<td>Column Total</td>
<td>72</td>
<td>82</td>
<td>11</td>
<td>2</td>
<td>167</td>
</tr>
</tbody>
</table>

\( \text{df} = 6; \text{Critical } \chi^2 = 12.59; \text{Calculated } \chi^2 = 5.54; \text{Significance} = .48 \)

The data shown in Table 39 established the basis for not rejecting the null hypothesis at the .05 level of significance.

Approximately 92% of the responses were in the disagree or strongly disagree category.
Table 40 illustrates the relationship between job placement and group affiliation.

Null Hypothesis Forty: The perception that women in management positions tend to be placed in dead-end jobs with low salaries is independent of group affiliation.

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Personnel Directors</td>
<td>2.99</td>
<td>10.05</td>
<td>7.20</td>
<td>1.77</td>
<td>22</td>
</tr>
<tr>
<td>Montana Women Managers</td>
<td>12.22</td>
<td>41.11</td>
<td>29.44</td>
<td>7.22</td>
<td>90</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>6.79</td>
<td>22.84</td>
<td>16.36</td>
<td>4.01</td>
<td>50</td>
</tr>
</tbody>
</table>

Column Total 22 74 53 13 162

df = 6; Critical $x^2 = 12.59$; Calculated $x^2 = 24.99$; Significance = .0003

The null hypothesis at the .05 level was rejected because of the data shown in Table 40.

Approximately 86% of the responses from the personnel directors and 76% of the responses from the women students were in the disagree or strongly disagree category. The data showed the women managers' responses were 57% in the agree or strongly agree category with 43% in the disagree or strongly disagree category. Thus, there was no clear direction for the women managers' responses.
Section 4:

The following tables represent data related to the four general questions posed in the study. In each instance the question and null hypothesis related to the question are presented. The tables, except in the case of the future of women in management, represent a summary of the information obtained on the needed skills for managers, the need for more training in these skills, and barriers women may face when they become managers. Each skill, as it related to more training, and each barrier were tested individually at the .05 level of significance using Chi Square Test of Independence. It should be noted that the last column in the summary tables indicates whether the results are significant or not by indicating "S" for significant and "NS" for not significant.

The skills tested were: communicating, accounting, decision-making, planning, coordination, delegation, evaluation, objectivity, risk-taking, and competition. The barriers were: pregnancy, femininity, female roles, ambition, assertiveness, confidence, mentors, promotion, fear of success, informal network, pursuits, marriage, aggressiveness, first woman, emotional make-up, competency, career-mindedness, marriage and family, masculinity, and dead-end jobs.

An explanation of each table is presented after each summary table. The managerial skills, the need for more training, and barriers have been grouped into a number of categories. Where a clear direction can be determined for the responses, the items have been placed in the agree or strongly agree or disagree or strongly disagree category. There were other instances where there was a clear direction for one group
in its responses but not for the other group. There were also inci-
dences where both groups' responses showed no clear direction.

Question one: What were the differences in perceptions of those
women business management students with a prior business background as
compared with those students who did not have that experience as to the
managerial skills needed by women, whether women needed more training
in these skills, and the potential barriers they face? There were three
null hypotheses related to this question. Null Hypothesis Forty-one:
The perceptions of those women business management students with a
prior business background and those women students without that back-
ground concerning the ten management skills are independent of their
group affiliation. Null Hypothesis Forty-two: The perceptions of
those women business management students with a prior business back-
ground and those women students without that background concerning the
need for more training in the ten management skills are independent of
their group affiliation. Null Hypothesis Forty-three: The perceptions
of those women management students with a prior business background and
those women students without that background concerning the twenty bar-
riers that may face women in management are independent of group affili-
ation.

The responses gathered for question one showed that there were 50
women students with business experience and only three without such
experience. Given that distribution an interpretation of the results
could be spurious.

Question two: What were the differences in perceptions of those
women business management students who had held managerial positions as
compared with those students who had worked in nonmanagerial jobs in business as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?

Tables 41, 42, and 43 illustrate the relationships between management skills, and need for more training, barriers and group affiliation.

Table 41 illustrates the relationship between the ten management skills and group affiliation.

Null Hypothesis Forty-four: The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the ten management skills are independent of group affiliation.

Each skill was tested at the .05 level of significance. From the data reported for each skill, it was determined that there were no significant differences in perceptions for each skill; therefore, the null hypothesis was not rejected.

Communicating, decision-making, planning, coordination, delegation, evaluation, objectivity, risk-taking, and competing were in the direction of agree or strongly agree. The range of response was from 81% to 100%.

Accounting was a skill where the direction could be determined for one group but not for the other. For those students with management experience 75% responded in the direction of agree or strongly agree. Those without management experience showed no clear direction in their responses.
### Table 41
Management Skills and Group Affiliation

<table>
<thead>
<tr>
<th>Category Skills</th>
<th>Number With Management Experience</th>
<th>Number Without Management Experience</th>
<th>Significance Level*</th>
<th><strong>(S)</strong> Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Communicating</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Accounting</td>
<td>8</td>
<td>24</td>
<td>9</td>
<td>14.82</td>
</tr>
<tr>
<td>Decision-making</td>
<td>4</td>
<td>24</td>
<td>5</td>
<td>22.24</td>
</tr>
<tr>
<td>Planning</td>
<td>10</td>
<td>24</td>
<td>9</td>
<td>16.94</td>
</tr>
<tr>
<td>Coordination</td>
<td>1</td>
<td>24</td>
<td>1</td>
<td>13.24</td>
</tr>
<tr>
<td>Delegation</td>
<td>0</td>
<td>24</td>
<td>1</td>
<td>14.71</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1.16</td>
<td>24</td>
<td>8</td>
<td>22.24</td>
</tr>
<tr>
<td>Objectivity</td>
<td>1.12</td>
<td>24</td>
<td>9</td>
<td>22.24</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>1.12</td>
<td>24</td>
<td>9</td>
<td>22.24</td>
</tr>
<tr>
<td>Competition</td>
<td>1</td>
<td>24</td>
<td>9</td>
<td>12.71</td>
</tr>
</tbody>
</table>

* Cannot be computed when the number of non-empty rows is one.
** "S" stands for significant, and "NS" for not significant.
Table 42 illustrates the relationship between the need for more training and group affiliation.

Null Hypothesis Forty-five: The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the need for more training in the ten management skills are independent of group affiliation.

The need for more training in each of the skills was tested at the .05 level of significance. The data reported in each case showed there were no significant differences in perceptions; therefore, the null hypothesis was not rejected.

Communicating and decision-making were in the direction of agree or strongly agree. The response range for those skills was 67% to 81%. In the areas of coordination, delegation, risk-taking, and competition, the response of those with managerial experience was in the agree or strongly agree category. The range of response to these skills was from 67% to 92%. No clear direction of response was registered by those without management experience for these same skills. Both groups showed no clear direction for accounting, planning, evaluation, and objectivity.

Table 43 illustrates the relationship between barriers and group affiliation.

