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AN INVESTIGATION OF THE PROFESSED CHARACTERISTICS AND
BACKGROUNDS OF WOMEN IN MANAGERIAL POSITIONS IN
GUILFORD COUNTY, NORTH CAROLINA

The University of North Carolina at Greensboro

Ed.D. 1983

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AN INVESTIGATION OF THE PROFESSED CHARACTERISTICS AND BACKGROUNDS
OF WOMEN IN MANAGERIAL POSITIONS IN
GUILFORD COUNTY, NORTH CAROLINA

by

Joan Kay Vincent

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro

1983

Approved by


Dissertation Adviser

APPROVAL PAGE

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VINCENT, JOAN KAY. An Investigation of the Professed Characteristics and Backgrounds of Women in Managerial Positions in Guilford County, North Carolina. (1983)

Directed by: Dr. Dwight Clark. Pp, 142

The primary purpose of this study was to investigate the professed characteristics and backgrounds of women in managerial positions. Two secondary purposes were (a) to determine the extent to which commonalities in perceived attributes, skills, or other characteristics existed in a selected sample of women executives; and (b) to examine the extent to which each commonality may have contributed to career success.

The five high-ranking women executives were chosen from manufacturing firms which had headquarters in the Greensboro-Guilford County, North Carolina, area and which employed 1,000 or more persons.

The method of gathering data was through personal interviews with each of the five women executives. The data were presented in a written case-study format.

The profile of these successful women executives consists of the following declared characteristics: the product of a stable, close-knit family; evidence of self-confidence and positive self-concept; strong interest in mathematics; good grades in school; a strong tendency to maintain close relationships with classmates and teachers; a religious upbringing; a high degree of job satisfaction; attentiveness to details; aggressiveness; no sense that her gender has been detrimental to her career; and, not a part of nor a supporter of the women's movement.

ACKNOWLEDGMENTS

The writer wishes to express her appreciation to Dr. Dwight Clark, for serving as her chairman, and to members of the committee, who were Dr. Roland Nelson, Dr. William Purkey, and Dr. Mary Taylor. A very special thank you goes to the following people who provided the writer with guidance, encouragement, and support: Dr. Mary Taylor; Dr. William Purkey; Dr. Ralph Casey, retired professor from Southern Illinois University; Dr. Jane Brackett, formerly with UNC-Wilmington; the writer's husband, Dr. Raymond Vincent, retired professor from UNC-G; Ida Milan, a friend and co-worker; and Bobbie Shuping, the typist.

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TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
CHAPTER	
I. INTRODUCTION TO THE STUDY	1
Nature of the Study	4
Purposes of the Study	5
Significance of the Study	5
Variables	6
Basic Assumptions	8
Definitions of Terms	8
Presentation Format	9
II. REVIEW OF THE LITERATURE	10
Women Leaders	12
Women as a Minority	13
Work Experience of Women Executives	13
Formal Education of Women	14
Supervisory and Promotion Systems	15
Executive Mentors or Sponsors	15
Genetic Differences of Women	16
Cultural Disadvantages of Women	20
III. METHOD OF THE STUDY	28
Rationale	28
Subjects	31
Data Collection	32
IV. DATA PRESENTATION	34
Executive A	36
Executive B	51
Executive C	65
Executive D	78
Executive E	95

	Page
CHAPTER	
V. RESULTS	106
Analysis of Personal Data	106
Analysis of Family Background	106
Analysis of Education and Activities	110
Analysis of Marriage and Leisure Activities	112
Analysis of Career	112
Summary of Commonalities	115
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	119
Summary	119
Conclusions	120
Discussion of the Conclusions	121
Recommendations	129
BIBLIOGRAPHY	131
APPENDIX. INTERVIEW GUIDE	139

LIST OF TABLES

TABLE NUMBER		PAGE NUMBER
1	Responses to Personal Data Questions	107
2	Responses to Family Background Questions	108
3	Responses to Education and Activities Questions	111
4	Responses to Career Questions	113

CHAPTER I
INTRODUCTION TO THE STUDY

Women have always been an important part of the work force of American society. From the time of the earliest English settlements on the North American continent (1607-1700) through the colonial period (1700-1776) and into the early frontier years (1776-1860), women shared equally with men the difficult work that was critical to the survival of the family unit and the larger community. However, throughout these early centuries of American history, men were considered the final authority. Women and children were expected to perform their duties as their husbands and fathers saw fit.

Cultural prescriptions for the masculine right to rule were found in literature, religion, and the law. For example, in accordance with English common law, which had been imported to America, females had few rights of property. Women were expected to surrender all their worldly possessions to their husbands upon marriage. This lack of women's rights is a theme that echoes throughout recorded time and continues through much of early American history. However, the low status of females in American society gradually took a change for the better, thanks in part to the recurring wars in which the United States found itself.

Significant challenges to the commonly accepted inferior status of women were brought about by the American Revolution (1775-76), the War of 1812, and the Civil War (1861-1865). As fathers and husbands

marched off to war, American women found themselves in leadership roles. They ran shops, tilled farms, and managed businesses. Women soon discovered that they were capable of managing estates, conducting business, and taking responsibility for family affairs. Their successes encouraged a spirit of independence and equality.