Null Hypothesis Forty-six: The perceptions of those women business management students with managerial experience and those women business management students without that experience concerning the
<table>
<thead>
<tr>
<th>Category</th>
<th>Number With Management Experience</th>
<th>Number Without Management Experience</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>Communicating</td>
<td>1</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Accounting</td>
<td>1.88</td>
<td>10.80</td>
<td>8.92</td>
</tr>
<tr>
<td>Decision-making</td>
<td>1.41</td>
<td>4.72</td>
<td>12.67</td>
</tr>
<tr>
<td>Planning</td>
<td>1.92</td>
<td>8.16</td>
<td>10.56</td>
</tr>
<tr>
<td>Coordination</td>
<td>1.44</td>
<td>9.60</td>
<td>11.52</td>
</tr>
<tr>
<td>Delegation</td>
<td>0.96</td>
<td>7.68</td>
<td>12.96</td>
</tr>
<tr>
<td>Evaluation</td>
<td>0.96</td>
<td>12.72</td>
<td>9.12</td>
</tr>
<tr>
<td>Objectivity</td>
<td>1.44</td>
<td>10.08</td>
<td>8.16</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>0.96</td>
<td>4.80</td>
<td>12.24</td>
</tr>
<tr>
<td>Competition</td>
<td>1.92</td>
<td>4.80</td>
<td>7.66</td>
</tr>
</tbody>
</table>

* "S" stands for significant, and "NS" for not significant.
### Table 43
Barriers and Group Affiliation

<table>
<thead>
<tr>
<th>Category</th>
<th>Number With Management Experience</th>
<th>Number Without Management Experience</th>
<th>Significance Level</th>
<th><em>(S)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Femininity</td>
<td>7</td>
<td>12.24</td>
<td>4.24</td>
<td>.47</td>
</tr>
<tr>
<td>Female Roles</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Ambition</td>
<td>19.76</td>
<td>3.29</td>
<td>.94</td>
<td>22.24</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>10.35</td>
<td>8</td>
<td>4.71</td>
<td>.94</td>
</tr>
<tr>
<td>Confidence</td>
<td>9.66</td>
<td>10.12</td>
<td>2.30</td>
<td>.92</td>
</tr>
<tr>
<td>Mentors</td>
<td>1.88</td>
<td>11.76</td>
<td>9.41</td>
<td>.94</td>
</tr>
<tr>
<td>Promotion</td>
<td>1.38</td>
<td>13</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Fear of Success</td>
<td>5.18</td>
<td>14.59</td>
<td>3.76</td>
<td>.47</td>
</tr>
<tr>
<td>Informal Network</td>
<td>.48</td>
<td>11.04</td>
<td>11.52</td>
<td>.96</td>
</tr>
</tbody>
</table>

*"S" stands for significant, and "NS" for not significant."
Table 43 (Continued)

<table>
<thead>
<tr>
<th>Category Skills</th>
<th>Number With Management Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Pursuits</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Marriage</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Aggressiveness</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td>First Woman</td>
<td>6</td>
</tr>
<tr>
<td>Emotional Make-up</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Competency</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Career-mindedness</td>
<td>.94</td>
</tr>
<tr>
<td></td>
<td>14.12</td>
</tr>
<tr>
<td></td>
<td>1.06</td>
</tr>
<tr>
<td></td>
<td>1.06</td>
</tr>
<tr>
<td>Marriage &amp; Family</td>
<td>.92</td>
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<tr>
<td></td>
<td>11.96</td>
</tr>
<tr>
<td></td>
<td>1.08</td>
</tr>
<tr>
<td></td>
<td>14.04</td>
</tr>
<tr>
<td>Masculinity</td>
<td>11.29</td>
</tr>
<tr>
<td></td>
<td>1.41</td>
</tr>
<tr>
<td></td>
<td>12.71</td>
</tr>
<tr>
<td></td>
<td>1.59</td>
</tr>
<tr>
<td>Dead-end Jobs</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>14.50</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>.81</td>
</tr>
</tbody>
</table>

* "S" stands for significant, and "NS" for not significant.
twenty barriers that may face women in management are independent of group affiliation.

Each barrier was tested at the .05 level of significance. The data in each case showed that there were no significant differences in perceptions; therefore, the null hypothesis was not rejected.

Aggressiveness, the first woman in upper-level management, and career-mindedness were in the agree or strongly agree category. The range of response for them was 67% to 92%. Femininity, ambition, assertiveness, confidence, pursuits; emotional make-up, competency, masculinity, and dead-end jobs were in the direction of disagree or strongly disagree. The range of response for them was 67% to 100%. Those without management experience responded in the agree or strongly agree category to the possibility of pregnancy and promotion in a male-dominated business world. Their response range was from 76% to 81%. Those without management experience responded in the disagree or strongly disagree category to fear of success with a 89% response. Those with management experience responded with no clear direction to the possibility of pregnancy, promotion, and fear of success. Both groups responded with no clear direction to mentors, the informal network, marriage, plus marriage and family.

**Question three**: Was there a difference in the perceptions held by male and female personnel directors as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?
Tables 44, 45, and 46 illustrate the relationships between the responses and group affiliation.

Table 44 illustrates the relationship between the ten management skills and group affiliation.

Null Hypothesis Forty-seven: The perceptions of male and female personnel directors concerning the ten management skills is independent of group affiliation.

Each skill was tested at the .05 level of significance. The data in the table illustrated the fact that there were no significant differences in perceptions. Thus, the null hypothesis was not rejected.

Communicating, decision-making, planning, coordination, delegation, evaluation, objectivity, risk-taking, and competition were in the direction of agree or strongly agree. The response range for these skills was 70% to 100%. Accounting was in the direction of disagree or strongly disagree. The response range for it was from 70% to 77%.

Table 45 illustrates the relationship between the need for more training in the ten management skills and group affiliation.

Null Hypothesis Forty-eight: The perceptions of the male and female personnel directors as to whether women need more training in the ten management skills are independent of group affiliation.

Each item was tested at the .05 level of significance. From the data there were found no significant differences for any of the items. Thus, the null hypothesis was not rejected.

In responding to the need for more training, male and female personnel directors identified no skills in the agree or strongly agree category. Accounting was the only skill in the disagree or strongly
<table>
<thead>
<tr>
<th>Category</th>
<th>Female Personnel Directors</th>
<th>Male Personnel Directors</th>
<th>Significance Level</th>
<th>*(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Communicating</td>
<td>1.74</td>
<td>7</td>
<td>8.26</td>
<td>2.26</td>
</tr>
<tr>
<td>Accounting</td>
<td>2.61</td>
<td>3</td>
<td>2.17</td>
<td>4.78</td>
</tr>
<tr>
<td>Decision-making</td>
<td>3.04</td>
<td>7</td>
<td>6.96</td>
<td>3.96</td>
</tr>
<tr>
<td>Planning</td>
<td>3.91</td>
<td>7</td>
<td>6.09</td>
<td>5.09</td>
</tr>
<tr>
<td>Coordination</td>
<td>.43</td>
<td>5</td>
<td>5.22</td>
<td>4.35</td>
</tr>
<tr>
<td>Delegation</td>
<td>3.91</td>
<td>6</td>
<td>6.09</td>
<td>5.09</td>
</tr>
<tr>
<td>Evaluation</td>
<td>.43</td>
<td>7</td>
<td>4.78</td>
<td>4.78</td>
</tr>
<tr>
<td>Objectivity</td>
<td>4.78</td>
<td>5</td>
<td>5.22</td>
<td>6.22</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>.43</td>
<td>4.35</td>
<td>.57</td>
<td>6.22</td>
</tr>
<tr>
<td>Competition</td>
<td>2.17</td>
<td>5.22</td>
<td>5.22</td>
<td>2.83</td>
</tr>
</tbody>
</table>

* "S" stands for significant, and "NS" for not significant.
Table 45
Needed More Training and Group Affiliation

<table>
<thead>
<tr>
<th>Category</th>
<th>Female Personnel Directors</th>
<th>Male Personnel Directors</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Communication</td>
<td>2.27</td>
<td>5.91</td>
<td>1.82</td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Decision-making</td>
<td>.87</td>
<td>3.04</td>
<td>3.91</td>
</tr>
<tr>
<td>Planning</td>
<td>.41</td>
<td>3.68</td>
<td>3.68</td>
</tr>
<tr>
<td>Coordination</td>
<td>.41</td>
<td>2.86</td>
<td>4.50</td>
</tr>
<tr>
<td>Delegation</td>
<td>.82</td>
<td>2.05</td>
<td>3.68</td>
</tr>
<tr>
<td>Evaluation</td>
<td>.86</td>
<td>4.29</td>
<td>2.57</td>
</tr>
<tr>
<td>Objectivity</td>
<td>.43</td>
<td>3</td>
<td>4.29</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>.43</td>
<td>3.04</td>
<td>5.22</td>
</tr>
<tr>
<td>Competition</td>
<td>1.30</td>
<td>3.48</td>
<td>2.61</td>
</tr>
</tbody>
</table>

* "S" stands for significant, and "NS" for not significant.
disagree category with a response range from 80% to 83%. Female personnel directors were in the agree or strongly agree category for planning, coordination, delegation, and objectivity with a response range from 67% to 78%, but the male personnel directors showed no clear direction for these same skills. Male personnel directors were in the agree or strongly agree category for risk-taking. Their response was 69%. The female personnel directors showed no clear direction for risk-taking. Both groups displayed no clear direction for communicating, decision-making, evaluation, and competition.

Table 46 illustrates the relationship between barriers and group affiliation.

Null Hypothesis Forty-nine: The perceptions of the male and female personnel directors as to the twenty barriers that may face women in management are independent of group affiliation.

Each barrier was tested at the .05 level of significance, but the data showed that there were no significant differences in perceptions. Because there were no significant differences, the null hypothesis was not rejected.

Aggressiveness and career-mindedness were barriers in the agree or strongly agree category. The response range for them was 69% to 100%. The barriers in the disagree or strongly disagree category were femininity, female roles, ambition, assertiveness, fear of success, pursuits, emotional make-up of women, competency, masculinity, and dead-end jobs. The range of responses was from 69% to 100%.

The females responded with clear direction to the possibility of pregnancy and the lack of mentors. For the first time they responded in the
Table 46
Barriers and Group Affiliation

<table>
<thead>
<tr>
<th>Category</th>
<th>Female Personnel Directors</th>
<th>Male Personnel Directors</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>3.48</td>
<td>3.04</td>
<td>2.61</td>
</tr>
<tr>
<td>Femininity</td>
<td>5.22</td>
<td>3.04</td>
<td>1.30</td>
</tr>
<tr>
<td>Female Roles</td>
<td>5.22</td>
<td>2.61</td>
<td>1.30</td>
</tr>
<tr>
<td>Ambition</td>
<td>6.96</td>
<td>2.61</td>
<td>1.30</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>5.22</td>
<td>2.61</td>
<td>1.30</td>
</tr>
<tr>
<td>Confidence</td>
<td>3.48</td>
<td>3.48</td>
<td>2.61</td>
</tr>
<tr>
<td>Mentors</td>
<td>3.43</td>
<td>5.14</td>
<td>0.14</td>
</tr>
<tr>
<td>Promotion</td>
<td>1.82</td>
<td>2.73</td>
<td>5.45</td>
</tr>
<tr>
<td>Fear of Success</td>
<td>5.91</td>
<td>9.1</td>
<td>.45</td>
</tr>
<tr>
<td>Informal Network</td>
<td>.43</td>
<td>3.04</td>
<td>6.52</td>
</tr>
</tbody>
</table>

* "S" stands for significant, and "NS" for not significant.
Table 46 (Continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>Female Personnel Directors</th>
<th>Male Personnel Directors</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Pursuits</td>
<td>5.22</td>
<td>3.48</td>
<td>.87</td>
</tr>
<tr>
<td>Marriage</td>
<td>2.61</td>
<td>3.48</td>
<td>3.91</td>
</tr>
<tr>
<td>Aggressiveness</td>
<td>.87</td>
<td>1.30</td>
<td>6.52</td>
</tr>
<tr>
<td>First Woman</td>
<td>1.36</td>
<td>.91</td>
<td>7.33</td>
</tr>
<tr>
<td>Emotional Make-up</td>
<td>5.22</td>
<td>3.48</td>
<td>1.30</td>
</tr>
<tr>
<td>Competency</td>
<td>3.04</td>
<td>4.78</td>
<td>1.74</td>
</tr>
<tr>
<td>Career-mindedness</td>
<td>7.83</td>
<td>2.17</td>
<td>10.17</td>
</tr>
<tr>
<td>Marriage &amp; Family</td>
<td>2.17</td>
<td>3.48</td>
<td>4.35</td>
</tr>
<tr>
<td>Masculinity</td>
<td>4.78</td>
<td>4.35</td>
<td>.43</td>
</tr>
<tr>
<td>Dead-end Jobs</td>
<td>2.73</td>
<td>5.91</td>
<td>.91</td>
</tr>
</tbody>
</table>

* "S" stands for significant, and "NS" for not significant.
disagree or strongly disagree category with an 80% response. For the second the direction of their responses was toward the agree category with a 67% response. The males showed no clear direction in their response toward either item.

The males responded with clear direction to confidence, promotion, the informal network, marriage and mobility, and the first woman in upper-level management. The males responded in the direction of agree or strongly agree to promotion, the informal network, and the first woman in upper-level management. Their response range was from 67% to 92%. They responded in the disagree or strongly disagree category for confidence and marriage. The response range for these was 69% to 77%. In all five cases the responses of the women showed no clear direction.

Both groups displayed no clear direction for the barrier marriage, family, and mobility.

**Question four:** Was there a difference in the perceptions held by all three groups as to the future of women in management in the next five to ten years?

Table 47 illustrates the relationship between the responses and group affiliation.

**Null Hypothesis Fifty:** The perceptions concerning the future of women in management in the next five to ten years are independent of group affiliation, i.e., whether one is a woman business management student at Montana State University, a Montana personnel director, or a Montana woman manager.
The Future of Women in Management and Group Affiliation

<table>
<thead>
<tr>
<th>Group Affiliation</th>
<th>Decrease Slightly</th>
<th>Stay the Same</th>
<th>Increase Slightly</th>
<th>Increase Considerably</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana Women Managers</td>
<td>.54</td>
<td>.54</td>
<td>33.61</td>
<td>55.30</td>
</tr>
<tr>
<td>Women Business Management Students</td>
<td>.32</td>
<td>.32</td>
<td>19.80</td>
<td>32.57</td>
</tr>
</tbody>
</table>

$df = 6; \text{Critical } x^2 = 12.59; \text{Calculated } x^2 = 10.22; \text{Significance } = .12.$

The null hypothesis was not rejected at the .05 level of significance, since the data in Table 47 indicates there is no significant difference in perceptions.

Approximately 99% of the responses were in the increase slightly or increase considerably category.
The categories used to determine the direction of the responses were decrease slightly, stay the same, increase slightly, and increase considerably.

Summary

In conducting this study, the researcher wanted to determine whether there were differences in the perceptions of Montana State University women business management students, Montana women managers, and Montana personnel directors as to the skills needed to be a manager, whether women needed more training in these skills, and the barriers women may face when they become managers. The research, therefore, was conducted to determine whether the responses of those responding to the instrument were dependent on their membership or affiliation with women business management students at Montana State University, Montana women managers, and Montana personnel directors. The study was conducted during the academic year 1982-83.

From the three populations mentioned above, the researcher obtained names through the assistance of the School of Business at Montana State University, the Montana division of the American Society of Personnel Administration, and The Montana Federation of Business and Professional Women's Clubs.

The researcher was able to identify members of each group who worked in private industry as managers and personnel directors from the membership lists of the American Society of Personnel Administration (ASPA) and The Montana Federation of Business and Professional Women's Clubs (BPW). Since there were such small numbers of women managers and personnel administrators employed in private businesses, the researcher
surveyed all who had been identified as women managers and personnel administrators in private businesses. Thus, 146 women managers and 35 personnel administrators were chosen. The valid responses of 91 women managers and 23 personnel administrators were used in this study.