After the various wars, when the men returned home to assume their typical responsibilities, women found that they were expected to resume the traditional role of obedient wife and mother. As might be expected, women were less than eager to return to an inferior status. Abigail Adams beseeched her husband, John Adams, to "Remember the Ladies and be more generous and favourable to them than your ancestors" (Rossi, 1973, p. 10). She urged him not to place all the power in the hands of husbands as they prepared the Constitution.

People had operated on the English common law prior to the Constitution, which although harsh toward women, did have areas which were favorable to women under certain circumstances. For example, if a woman's husband died she gained property ownership and could improve her life if she were willing to take risks in the business world. However, when the Constitution of the United States was framed, such situations were changed, making the rights of women even more limited.

During the early phases of the American Industrial Revolution (1750-1870), many changes occurred, particularly in the status of women. It became a time when a distinct division of labor transpired. It was also a time when women in the lower class sought employment outside the home. Women in middle- and upper-class families continued to occupy the sole role of wife and mother (Jordan & Manning, 1979).

World War II (1941-1945) brought about even more changes for women.

According to Jordan and Manning (1979):

Professional women advanced to managerial positions while government and industry called for four million more women to keep the machinery of civilization moving. . . . The average women's wages doubled, approaching a new ideal proposed by government and trade unions: equal pay for equal work. Two and a half million women were trained for skilled jobs, and many undertook heavy machinery and construction work. (p. 135)

This new status was short lived. Jordan and Manning (1979) went on to say:

Within two months [after World War II ended] 800,000 women aircraft workers had been fired and policies against hiring married women in those industries had been reactivated. Soon the automotive industries had reduced women from 25% to 7.5% of their work force, with those remaining relegated to clerical positions. By November, 1946, more than two million women had been dismissed, and by 1947 the high-wage heavy industries were as solidly male as they had been before the war. (p. 139)

Jordan and Manning (1979) pointed out that there were more than two million more women working in 1952 than during the peak years of the war. Further, they said that by 1955 the proportion of women in the work force had far exceeded the highest number during World War II. Since that time the number of women in the work force has steadily increased, yet few achieved the status they had during the war.

According to Information Please Almanac 1982 (1981), in 1880 the percentage of women in the working population, aged 10 and over, was 14.7% compared to 1980 when the percentage was 51.7%. However, based on the study by Heidrick and Struggles, Inc. (1980), even though the proportion of women executives has risen slightly, it is still only about 1% of the total number of executives.

Various hypotheses have been offered to explain why the proportion of women executives in the general work force is so much lower than the

proportion of men executives. One such hypothesis suggests possible genetic differences between women and men. A second hypothesis suggests male conspiracy to suppress women. A third hypothesis is the lack of long-term work experience on the part of women. Still a fourth hypothesis is the paucity of educational degrees among women.

Research studies have either denied or provided little support for each of the hypotheses specified above (Brown, 1979; Larwood & Wood, 1977, Schein, 1975; Shockley & Staley, 1980; Shtogren, 1980; Stead, 1978; Tavis & Offir, 1977; White, Crino, & De Sanctis, 1981). It would appear that further research to support these hypotheses is unlikely to be successful. Campbell (1977), was even more negative when he maintained that the study of female leadership has been greatly hindered by concentrating on existing theory. He felt that more descriptive studies of leaders were needed to provide material for improved theories. The present study seeks to provide such material.

Nature of the Study

This research follows Campbell's (1977) recommendation that there be more descriptive studies of female leaders. The case study method was chosen for this study as the best available means to learn more about the stated backgrounds and characteristics of women in managerial positions and to describe those factors that may have contributed to the subjects' success as leaders. This method allowed the investigator to examine the lives of five high-ranking women executives, and to investigate each subject's perspective of her personal and professional life.

Each of the five subjects chosen was the highest-ranking woman executive in manufacturing companies with 1,000 or more employees. The data on each executive were obtained in either three or four separate interviews with each executive during the months of March and April, 1982. Each initial interview was set for two hours with additional interviews to follow. There were also several phone calls made to the interviewees to clarify specific points in the interviewing sessions. All interviews were taped. Following the interviews, the tapes were transcribed to typescript for easier analysis of the data. All subjects were guaranteed anonymity. It was also agreed that all tapes and written materials would be destroyed once the research was completed. Details on the selection of the women and the interview protocols are provided in Chapter III.

Purposes of the Study

The primary purpose of the study was to investigate the professed characteristics and background of women in managerial positions. Two secondary purposes were (a) to determine the extent to which commonalities in perceived attributes, skills, or other characteristics existed in a selected sample of women executives; and (b) to examine the extent to which each commonality may have contributed to career success.

Significance of the Study

Potential gains from the research are as follows.

1. Data about women in executive positions could be important in designing and implementing workshops, seminars, or general in-service

education and training for women who desire executive positions. It could also be important in redesigning existing curricula in schools of business.

2. The data could be important in recruiting and selecting women for executive positions. Information gathered could be used by businesses and industries as a guide to the type of women who would have the potential of being successful in managerial positions.

3. The data could suggest variables for continuing research in the field. Based on the data new insights might be gained in such areas as family backgrounds and child rearing, self-concept, and the development of specific skills and interests.

Variables

The variables for the study were derived from answers to 55 questions asked of each of the five women executives. These questions constitute the "Interview Guide" found in the Appendix. The variables were developed from an extensive literature search, suggestions of various individuals, and a questionnaire developed by Shockley and Staley (1980). These authors sought to measure "specific behavior and attitudes about key issues which affect women in management" (p. 217). It was also the intention of the researcher to examine the perceived attitudes and professed behaviors of each woman executive in the study on specific issues which might have contributed to her success in management. The interviews were divided into the following three sections.

1. General Data. This section collection data on birth, marital status, and the number and ages of children.

2. Family Background . This section had three parts. The first part asked for the number of siblings by sex, respondent's birth order, which of the respondent's parents were still alive, current marital status of parents, occupation of parents, and extent of competition among siblings. The second part was entitled "Family Educational Status" and asked for educational levels of all members of the family of birth. The third part was entitled "Family Interests and Recreation" and asked for commonalities in the recreational interests and activities of the family of birth. It also asked for recreational interests of the respondent other than those listed as family interests.

3. Career. This section asked for the number of years in present position and the factors leading to present position. It questioned the interviewee's role in the organization, the extent to which she perceived herself as part of management, the extent to which her ideas were used in the organization, and her strongest contribution to her organization. It also asked the degree of her comfort in making presentations to groups, difficulties encountered in supervising males as compared with females, and the most difficult aspects of supervising in general. The extent to which the respondent has had a mentor or mentoree, and her order of ranking leadership traits were also examined. The section asked her technique for coping with conflict and also with anger, the extent to which she perceived herself as aggressive, the extent to which other people perceived her as aggressive, and the extent to which the respondent perceived herself as a risk-taker. It asked her to specify her best and worst traits, her "pet peeve," the extent to which she identified with the women's movement, and the extent to which she thought

women adopted masculine characteristics to acquire success in management. The section also investigated how the respondent coped with a two-career marriage, what she considered her best interpersonal skill, her best organizational ability, her best technical skill, and to what factors she most attributed her career success. Finally it asked what the respondent planned to do when she retired, and advice she would give to a young woman coming into the work force today.

Basic Assumptions

Two assumptions were made by the researcher which were essential to this particular study. The first of these was that interview respondents gave reasonably accurate, reliable, and relevant information when interviewed by a skilled interviewer. The researcher has the ability to obtain information from others in a non threatening, non judgemental manner. In addition, each respondent stated they they understood the nature of the research and expressed a desire to participate in the study in order to bring about a better understanding of women in executive positions. The second assumption was that the researcher, based on her education and work experience as an educator and consultant in the field of mental health, has the professional skills to conduct this study using the interview method.

Definition of Terms

The following definitions are specified for certain terms used in the study:

Executive - status of an individual who makes or carries out major organizational decisions and provides direction to the activities of

the organization. Other terms commonly used as synonyms are "top management," "high level position," "top level position," "corporate officer."

Skills - learned patterns, either formal or informal, of doing things effectively and efficiently.

Characteristics - traits that differentiate one person or thing from another.

Sex-role Characteristics - those attributes and behaviors that are considered to be typically either male or female. Synonyms used include "traditional role," and "historic role."

Stereotype - an oversimplified common image held by individuals which typifies an attitude, behavior, character, or notion.

Role Model - an individual who possesses a style or other qualities that another individual admires and seeks to incorporate in his or her own behavior.

Mentor - an influential individual who selects another individual to guide, advise, or sponsor.

Mentoree - an individual who is selected by an influential individual for guidance, advice, and/or sponsoring.

Presentation Format

Chapter I has provided an overview of the study. The literature most relevant to the study is presented in Chapter II, while details of the methods used are provided in Chapter III. The data obtained in the study are presented in Chapter IV, and an analysis of the data is provided in Chapter V. A summary of the study with conclusions and recommendations is presented in Chapter VI.

CHAPTER II
REVIEW OF THE LITERATURE

The study of women in managerial positions is a subdivision of the broad area of leadership research. Informal leadership research dates back to the beginnings of history. Biographies and pseudo-biographies of religious and political leaders (Machiavelli, 1532) were common in early writings. In the study of leadership, researchers have found little consistency in the identification of a leader or the factors involved in leadership. The "great man" theory that leaders were born, not made, dominated thinking into the middle of this century. During the 1950's, the "trait" theory was challenged by "style" theory based on studies of the effectiveness of leaders. The style theory was expanded by examining another dimension of leadership effectiveness, "the situation," in the mid-1960's.

One of the problems which has confused contemporary leadership research efforts has been the difficulty in defining the terms "leader" and "leadership" (Bennis, 1959). How many followers does an individual need to qualify as a leader? Is one follower all that is required? How extensive must the domain of leadership be? Can it be delimited to tying shoe laces? How long must one lead another or others to become a leader? Can it be for only a few minutes, hours, or days?

In 1908, The New English Dictionary (Bradley, 1908), defined leadership as a characteristic of "one who conducts or precedes as a guide; one who guides others in action or opinion" (p. 143). Approximately 69 years

later, in 1977, Cavedon defined leadership as "the force by which an individual exerts an influence in releasing, channeling, and controlling the thoughts, energies, and emotions of himself and others" (p. 26). This later definition is more specific, but appears to cover much the same ground as the earlier one.