Sixty women business management majors were selected. From their numbers the valid responses of 53 were used in the study.

Chi Square Test of Independence at the .05 level of significance was used to test the fifty statistical hypotheses examined in this study. Data from the first forty hypotheses were presented in individual contingency tables. The data for the last ten hypotheses were displayed in summary contingency tables. The tables for the null hypotheses illustrated the relationship between those queried and their group affiliation. If the significance level of each contingency table and each item of the summary table were .05 or less, the null hypothesis was rejected and there was a demonstrable difference in the perceptions of those queried which was dependent on group affiliation. If the significance level of the contingency table and each item of the summary table were greater than .05, the null hypothesis was not rejected. This meant that there were no demonstrable differences between the responses and group affiliation, so there were no differences based upon group affiliation.

The researcher determined the direction of the responses for each null hypothesis by examining the internal data of the observed outcomes and the categories to which they were assigned. These categories were the responses found on the survey instrument: strongly disagree, disagree, agree, and strongly agree. When the observed responses formed
a pattern of 66% or more, the direction of the responses was either toward agree or strongly agree or toward disagree or strongly disagree. The decision was made that if the responses fell between 35% and 65%, there was no clear direction for the response patterns.

The first ten null hypotheses dealt with ten management skills: communicating, accounting, decision-making, planning, coordination, delegation, evaluation, objectivity, risk-taking, and competition. The second set of ten hypotheses were concerned with whether women needed more training in the ten management skills that have been listed. The third group of twenty hypotheses dealt with twenty potential barriers women may face in becoming a manager. These barriers were pregnancy, femininity, female roles, ambition, assertiveness, confidence, mentors, promotion, fear of success, the informal network, pursuits, marriage, aggressiveness, the first woman in upper-level management, the emotional make-up of women, competency, career-mindedness, marriage and family, masculinity, and dead-end jobs with low salaries. The final ten hypotheses related to the four general questions posed in this study:

1. What were the differences in perceptions of those women business management students with a prior business background as compared with those students who did not have that experience as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?

2. What were the differences in perceptions of those women business management students who had held managerial positions as
compared with those students who had worked in nonmanagerial jobs in business as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?

3. Was there a difference in the perceptions held by male and female personnel directors as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?

4. Was there a difference in the perceptions held by all three groups as to the future of women in management in the next five to ten years?

Turning to the first ten null hypotheses, the nulls were not rejected for the skills of decision-making, planning, coordination, delegating, evaluation, objectivity, risk-taking, and competition. For these skills the direction of response was toward the agree or strongly agree category. The range of responses was from 88% to 99%. The two null hypotheses for communicating and accounting were rejected. All of the women students were in the strongly agree category for communicating with all of the personnel directors and 99% of the women managers in the agree or strongly agree category. Accounting elicited responses from the personnel directors in the disagree or strongly disagree category. There was no clear direction in the responses of the women managers. Women students were in the agree or strongly agree category.

The second group of ten hypotheses related to women needing more training in the ten managerial skills. The null hypotheses were not
rejected for communicating, decision-making, planning, coordination, and risk-taking. For these skills the direction of response was directed toward the agree or strongly agree category. The range of responses for these skills was from 67% to 81%.

The null hypotheses were rejected for accounting, delegating, evaluating, objectivity, and competition. Personnel directors directed their responses to the disagree or strongly disagree category for accounting. Women managers and women students showed no clear direction in their responses. Women managers and personnel directors responded in the agree or strongly agree category for delegation. Their response range was from 68% to 86%. Women students showed no clear direction for delegation. In 74% of the responses by women managers evaluation elicited a response toward agree or strongly agree. Personnel directors and women students showed no clear direction in their responses. In 82% of the responses of women managers objectivity was toward the agree or strongly agree category. Personnel directors and women managers displayed no clear direction in their responses. The responses of the women managers and women students toward competition was in the agree or strongly agree category. Their range of responses was 73% to 88%. Personnel directors showed no clear direction in their responses.

The third set of null hypotheses concerned twenty barriers that women may face when they become managers. The null hypotheses were not rejected for the possibility of pregnancy, femininity, giving attention to children while being a competent manager (female roles), ambition, assertiveness, confidence, mentors, fear of success, the informal
network of middle-management, management careers and marriage (pursuits), marriage, aggressiveness, the emotional make-up of women, career-mindedness, marriage and raising a family, and masculinity. The responses for aggressiveness and career-mindedness were directed toward agree or strongly agree. The response range was from 76% to 80%. The responses of the three groups were in the disagree or strongly disagree category for femininity, female roles, ambition, assertiveness, confidence, fear of success, pursuits, emotional make-up, and masculinity. The range of responses was from 73% to 92%. There was no clear direction shown for pregnancy, mentors, the informal network, marriage, and marriage and family.

The null hypotheses were rejected for being promoted in the male-dominated business world, being the first woman in upper-level management, having to be more competent and to wait longer than men to be promoted, and being placed in dead-end jobs with low salaries. Women managers directed their responses about promotion toward the agree or strongly agree category. They had a 70% response. There was no clear direction shown for the personnel directors and women students. All three groups responded in the agree or strongly agree category for the first woman in upper-level management. The response range was from 69% to 77%. Personnel directors and women students responded toward disagree or strongly disagree on whether women had to be more competent and wait longer than men in order to be promoted. The range of responses was from 68% to 78%. Women managers showed no clear direction in their responses. Personnel directors and women students again directed their responses toward the disagree or strongly disagree
category when it came to the issue of women being placed in dead-end jobs. Their response range was from 76% to 86%. Women managers displayed no clear direction in their responses to this issue.

The last set of hypotheses dealt with the four general questions. Except for the first question which had insufficient data to test the three nulls related to it, the rest of the nulls for the other three questions were not rejected.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of the study, conclusions, and recommendations based upon the research are presented in this chapter.

Summary

The researcher during the academic year of 1982-83 developed and conducted a study to determine if there were differences in the perceptions of women business management students at Montana State University, Montana women managers, and Montana personnel directors as to the skills necessary for aspiring managers, whether women needed more training in the skills, and the potential barriers faced by women managers. Thus, the researcher wanted to decide whether the responses of those answering the survey instrument were dependent on their membership or affiliation with women business management students at Montana State University, Montana women managers, and Montana personnel directors. Also, the responses were examined to determine the direction of the responses as they related to the response categories found on the survey instrument.

This study centered on three different populations: women business management majors at Montana State University, Montana personnel directors, and Montana women managers. From these three distinct populations, lists of names were obtained with the assistance of the School
of Business at Montana State University, the Montana division of the American Society of Personnel Administration (ASPA), and The Montana Federation of Business and Professional Women's Clubs (BPW).

Using these membership lists the researcher identified those women managers and personnel directors who were in private businesses. As a result of the small numbers of individuals identified in both groups, the researcher surveyed all such identified women managers and personnel directors who were in private businesses. Thus, 146 women managers and 35 personnel administrators were chosen. From those chosen and contacted, the valid responses of 91 women managers and 23 personnel directors were used in the study.

Sixty women business management majors (i.e., they were in their third, fourth, or fifth years of their program) were selected. The valid responses of 53 were used in the study.

The fifty statistical hypotheses examined in this study were tested using Chi Square Test of Independence at the .05 level of significance. Data from the first forty hypotheses were illustrated in individual contingency tables. The data for the last ten hypotheses were presented in summary contingency tables. Tables for the null hypotheses illustrated the relationship between those queried and their group affiliation. When the significance level of each contingency table and each item of the summary table were .05 or less, the null hypothesis was rejected and it was demonstrated that there were differences in perceptions which were dependent on group affiliation. If the significance level of the contingency table and each item of the summary table were greater than .05, the null hypothesis was not rejected.
The researcher was able to determine the direction of the responses for each null hypothesis by examining the internal data of the observed outcomes and the categories to which they were assigned. Those categories were the responses found on the survey instrument: strongly disagree, disagree, agree, and strongly agree. When the observed responses formed a pattern of 66% or more, the direction of the responses was either toward agree or strongly agree or toward disagree or strongly disagree. The decision was made that there was no clear direction for the response patterns, if they fell between 35% and 65%.