Regardless of the definitions of leadership which have been advanced, an appreciable number of studies on leadership have accumulated during this century. These studies have to a considerable degree revolved around one or more theories regarding the personalities, traits, and skills of leaders.

Bennis (1959) collated the abundance of articles, books, and other publications on leadership available at the time and summarized his findings as follows:

Of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for top nomination. And, ironically, probably more has been written and less known about leadership than about any other topic in the behavioral sciences. Always, it seems, the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity. So we have invented an endless proliferation of terms to deal with it . . . and still the concept is not sufficiently defined. As we survey the path leadership theory has taken, we spot the wreckage of 'trait theory,' the 'great man' theory, and the 'situationist critique.' leadership styles, functional leadership, and finally, leaderless leadership; to say nothing of bureaucratic leadership, charismatic leadership, democratic-autocratic-laissez-faire leadership, group-centered leadership, reality-centered leadership, leadership by objective, and so on. (pp. 259-260)

Later Lombardo and McCall (1978), pointed out that while the research in leadership was massive and contradictory, there were some facts that could be agreed upon:

We can say with some confidence that personality traits alone are not good predictors of leadership effectiveness . . . that leadership is a situational phenomenon and that no particular

style or approach will be effective in all situations . . . [and] we know that leaders play a crucial role by structuring the expectations of their followers. (pp. 162-163)

Women Leaders

The problems associated with past and current leadership research, are compounded by studies which show women to be relatively excluded from leadership roles in American society, particularly in business. The firm of Heidrick and Struggles, Inc. (1980), has conducted surveys of business executives since 1962. In 1977, the firm began an annual survey of women executives and has published the data each year through 1980 in reports entitled Profile of a Woman Officer . The 1980 edition reports that the 1979 national survey of senior-level business executives showed that "slightly more than one percent were women" (n.p.). Senior-level executives are defined by Heidrick and Struggles as individuals holding vice-presidential or higher offices.

As is common in the leadership field, an appreciable number of explanations are available to account for any phenomenon, including that of the paucity of women in high level business positions. Seven such explanations have been selected for presentation in this chapter, which offer seven alternative assumptions that women are less likely than men to attain leadership roles in American business.

These are as follows:

1. Women are such a minority in the work force that they can expect little in the way of top level positions.
2. The work experience of women is inadequate to qualify them for high level positions.

3. The formal education of women is insufficient preparation for top positions.

4. The supervisory and promotion systems in American businesses tend to prevent women from qualifying for top executive positions.

5. Executive mentors or sponsors are influential in getting top level jobs for their mentorees. Women have difficulty in getting mentors; consequently, they are less likely than men to attain better jobs.

6. Genetic differences preclude women from performing at the level required of top executives.

7. Cultural disadvantages preclude women from performing at the level required of top executives.

Relevant data relating to each of the theories follows.

Women as a Minority

The American work force consists of all job holders, age 16 and older. In 1980, the number of individuals in the work force was about 105 million; of these about 58% were men and about 42% were women (Dolmatch, 1981). If gender were irrelevant to rank in the work force, one would anticipate a division of jobs at various levels in about the same proportion as the overall division by gender. Consequently, the 99 to 1 ratio in favor of men in the most prestigious jobs appears to be markedly disparate.

Work Experience of Women Executives

Heidrick and Struggles, Inc., (1980) reported that 83.2% of all women corporate officers have been employed continuously throughout

their careers. The authors do not indicate how long a period of unemployment was necessary to constitute a career interruption. The authors do indicate that most interruptions in women's careers relate to family or homemaking problems. These might be illnesses, child-bearing, childbirthing, breast feeding, divorce, widowhood.

Comparative data are not available on male corporate officers, but considering that illness, divorce, and widowhood occur to men about as often as they do to women, and considering the multiple wars in which United States males have served in the past 30 years, one might reasonably assume that the work record of male corporate officers would not be significantly superior to that specified for female corporate officers.

Formal Education of Women

The World Almanac & Book of Facts 1982 (Lane, 1981), reported 1979 data that 12.9% of American women age 25 or older had four years or more of college education. In comparison, 20.4% of American men age 25 or older had four years or more of college education. These data indicated that men have about a 60% greater chance of having a college degree than do women. To the extent that this ratio applies to individuals striving for top level positions in the business world, the higher probability of the men having a college degree would be a severe disadvantage to women's chances of attaining such positions.

It may be, however, that the deficit is not as severe as it appears. Heidrick and Struggles, Inc., (1980) reported that 58.8% of all women corporate officers have one or more college degrees. In addition, 62.2% of women corporate officers at ages 44 and below have one or more college

degrees. Nevertheless, it seems probable that women are less likely than men to have college degrees.

Supervisory and Promotion Systems

Harlan and Weiss ("More Snags," 1982) conducted a three-year study of 100 female and male managers in two large corporations. Sex discrimination was found in the kind of supervisory feedback and correction that all managers need to improve their performances and so attain higher positions. According to Harlan and Weiss, management supervisors tended to ignore errors made by women managers. When the supervisors were asked why they did so, they said they were afraid the women would break down and cry. Harlan and Weiss reported that women managers showed little improvement because they were not getting feedback. In contrast, the male managers were "chewed out" by the supervisors when they made mistakes, but their performance improved as a result of the criticism.