The first ten null hypotheses concerned ten management skills found in the review of literature. They were communicating, accounting, decision-making, planning, coordination, delegation, evaluation, objectivity, risk-taking and competing. The direction of responses for these skills was toward agree or strongly agree. The null hypotheses were rejected for communicating and accounting. The differences in responses related to communicating were because all of the women students were in the strongly agree category with most of the personnel directors and women managers in the agree or strongly agree category. In the case for accounting, personnel directors responded in the disagree or strongly disagree category, while the responses of the women managers showed no clear direction, and the women students were in the agree or strongly disagree category.

The second group of hypotheses related to women needing more training in the ten managerial skills. The null hypothesis was not rejected for communicating, decision-making, planning, coordination, and risk-taking. The direction of response for these skills was toward the agree
or strongly agree category. The null hypothesis was rejected for accounting, delegating, evaluation, objectivity, and competition. The response of the personnel directors toward accounting was in the disagree or strongly disagree category. Women managers and women students showed no clear direction. Both women managers and personnel directors responded in the direction of agree or strongly disagree for delegation, but women students displayed no clear direction in their responses. The responses of women managers for evaluation were toward agree or strongly agree, while there was no clear direction for personnel directors nor women students. Objectivity elicited responses from the women managers in the agree or strongly agree category, however, personnel directors and women students showed no clear direction. Both women managers and women students responded in the agree or strongly agree category concerning competition, but there was no clear direction expressed by the personnel directors.

The third group of null hypotheses related to the potential barriers women may face when they become managers. These barriers came from the review of literature. They were the possibility of pregnancy, femininity, giving attention to children while being a competent manager (female roles), ambition, assertiveness, confidence, mentors, fear of success, the informal network of middle-management, management careers and marriage (pursuits), marriage, aggressiveness, the emotional make-up of women, career-mindedness, marriage and raising a family, masculinity, promotion in a male-dominated business world, the first woman in upper-level management, competence) and dead-end jobs with low salaries. The null hypothesis was not rejected for the possibility of
pregnancy, femininity, female roles, ambition, assertiveness, confidence, mentors, fear of success, the informal network, pursuits, marriage, marriage and family, aggressiveness, the emotional make-up of women, career-mindedness, and masculinity. Responses for aggressiveness and career-mindedness were in the direction of agree or strongly agree. Responses for femininity, female roles, ambition, assertiveness, confidence, fear of success, pursuits, the emotional make-up of women, and masculinity were in the direction of disagree or strongly disagree. There was no clear direction for the responses toward the possibility of pregnancy, mentors, the informal network, marriage, and marriage and family. The null hypothesis was rejected for the categories being promoted in the male-dominated business world, being the first woman in upper-level management, having to be more competent and waiting longer than men to be promoted, and being placed in dead-end jobs with low salaries. The responses for promotion among women managers were toward the agree or strongly agree category, but there was no clear direction shown for personnel directors and women students. All three groups responded in the agree or strongly agree category for the first woman in upper-level management, however, the differences in responses were probably due to the strength of agreement in these two categories. The area of competence elicited responses of disagree or strongly disagree for personnel directors and women students, while there was no clear direction displayed by the responses of the women managers. Dead-end jobs with low salaries elicited responses from the personnel directors and women students in the areas of disagree or strong disagree, but women managers showed no clear direction in their responses.
The last set of ten hypotheses focused on the four general questions asked in this study:

1. What were the differences in perceptions of those women business management students with a prior business background as compared with those students who did not have that experience as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?

2. What were the differences in perceptions of those women business management students who had held managerial positions as compared with those students who had worked in nonmanagerial jobs in business as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?

3. Was there a difference in the perceptions held by male and female personnel directors as to the managerial skills needed by women, whether women needed more training in these skills, and the potential barriers they face?

4. Was there a difference in the perceptions held by all three groups as to the future of women in management in the next five to ten years?

Question one could not be answered because the number of respondents in one of the groups was too small to gain sufficient data for testing the null hypotheses. There were 50 students with business experience and only three without. Thus, the results could be spurious.
For the rest of the null hypotheses that related to the other three general questions, none was rejected; therefore, there were no differences in perceptions based upon group affiliation.

The data from question two showed that students with or without managerial experience responded in the agree or strongly agree category for communicating, decision-making, planning, coordination, delegation, evaluation, objectivity, risk-taking, and competition. Accounting drew a response of agree or strongly agree for students with managerial experience, while the students without such experience expressed no clear direction in their responses. Both groups of students responded in the agree or strongly agree category for the need for more training in communicating and decision-making. Coordination, delegation, risk-taking, and competition drew agree or strongly agree responses from those students with managerial experience, but students without such experience expressed no clear direction in their responses. Both groups of students showed no clear direction for accounting, planning, evaluation, and objectivity. Students in both groups responded in the direction of agree or strongly agree for the barriers of aggressiveness, the first woman in upper-level management, and career-mindedness. However, for the barriers of femininity, ambition, assertiveness, confidence, pursuits, the emotional make-up of women, competency, masculinity, and dead-end jobs the students in both groups responded in the opposite direction: disagree or strongly disagree. Those students with managerial experience showed no clear direction in their responses toward the possibility of pregnancy, promotion, and fear of success, while students without managerial experience were in the agree or strongly
agree category for the possibility of pregnancy and promotion but in the disagree or strongly disagree category for fear of success. Neither group of students expressed a clear direction for female roles, mentors, the informal network, marriage, and marriage and family.

Information for question three showed that female and male personnel directors were in the agree or strongly agree category for the managerial skills of communicating, decision-making, planning, coordination, delegation, evaluation, objectivity, risk-taking, and competition. Accounting drew a response of disagree or strongly disagree from both groups. The personnel directors responses were in the disagree or strongly disagree category as to whether women needed more training in accounting. Planning, coordination, delegation, and objectivity drew responses of agree or strongly agree from women personnel directors as to whether women needed more training in these skills, while male directors showed no clear direction. Risk-taking elicited a response of agree or strongly agree from the men, but the women expressed no clear direction. Neither group of personnel directors showed clear direction for communication, decision-making, evaluation, and competition. Both groups of personnel directors responded in the agree or strongly agree category for aggressiveness and career-mindedness, but they responded in the disagree or strongly disagree mode for femininity, female roles, ambition, assertiveness, fear of success, pursuits, the emotional make-up of women, competency, masculinity, and dead-end jobs. The women directors responded in the disagree or strongly disagree category for the possibility of pregnancy and in the agree category for mentors, while the men showed no clear direction for either one. No clear
direction for confidence, promotion, the informal network, the first woman in upper-level management, and marriage was indicated by the responses from the women personnel directors, but the men were in the agree or strongly agree category for promotion, the informal network, and the first woman in upper-level management and reversed their responses to disagree or strongly disagree category for confidence and marriage. Neither group showed a clear direction for marriage and family.

The last question dealt with the perceptions of personnel directors, women managers, and women students toward the future of women in management. The responses indicated agree to the concept that there will be increases in the number of women filling management positions in future years.

Conclusions

Based on the perceptions of the respondents, the researcher formulated the following conclusions:

1. Communicating, decision-making, planning, coordinating, delegating, evaluating, objectivity, risk-taking, and competing were skills perceived by all three groups as needed by managers. These perceptions corresponded with the studies presented in the review of literature.

2. The perceptions of the respondents toward accounting as a necessary managerial skill were dependent on group affiliation. Personnel directors perceived this skill to be unnecessary while women students seemed to think it a useful skill and, as a group, women managers indicated no clear opinion. The perceptions of the personnel
directors ran counter to those of Diamond (1977:8) who felt accounting was necessary. A possible explanation for the responses of the personnel directors may be found in the size of the firms in which they are employed. These personnel directors came from firms of over 50 employees. Consequently they may have downgraded this skill, since their companies have accounting departments to take care of this function thus leaving managers free to concentrate on other tasks. Women students may favor accounting because they must take a number of accounting courses in their business management program. Women managers may have responded either way because of the size of their business: those in large firms with accounting departments may view the skill as unnecessary while those managers in smaller firms may have to do their own accounting.

3. It was perceived by the respondents that women needed more training in the managerial skills of communicating, decision-making, planning, coordination, and risk-taking. These results corresponded with the review of literature which showed these to be needed managerial skills for which training was beneficial.

4. Barriers for aspiring female managers were perceived to be aggressiveness toward male superiors, the first woman in upper-level management, and the lack of career-mindedness. These findings corresponded with the review of literature which listed them as barriers.

5. Sacrificing one's femininity, giving the children the attention they need while at the same time being competent managers, being assertive, having self-confidence, having ambition, fearing success against a male competitor, pursuing both marriage and management
careers, having the emotional make-up of a woman, and having to acquire masculine traits were not perceived as barriers. These results were at odds with the findings derived from the review of literature. There are a number of possible explanations for the differences between the findings of the study and those from the review of literature. However, the review of literature also indicated that businesses and universities have conducted workshops, seminars, and classes concerning many of the topics considered as barriers. It may be that the above list of items were barriers at one time, however, because more women have entered the work force, businesses have increased their efforts to provide flextime, part-time jobs, day care centers on business sites, and seminars concerning the attitudes of men and women toward each other in the business setting. Significant help has been provided toward eliminating these obstacles.

6. Work experience did not influence perceptions about managerial skills. The students with and without managerial experience in business were in agreement with the review of literature concerning the needed skills and needed training in these skills.

7. There will be an increase in women managers in the next five to ten years which is consistent with the review of literature which indicated that women will be gradually entering the management ranks.

Recommendations

Based on the data from this study as well as the review of literature, the researcher proposed recommendations for action as well as recommendations for further study.
Recommendations for Action:

1. Since there was a difference in perceptions concerning accounting in this study's findings, there should be more communications among businesses, schools of business at universities, and potential women managers as to the necessity of having training in accounting. Discussions could also be held on the perceived barriers noted in this study: aggressiveness toward male superiors, being the first woman in upper-level management, and lacking career-mindedness. It would be important for businesses and schools of business to stress the importance of these skills for aspiring managers as perceived from the study's findings: communicating, decision-making, planning, coordination, delegating, evaluation, objectivity, risk-taking, and competition.

2. Personnel directors should encourage their companies to create assessment centers and other such similar programs to determine if those individuals who are potential managers have such skills as communicating, decision-making, planning, coordinating, delegating, evaluating, objectivity, risk-taking, and competing. If people are deficient in these skills, personnel directors should develop training programs to aid in correcting the deficiencies.

3. College professors in business management programs should determine if the researcher's findings on skills and potential barriers have credence in businesses outside of the state by visiting and/or interning in businesses outside Montana's borders. This could also be done by visiting training facilities for national or regional organizations, such as banking systems, to determine if trainers going to each state deal with management skills similar to those investigated in this
study. These professors could also talk with personnel directors in other states to determine what barriers may face women going into management in their organizations and determine if the barriers are similar to those presented in this study.

4. Businesses and colleges should work on a cooperative basis to institute internships where women students would have an opportunity to experience, even vicariously, what it would be like to be in a managerial position.

5. Secondary school counselors should be made aware of the skills required for women to be managers and the potential barriers which may be met. With this information, counselors can help students design their school programs which include classes that lead them toward the acquisition of these skills and possibly other classes that deal with the potential barriers women may face in the world of business. Information for helping students design their academic programs could be obtained by counselors through a variety of methods such as spending time in businesses or attending workshops, seminars, and on-campus courses.

Recommendations for Further Study:

1. A study could be conducted to determine if managers in government need the same skills as those in private business. The study could also focus on the potential barriers faced by women in managerial positions in government to determine if they are similar to the findings of the study or whether there are other barriers faced by them.

2. Colleges should hold seminars for male and female business management students so that they can confront and discuss the potential
barriers that women encounter in management such as those from this study's findings: aggressiveness, the first woman in upper-level management, and lacking career-mindedness. The discussions could also deal with those potential barriers that were not considered barriers by the respondents of this study to determine how real they appear to the male and female students: sacrificing one's femininity, giving the children the attention they needed and being competent managers, being assertive, having self-confidence, having ambition, fearing success against a male competitor, pursuing both marriage and management careers, having the emotional make-up of a woman, and having to acquire masculine traits. From these discussions women may discover that male students face some of the same barriers as they and may face others with which women have not been concerned. From these discussions further sessions should deal with how these obstacles could be overcome. It is likely that the very process of addressing these issues will tend to break down the barriers and change attitudes of both men and women.
REFERENCES CITED


Hull, Jennifer Bingham. "Female Bosses Say Biggest Barriers are Insecurity and 'Being a Woman.'" The Wall Street Journal, Eastern ed., 2 Nov. 1982, Sec. 2, p. 31, cols. 4-6, p. 94, cols. 3-4.


School of Business. n.p.: n.d.


January 18, 1983

Dear

I am a doctoral student at Montana State University at Bozeman.

My doctoral research concerns women in management in private businesses in Montana. Though the term "management" is defined by the duties given to a manager in a particular business, Peter Drucker, a management consultant, has stated that those duties include setting objectives, organizing, motivating, measuring (analyzing, appraising, interpreting), and developing people.

To gain data on women in management, I have developed a survey instrument which I will be sending with the permission of The Montana Federation of Business and Professional Women's Clubs to women like you who are members of this Federation and who are women managers in private businesses. Before I send this questionnaire to other members of your organization, I would like your assistance in helping me refine this instrument by completing the questionnaire and by answering a list of additional questions attached to the instrument. As you may have noted the survey instrument has been divided into three sections: a demographic portion will provide me with a background on each respondent, there is a section on managerial skills, and then one on the potential barriers or obstacles women may face in attempting to become managers.

I would appreciate your completing this instrument at your earliest convenience and mailing it to me in the stamped, self-addressed envelope which has been provided.

To further aid me in improving the questionnaire, I will be sending you a second copy of this instrument in a few weeks.

Thank you for your attention to this matter.

I look forward to hearing from you.

Sincerely

Judy Birch
January 18, 1983

Dear

I am a doctoral student at Montana State University in Bozeman.

My doctoral research concerns women in management in private businesses in Montana. Though the term "management" is defined by the duties given to a manager in a particular business, Peter Drucker, a management consultant, has stated that those duties include setting objectives, organizing, motivating, measuring (analyzing, appraising, interpreting), and developing people.

To gain data on women in management, I have developed a survey instrument which I will be sending to other individuals like you who are women business management students at Montana State University. Before I send the questionnaire to the other students, I would like your assistance in helping me refine this instrument by completing the questionnaire and by answering a list of additional questions attached to the instrument. As you may have noted the survey instrument has been divided into three sections: a demographic portion will provide me with a brief background on each respondent, there is a section on managerial skills, and then one on the potential barriers or obstacles women may face in attempting to become managers.