A second area of sex discrimination involved promotions to middle-management positions. Male supervisors tended to promote those older women who were least threatening and least dynamic to middle management positions. Paradoxically, youth and aggressiveness were stated as the desired characteristics for managers. However, the women who fitted that description had been rejected at the middle-management level and were not in line for top jobs.

Executive Mentors or Sponsors

A variable which appears important in the upward mobility of corporate officers is the assistance of mentors, patrons, or

sponsors. Such persons can be extremely important in providing criticism, experience, recognition, and influence in the selection process itself. The Harlan and Weiss study ("More Snags," 1982) of 100 male and female managers, found that both sexes wanted mentors, but that most of the 100 managers did not, in fact, have one. Thompson (Stead, 1978) maintained that women probably "need the psychological and tactical support of a mentor more than men" (p. 68), but few women have been included in the mentoring process. In selecting mentorees, prospective mentors probably look for individuals who demonstrate ambition, talent, and productivity. It could be that, based on past performance, women are perceived by possible mentors as having less chance of advancement than men.

Genetic Differences of Women

There are some genetic attributes wherein women differ from men. These include height, weight, and strength. Nevertheless, these attributes appear irrelevant in performing executive tasks. Because of the complexity of human development and behavior, it is impossible at present to determine whether any behavior is solely genetically or solely culturally determined.

There has been much written on spatial perceptions and manipulation of objects in space (Bock & Kolakowki, 1973; Maccoby, 1966). Males have been shown to be superior to females on these tests. The Stein and Smithells' (1969) study also had similar conclusions. Their study was part of a series of investigations of children's sex-role standards relative to achievement in the areas of spatial/mechanical, artistic, athletic and social skills, and reading and arithmetic. The term "sex-role standard" was used by Stein and Smithells to represent "an individual's

conception of the behaviors and attributes which are appropriate to each sex" (p. 252). Of the 120 students in the second, sixth, and twelfth grades the results showed that the areas which were considered most feminine were social, artistic, and reading while the masculine were arithmetic, spatial and mechanical, and athletic. Older subjects had more definite and extreme sex-role standards. Overall, the sixth grade children made more feminine choices than the second and twelfth grades and the girls generally made more feminine choices than the boys. The results of the study also indicated that the change in sex-role standards (second to twelfth grade) may be derived from learning what is inappropriate for one's own sex rather than what is appropriate.

There is some evidence (Sherman, 1971) that space perception is sex-linked recessive and carried on the X chromosome. Hence females, in order to express the trait, must inherit it from both parents, while males, having only one X, inherit it from the mother. Other research reviewed by Sherman did not find support for inheritance of spatial abilities. However, the fact remains that women, on the average, perform less well than men in spatial tasks.

Levin (1981) claimed that gender differences become more prominent as a child matures, particularly in spatial abilities. He goes on to say that this is not necessarily due to the culture but is caused by the cerebral hemispheres. Levin also maintained that research has shown that "the female brain responds more powerfully to almost any stimulus than does the male brain" (p. 23). He further said that this perhaps explains why women are more "sensitive" than men and why women are more prone to stress.

In the early 1970's, studies began to look closely at the brain as a source of sex differences. Scientists are able to determine which hemisphere of the brain is more activated, thereby distinguishing certain skills of men and women. Other areas of research are in biochemical differences in the brain (Buchsbaum, 1978) and male and female sex hormones and how they act on different parts of the brain producing different behaviors (McGuinness & Pribram, 1979).

McGuinness and Pribram (1979) have attempted to summarize the abilities of men and women based on sex hormones. They have concluded that men have better daylight vision, are less sensitive to extreme heat, are more sensitive to extreme cold, are more interested in objects versus people, are more skilled in gross motor movements, and are more successful in problem-solving tasks which require manipulation. On the other hand, women are more sensitive, are less tolerant of volumes and repetitive sounds, have better night vision, can process information faster, are better in manual dexterity, are more interested in people, are more empathic, and are better at remembering names and faces. This area of sex differences in the brain is still in its infancy stage and much more research is still underway.

Stein (1971) also investigated children's sex-role standards for mathematical, athletic, mechanical, artistic, and social skills. This study was also concerned with sex-role preferences on the three determinants of motivation: 1) attainment values, 2) expectancies, and 3) performance standards. The results showed that girls rated all the areas as more feminine, particularly reading, artistic, and social skills. Both sexes rated athletic, mechanical, and math as more masculine.

The effects of socioeconomic status and age differed for the three measures. The ninth graders were influenced more by sex typing of achievement areas than the sixth graders. Children with lower socioeconomic status also were affected more by the sex typing of achievement areas than children with higher socioeconomic status on the expectancy and minimum standard measure. The sex typing was not true on the attainment value measures. The motivation scores of the boys of higher socioeconomic status were similar across all areas. They also had higher overall levels of standards and expectancy in the ninth grade than in the sixth grade. The author suggested that this finding indicated an increase of motivation and confidence during their early adolescence.

Sex differences have also been found in relation to analytical ability. One interpretation of this term "refers to the ability to respond to one aspect of a stimulus situation without being greatly influenced by the background or field in which it is presented" (Maccoby, 1966, p. 35).

Analytical ability may also refer to grouping of objects or pictures on the basis of some common element. Again, higher scores are more characteristic of males than females (Maccoby, 1966). There is likewise some evidence that males are superior in creative tasks which require breaking a set or restructuring a problem, especially in problems with large perceptual components (Maccoby, 1966).

All of these characteristics in which males have some advantage over women are characteristics which certainly are likely to be important in business in general and especially at the executive level.

Cultural Disadvantages of Women

Cultural historians portray social evolution as having, in general, five broad stages. These stages, in historical order of development, are the hunting/gathering societies, the pastoral societies, the agricultural societies, the industrial societies, and the technological societies (Tavris & Offir, 1977). This nomenclature appears to be helpful in understanding the historical background of technologically developed countries and regions. For example, South America, Africa, and Australia still contain hunting societies (Tavris & Offir, 1977).

In hunting societies currently existing, as well as those of 10,000 years ago, tribal life is dominated by considerations of survival. Obtaining meat is a major survival concern. The hunting societies do not know that meat proteins contribute to growth and development, but they do know that individuals who do not get meat suffer more disability and tend to die more quickly than those who do (Tavris & Offir, 1977).

During the past two centuries, the United States has experienced the emergence of the industrial society and the beginnings of the technological society. The industrial society has been characterized by mass production of material and objects which were previously hand crafted by individuals or small groups. The industrial society has offered both men and women the opportunity to move from farms to better paying industrial jobs in towns and cities (Safilios-Rothschild, 1972).

The technological culture came into prominence with the advent of the missiles of the Germans and the nuclear bombs of the Americans in World War II. The many space flights of the Russians and the Americans were products of the culture.

Perhaps one of the most important products of the technological society, which has had a distinct impact on women, has been the development of more effective contraceptive drugs and devices. This development made it possible for women to negate the historical sex-role stereotype of women's inability to work because of pregnancy and child rearing. With the new drugs and devices a woman can avoid both, if she so desires.

Better contraceptive methods have been available in the United States for more than two decades. During that time some women have elected to forego major aspects of the traditional roles of child bearing, child rearing, and housekeeping in order to compete for jobs in the market place. Other women have continued to go into the traditional roles by election or otherwise.

Parsons ("Women Executives," 1982) interviewed 107 women who had been promoted to corporate vice-presidents. The women, in general, reported that they had had to give up a large part of their traditional roles, particularly marriage and family, in order to achieve their positions. Of these vice-presidents, 77% were in the age range 30-49; 52% were divorced, separated, or never married; 70% had no children. Parsons reported:

Sixty-four percent [of the women] earn \$40,000 to \$100,000. . . . They enjoy the material aspects of their success: artworks, foreign vacations, vacation homes, dining at expensive restaurants, fine jewelry and luxury automobiles. . . . Their work itself seems to be as important as the rewards. One question asked in the survey was whether they would give up their careers if their finances permitted them to maintain their current standard of living; 75% said they would keep working. (p. 3C)

This apparently indicates that their relationships with other people on the job are a source of pleasure.

It may be that traditional women's role is the best choice for some women and that a rejection of this role to enter into the work force is the best choice for other women. Those who have elected the work force have been faced with many cultural hindrances to their progress. Most people, most churches, most governments, most families, and most other organizations praise and promote the sex-role stereotypes.

During the early 1900's women were about 49% of the United States population. Since then they have moved up to 51% of the 1980 population (Lane, 1981). One would expect that about 50% of the elected officials at the present time would be women. The reality is somewhat less than the expectation. At the national level, no woman has ever been nominated by a major political party for the office of President or Vice-President. Of the 100 United States senators in 1981, only two were women. Of the 432 members of the 1981 House of Representatives, only 19 were women. At the state level in 1981, none of the 50 governors were women (Lane, 1981).

It has been suggested that fewer women vote than men. This could be interpreted to mean that non-voting women are willing to leave it to the men to choose leaders. There is also some evidence that women, in general, prefer men in leadership positions. Schein (1975) replicated an earlier study (Schein, 1973) with 167 female managers and found the same preference for male rather than female managers among the female managers. Massengill and DiMarco (1979) also replicated Schein's research using 83 women and 77 men and obtained essentially the same results.

It may be that the strongest supporters of sex role stereotypes in the United States are the traditional churches. The Roman Catholic church is opposed to contraception, abortion, divorce, and women in the

pulpit. The emergence of the "Christian New Right" has produced several specific groups which are attempting to correct what they see in our society as excessive secularization of our cultural and political life. One of these groups is the Moral Majority. Schwartz in Information Please Almanac 1982 (1981) stated that Jerry Falwell of the Moral Majority has the ". . . intention of using the Defense Fund [one of three separate legal entities of the Moral Majority] to legally challenge court rulings and legislation which have such 'anti-family' measures as abortion and affirmative action, women's rights, civil rights for homosexuals, etc." (p. 9).