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To gain data on women in management, I have developed a survey instrument which I will be sending to other individuals like you who are in personnel administration and thus have the unique opportunity to obtain an understanding of the characteristics needed by individuals to fill managerial positions in your company, since you are often asked to assist in the recruitment and hiring processes provided by your firm. Before I send this questionnaire to others involved in personnel administration, I would like your assistance in helping me refine this instrument by completing the questionnaire and by answering a list of additional questions attached to the instrument. As you may have noted the survey instrument has been divided into three sections: a demographic portion will provide me with a brief background on each respondent, there is a section on managerial skills, and the one on the potential barriers or obstacles women may face in attempting to become managers.

I would appreciate your completing this instrument at your earliest convenience and mailing it to me in the stamped, self-addressed envelope which has been provided.

To further aid me in improving the questionnaire, I will be sending you a second copy of this instrument in a few weeks.

Thank you for your attention to this matter.

I look forward to hearing from you.

Sincerely

Judy Birch
February 8, 1983

Dear:

Thank you very much for completing and returning my questionnaire. Your responses are helping me refine it.

In the cover letter accompanying the first questionnaire, I indicated that I would be sending you a second copy, which is enclosed with this letter. Would you please complete and return this copy at your earliest convenience. A stamped, self-addressed envelope has been included for your convenience.

Thank you for your attention to this matter.

I look forward to hearing from you.

Sincerely

Judy Birch
Pilot Studies 1 & 2
Demographic Information

1. Are you a female or male personnel director?
   ______ female   ______ male

2. What are your duties? (Please check those duties which apply to your positions.)
   ______ labor relations
   ______ compensation
   ______ keeping personnel records on employees
   ______ training and development of employees
   ______ recommend promotion of employees
   other (please list a few duties _________________________

3. How long have you been in your current position with your present employer?
   ______ 0 - 5 years
   ______ 6 - 10 years
   ______ 11 - 25 years
   ______ 16 - 20 years
   ______ 21 - 25 years
   ______ over 25 years

4. What is your approximate age?
   ______ 21 - 30
   ______ 31 - 40
   ______ 41 - 50
   ______ 51 - 60
   ______ 61 - 70
   ______ over 70

5. How many people are employed in the company in which you work?
   ______ 1 - 10
   ______ 11 - 20
   ______ 21 - 30
   ______ 31 - 40
   ______ 41 - 50
   ______ over 50 (please indicate the number of employees
I. Demographic Information

1. Are you a business management major?
   _____ Yes       _____ No

2. What is your age? _______

3. Have you had any previous experience in the business world?
   _____ Yes       _____ No

4. If you have had previous business experience, were you ever in a management position?
   _____ Yes       _____ No
I. Demographic Information

1. How many are employed in the company in which you work? (Check one)
   - self-operated
   - 2 - 10
   - 11 - 20
   - 21 - 30
   - 31 - 40
   - 41 - 50
   - over 50

2. How many people do you supervise? ______

3. How long have you been in your current position?
   - 0 - 5 years
   - 6 - 10 years
   - 11 - 15 years
   - 16 - 20 years
   - 21 - 25 years
   - over 25 years

4. How many times have you been promoted from one managerial position to another? ______

5. What is your approximate age?
   - 21 - 30
   - 31 - 40
   - 41 - 50
   - 51 - 60
   - 61 - 70
   - over 70
Section II — Managerial Skills

Using the four (4) point scale provided on the left, please indicate the importance of the various managerial skills described in items 1-10. Please circle your choice.

The numbers refer to the following code:

4) Strongly Agree
3) Agree
2) Disagree
1) Strongly Disagree

Using the four (4) point scale provided on the right, please indicate if you agree or disagree that women need more training in the various managerial skills described in items 1-10. Please circle your choice.

The numbers refer to the following code:

4) Strongly Agree
3) Agree
2) Disagree
1) Strongly Disagree

<table>
<thead>
<tr>
<th>How important is this skill</th>
<th>Women need more training</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 1. Managers generally must be able to communicate with superiors, peers, and subordinates in business situations.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4 3 2 1 2. It is necessary that managers have an accounting background in order to manage.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4 3 2 1 3. Managers must have decision-making skills.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4 3 2 1 4. Managers must exhibit planning skills such as establishing goals and constructing implementation strategies.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4 3 2 1 5. Managers must be able to coordinate the functions of various organizational units within the company so that they fulfill the goals of the business.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4 3 2 1 6. Managers must delegate duties and responsibilities to qualified subordinates.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>
How important is this skill?

Women need more training.

4 3 2 1. 7. Managers must determine if the other employees are functioning at the level demanded by the organization.

4 3 2 1. 8. Managers must demonstrate objectivity in evaluating business situations.

4 3 2 1. 9. Managers must be risk-takers in certain business situations.

4 3 2 1. 10. Managers must be competitive in the business world, if they wish to be promoted.

Are there any other traits not listed above that are necessary for women aspiring to be managers? Please list them.

Using the (4) point scale provided at the left, please indicate whether you agree or disagree that the items described in statements 12-31 represent barriers for women entering managerial positions. Please circle your choice.

The numbers refer to the following code:

4) Strongly Agree
3) Agree
2) Disagree
1) Strongly Disagree

Barriers for women:

4 3 2 1. 12. The possibility of pregnancy makes women less desirable than men to be managers.

4 3 2 1. 13. To be successful managers, women have to sacrifice some of their femininity.

4 3 2 1. 14. Women cannot give their children the attention they need and be a competent manager at the same time.

4 3 2 1. 15. Women are not ambitious enough to be successful in the business world.
Barriers for women

Women cannot be assertive in business situations without being considered overbearing and unfeminine.

Women lack confidence in themselves in order to be competent managers.

Women without mentors or role models, male or female, will find it hard to be promoted up the ranks of management.

It is very difficult for women to achieve success, i.e., be promoted, in the male-dominated business world.

Women fear success against a male competitor in the business world because it will make them appear to be less feminine and popular.

Women are unsure how to break into the informal network of middle management which has been created by men.

Women cannot pursue managerial careers and marriages without giving up one or the other.

Being married prevents women from having the mobility that may be needed if they are to rise through the corporate ranks to upper level management positions.

Aggressive women may intimidate their male superiors.

The first woman placed in upper level management may find it difficult to cope with the fact that she is the only female.

The emotional make-up of women is detrimental to their careers as managers.

Women must realize that they must be more competent than men and wait longer than men in order to be promoted.

Women must convince themselves and those around them that they are career-minded in order to be taken seriously as candidates for managerial positions.

Being married and raising a family prevent women from having the mobility that may be needed if they are to rise through the corporate ranks to upper level management positions.

In order to be managers women must think and act like men, since the business world has been shaped by men.

Women in managerial positions tend to be placed in dead-end jobs with low salaries.
32. Will the number of women in management in the next five (5) to ten (10) years (check one)

______ increase considerably
______ increase slightly
______ stay the same as the present
______ decrease slightly
______ decrease considerably
1. How long did it take you to complete this questionnaire?

2. Were there any statements whose meaning was unclear to you?
   ______ Yes ______ No
   If yes, please indicate the question number. ______

3. Were the directions clear?
   ______ Yes ______ No
   If no, please indicate the directions or portions of the directions
   which were unclear. ______

4. Was the type of response, i.e., the use of numbers, easy to use?
   ______ Yes ______ No
   If no, please indicate the section and why. ____________________________

5. Would you add any statements to the questionnaire?
   ______ Yes ______ No
   If yes, please indicate the statements. ____________________________

6. Would you suggest different wording for the titles of any section
   of the questionnaire?
   ______ Yes ______ No
   If yes, please indicate the section or sections and what title(s)
   you would like to see. ____________________________
APPENDIX B
April 16, 1983

Dear

I am a doctoral student at Montana State University in Bozeman.

My doctoral research for my dissertation concerns women in management in businesses located in Montana. Though the term "manager" is generally defined by the duties given to that individual so designated in a particular business, Peter Drucker, a management consultant, has stated that those duties of a manager include setting objectives, organizing, motivating, measuring (analyzing, appraising, interpreting), and developing people.