The second greatest impediment to overcoming sex role stereotypes are laws which relegate women to second-class citizenship. Throughout the history of women in the United States, women have been limited in their basic human rights. In the late 1800's, the temperance movement emerged and women united to form the Women's Christian Temperance Union (Jordan & Manning, 1979). During this time women had no legal voice in how the family income was spent. For many women the presence of liquor in their communities directly affected their children and themselves. The women argued that they had a right to vote against liquor in order to protect their homes and families.

The twentieth century brought even more changes for women in the work force. World War I put women back to work in positions that were vacated by men going to fight. Women also enlisted for foreign duty as nurses during this war. With the increasing activities of women the argument for suffrage became louder. It was evident that women had contributed greatly in peace and war time. It was also evident that a growing number of women were in wage-earning positions. There was a great deal of

opposition to women's gaining the right to vote but after years of struggle, women gained this privilege in 1920.

In 1961, John F. Kennedy established the President's Commission on the Status of Women. This commission was given the charge of investigating prejudices and customs which served as barriers to women realizing their basic rights. The Commission's report was published in 1963 and documented discriminations against women. The Commission also made recommendations for legislative and social change. Nine years later, by a vote of 84 to 8, the Senate approved a Constitutional Amendment banning discrimination against anyone based on sex (Lane, 1981).

While examining the events which surrounded women in 1982, Foley, (The World Almanac, 1981,) discussed the Equal Rights Amendment (ERA). The ERA, in effect, stated that all rights, privileges, and responsibilities legally specified for men would apply to women also. ERA was first introduced in Congress in 1923. In 1972 the proposed amendment passed the Senate and House. In order for the bill to become part of the Constitution, three-fourths of the states had to ratify the amendment. The states had five years to complete this process. Within two hours after clearing Congress, Hawaii ratified, followed within a year by 30 other states. However, from 1973 to 1977, only five more states endorsed the amendment while five others rescinded. The 10-year struggle for the passing of ERA, conceded defeat in June of 1982. Hence, the laws delimiting women remain on the books and will have to be dealt with individually or a new constitutional amendment will have to be introduced in Congress.

With the attitudes and policies of most people, most churches, and the government contributing to the continuation of sex-role stereotypes, it is inevitable that most families and other social organizations are contributors also. It does not follow that this alliance is a conscious plot to denigrate women, but rather, it is a reflection of church teachings, the laws of the land, the way many people feel, and nostalgia for the past. Nevertheless, it is a cultural hindrance for the women who want to avoid sex role stereotyping.

This chapter has presented data pertinent to the area of women in the work force and particularly to women who are executives. The following conclusions can be drawn based on the reviewed literature.

1. Women are 51% of the work force but only 1% of the presidents and vice-presidents of corporations in the United States.

2. The dearth of women corporate presidents and vice-presidents does not appear to be attributable to a lack of work experience by women. Their experience appears to be as lengthy as that of men.

3. Women lag behind men in college degrees. In 1979, some 477,000 males received bachelor's degrees as compared to 444,000 females. In each year from 1950 to 1979 significantly more males than females have received bachelor's degrees (U. S. Bureau of the Census, 1981). This may be a contributing factor to the relative absence of women in high level positions.

4. The supervisory and promotion systems in corporate businesses appear to favor the promotion of conforming women at the lower levels. More dynamic women apparently do not get a chance to move through lower levels to the top. This appears to be a contributing factor of the absence of women in top level positions.

5. Both men and women corporate officers complain they did not get sufficient mentoring in climbing the corporate ladder. Since this is true of both men and women, it is unlikely to be the cause of the paucity of women in top level jobs.

6. Women are genetically different in comparison to men. Studies have indicated that males are superior in spatial and mechanical skills, arithmetic, and athletics. Prior to the early 1970's many researchers have suggested that these factors were more culturally learned than genetically determined. However, recent research is indicating that the brain is perhaps the source of sex differences. What effect sex hormones have on the brain and the behavior they produce in males and females is also being closely examined. It would appear that this area of research could have significant impact on the field of management.

7. Women are culturally disadvantaged in comparison to men. Neither men nor women, in general, think that women are equal to men in management (Pheterson, Kiesler, & Goldberg, 1971; White et al., 1981). This is perhaps the major reason that women are relatively absent from high level positions.

While women consist of more than half of the work force, they also continue to receive less education. In the area of promotions, corporate businesses still seem to favor the more conforming women at lower levels, thereby keeping the more dynamic women from moving up into managerial positions. In general, most men and women think that men are more suited for managerial positions. It appears that women are culturally disadvantaged as well as genetically different in comparison to men. New

areas of research indicated that perhaps the source of sex differences is in the brain. Also under careful examination is the effect of sex hormones on the brain.

The methods used in the study are specified in Chapter III.

CHAPTER III

METHOD OF THE STUDY

Procedures used in the study are presented here as they relate to the rationale for use of the case study method, the selection of the subjects, and the procedures used for data collection.