To gain information on women in management, I have developed a questionnaire which I am sending to women like you who are members of The Montana Federation of Business and Professional Women's Clubs, which has given me permission to use its mailing list. The survey instrument will take approximately fifteen minutes to complete. Your responses will be held strictly confidential and will be grouped with the responses of other interviewees for a statistical analysis which will be included in the dissertation.

I would appreciate your completing this instrument at your earliest convenience and mailing it to me in the stamped, self-addressed envelope with which you have been provided.

Thank you for your attention to this matter. I look forward to hearing from you.

Sincerely

Judy Birch
Cover letter for first mailing -- Business Management Students

April 16, 1983

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I am a doctoral student at Montana State University in Bozeman.

My doctoral research for my dissertation concerns women in management in businesses located in Montana. Though the term "manager" is generally defined by the duties given to that individual so designated in a particular business, Peter Drucker, a management consultant, has stated that those duties of a manager include setting objectives, organizing, motivating, measuring (analyzing, appraising, interpreting), and developing people.

To gain information on women in management, I have developed a questionnaire which I am sending to women like you who are business management majors at Montana State University. Although you may not have worked in a managerial position, I am interested in your perceptions as to what that role is like as far as the skills and the potential barriers women face in becoming managers.

I would appreciate your completing this instrument at your earliest convenience and mailing it to me in the stamped, self-addressed envelope with which you have been provided.

Thank you for your attention to this matter. I look forward to hearing from you.

Sincerely

Judy Birch
Cover letter for first mailing -- Personnel Directors

April 16, 1983

Dear

I am a doctoral student at Montana State University in Bozeman.

My doctoral research for my dissertation concerns women in management in businesses located in Montana. Though the term "manager" is generally defined by the duties given to that individual so designated in a particular business, Peter Drucker, a management consultant, has stated that those duties of a manager include setting objectives, organizing, motivating, measuring (analyzing, appraising, interpreting), and developing people.

To gain information on women in management, I have developed a questionnaire which I am sending to personnel administrators like you who through their positions in businesses have an unique opportunity to obtain an understanding of the characteristics needed by individuals to fill managerial positions, since they are often asked to assist in the recruiting and hiring processes in their companies.

The survey instrument will take approximately fifteen minutes to complete. Your responses will be held strictly confidential and will be grouped with the responses of other interviewees for a statistical analysis which will be included in the dissertation.

I would appreciate your completing this instrument at your earliest convenience and mailing it to me in the stamped, self-addressed envelope with which you have been provided.

Thank you for your attention to this matter. I look forward to hearing from you.

Sincerely

Judy Birch.
May 16, 1983

Dear

I would like to give you an update on my questionnaire. I have had a good response from my first mailing in April. If you are one of those individuals who completed my questionnaire and returned it to me, I would like to take this opportunity to thank you.

If you have not as yet responded to my questionnaire, I would appreciate your taking approximately fifteen minutes to complete it. Your responses are very important in conducting my study so that I may obtain pertinent information on women in management in Montana.

I am looking forward to hearing from you.

Sincerely

Judy Birch
Survey Instrument for Study
I. Demographic Information

1. How many people are employed in the company in which you work? (Check one)
   ______ self-operated
   ______ 2 - 10
   ______ 11 - 20
   ______ 21 - 30
   ______ 31 - 40
   ______ 41 - 50
   ______ over 50 (please indicate the number of employees)

2. How many people do you supervise, if any? ______

3. How long have you been employed in your current position with your present employer?
   ______ 0 - 5
   ______ 6 - 10
   ______ 11 - 15
   ______ 16 - 20
   ______ 21 - 25
   ______ over 25

4. How many times have you been promoted upward from one managerial position to another in the firm in which you are presently employed? ______

5. What is your approximate age?
   ______ under 21
   ______ 21 - 30
   ______ 31 - 40
   ______ 41 - 50
   ______ 51 - 60
   ______ 61 - 70
   ______ over 70
I. Demographic Information

1. Are you a business management major? (Check one)
   ______ Yes ______ No

2. What is your age? ______

3. Have you had any previous experience in the business world such as summer jobs or after-school jobs?
   ______ Yes ______ No

4. If you have had previous business experience, were you ever in a management position?
   ______ Yes ______ No
Section II — Managerial Skills

Using the four (4) point scale provided on the left, please indicate the importance of the various managerial skills described in items 1-10. Please circle your choice.

The numbers refer to the following code:

4) Strongly Agree
3) Agree
2) Disagree
1) Strongly Disagree

Using the four (4) point scale provided on the right, please indicate if you agree or disagree that women need more training in the various managerial skills described in items 1-10. Please circle your choice.

The numbers refer to the following code:

4) Strongly Agree
3) Agree
2) Disagree
1) Strongly Disagree

How important is this skill

4 3 2 1 1. Managers generally must be able to communicate with superiors, peers, and subordinates

4 3 2 1 2. It is necessary that managers have an accounting background in order to manage.

4 3 2 1 3. Managers must have decision-making skills.

4 3 2 1 4. Managers must exhibit planning skills such as establishing goals and constructing implementation strategies.

4 3 2 1 5. Managers must be able to coordinate the functions of various organizational units within the company, so that they fulfill the goals of the business.

4 3 2 1 6. Managers must delegate duties and responsibilities to qualified subordinates.
Women need more training

7. Managers must determine if the other employees are functioning at the level demanded by the organization.

8. Managers must demonstrate objectivity in evaluating business situations.

9. Managers must be risk-takers in certain business situations.

10. Managers must be competitive in the business world, if they wish to be promoted.

Using the four (4) point scale provided on the left, please indicate whether you agree or disagree that the items described in statements 11-30 represent barriers for women entering managerial positions. Please circle your choice.

Barriers for women

11. The possibility of pregnancy makes women less desirable than men to be managers.

12. To be successful managers, women have to sacrifice some of their femininity.

13. Women cannot give their children the attention they need and be a competent manager at the same time.

14. Women are not ambitious enough to be successful in the business world.

15. Women cannot be assertive in business situations without being considered overbearing and unfeminine.

16. Women lack confidence in themselves in order to be competent managers.

17. Women without mentors or role models, male or female, will find it hard to be promoted up the ranks of management.

18. It is very difficult for women to achieve success, i.e. be promoted, in the male-dominated business world.

19. Women fear success against a male competitor in the business world because it will make them appear to be less feminine and popular.

20. Women are unsure how to break into the informal network of middle management which has been created by men.
Barriers for women

1. Women cannot pursue managerial careers and marriages without giving up one or the other.

2. Being married prevents women from having the mobility that may be needed if they are to rise through the corporate ranks to upper level management positions.

3. Aggressive women may intimidate their male superiors.

4. The first woman placed in upper level management may find it difficult to cope with the fact that she is the only female.

5. The emotional make-up of women is detrimental to their careers as managers.

6. Women must realize that they must be more competent than men and wait longer than men in order to be promoted.

7. Women must convince themselves and those around them that they are career-minded in order to be taken seriously as candidates for managerial positions.

8. Being married and raising a family prevent women from having the mobility that may be needed if they are to rise through the corporate ranks to upper level management positions.

9. In order to be managers women must think and act like men, since the business world has been shaped by men.

10. Women in managerial positions tend to be placed in dead-end jobs with low salaries.

31. Indicate, by circling the number of the response that best represents your viewpoint, whether the number of women in management in the next five (5) to ten (10) years will:

5 -- increase considerably
4 -- increase slightly
3 -- stay the same as the present
2 -- decrease slightly
1 -- decrease considerably

Thank you very much for completing this questionnaire.
Skills needed and potential barriers faced by women...