Rationale

Stake (1978) observed that case study inquiries lend themselves to generalization and warned the researcher to focus on the "natural covariations" of comparative cases:

That knowledge is a form of . . . naturalistic generalization arrived at by recognizing the similarities . . . in and out of context and by sensing the natural covariations of happenings. . . . They derive from the tacit knowledge of how things are, why they are, how people feel about them, and how these things are likely to be later or in other places. . . . Good generalizations aid the understanding of general conditions, but good generalizations can lead one to see phenomena more simplistically than one should. . . . The case study . . . proliferates rather than narrows. One is left with more to pay attention to rather than less. (pp. 6-7)

One of the most commonly used case-study techniques is the personal interview. The method allows the subject freedom in responding and, hence, allows the emergence of unanticipated data. It also makes possible follow-up questions. Kahn and Cannell (1959) used the term interview to refer to "a specialized pattern of verbal interaction--initiated for a specific purpose and focused on more specific content area, with consequent elimination of extraneous material" (p. 16). Kahn and Cannell's term information-getting interview included gathering a broad range of data including factual material, feelings, attitudes, values, and other

self-descriptions of the individual. The use of open-ended structured questions enabled the investigator to adapt, rephrase, and elaborate on questions for clarity. Thorndike and Hagen (1969) recommended using a set of interview patterns:

The problem for the interview is to maintain the virtues of flexibility while at the same time achieving a reasonable degree of uniformity. One approach to this has been to develop various patterns of structured interview, in which a specified set of topics is systematically covered, but not always in the same order or in the same detail. (p. 385)

The advantages of this type of approach is that "it provides an 'inside' view, based on all the individual's experiences with and knowledge about himself" (p, 415):

There is a certain protocol necessary when conducting interviews in order to insure reasonable success. It is essential that the investigator and respondent are able to communicate and that "respondent and interviewer share enough language to permit easy communication" (Kahn & Cannell, 1959, p. 20).

To promote a general atmosphere conducive to a productive interview several guidelines should be observed. The subjects must be willing to participate in the study; the interviews should be held in comfortable and private settings; information shared should be anonymous, and the subjects should have access to the results. Also probes should be used by the investigator in a non judgmental manner in order to stimulate a full response from the individual. The investigator should also be sensitive to human relations.

Rogers (1942) addressed this sensitivity to human relationships when he stated:

The person who is quite obtuse to the reactions of others, who does not realize that his remarks have caused another pleasure or distress, who does not sense the hostility or friendliness which exists between himself and others or between two of his acquaintances, is not likely to become a satisfactory counselor. There is no doubt that this quality can be developed, but unless an individual has a considerable degree of this social sensitivity, it is doubtful that counseling is his most promising field of effort. On the other hand, the individual who is naturally observant of the reactions of others, who can pick out of a schoolroom group the unhappy child, who can sense the personal antagonism which underlies an outwardly casual argument, who is alert to the subtle differences in actions which show that one parent has a comfortable relationship with his child, another a relationship full of tensions--such a person has a good natural foundation upon which to build counseling skills. (p. 254)

While Rogers was focusing on the skills of counselors, these same qualities are also very useful and important for the interviewer.

The design of the interview questions is vital to obtaining pertinent information. The decision to utilize "open" or "closed" questions depends upon the objectives set by the investigator. In this study, the "open" method allowed a topic to be established by the investigator and the respondent to answer as she saw fit. While the majority of the interview questions were "open," it was also necessary to use a few "closed" questions in order to gain basic demographic information.

The questions asked were aimed to give the researcher basic background information on the subjects. The broad areas of personal data, family background, education and activities, marriage and leisure activities, and career were used to elicit this basic background. Specific questions, within each of the broad areas, were stimulated by previous discussions with other people as to what kind of questions would yield pertinent information from each subject. The design of these questions was also based on existing research, and the interviewer considered them

important to the overall understanding of the individuals in the study. Thorndike and Hagen (1969) asserted that although the "reports may be inaccurate in some respects, the individual himself is probably the richest single repository for the factual information we would like to have about him" (p. 386).

Subjects

Women executives in manufacturing were chosen because more than 22% of the work force is in manufacturing, the largest subdivision of the United States work force. The procedure used in the selection of the five high-ranking female executives in manufacturing was as follows:

1. A list of manufacturers was obtained from the booklet Greensboro Area Manufacturers (1981) provided by the Greensboro Area Chamber of Commerce, which lists manufacturing firms headquartered in the Greensboro-Guilford County, North Carolina area.
2. To limit the number of subjects for the study, only manufacturers who employed 1,000 or more workers were included.
3. Each of the eight manufacturers selected for the study was contacted by phone for the name and phone number of the women who held the highest level policy-making position in the manufacturing organization.
4. All of the prospective subjects were then contacted individually by phone. The researcher stated the purpose of the call and asked permission to set up an appointment to explain the nature of the project and to obtain the individual's consent to participate in the study.

Of the eight manufacturing organizations which met the basic criterion of employing 1,000 or more employees, one woman who held the highest level position in her organization refused to participate in

the study. In another organization, the woman specified as the female holding the highest level position agreed to participate but later dropped out of the study when a promotion precipitated her move to another location. No replacement met the original criteria. A third woman did not meet the criterion of having input into policy-making decisions. The five remaining women met all the criteria and agreed to participate in the study. Each of the five subjects is the highest woman executive in policy-making positions in manufacturing concerns in Guilford County, North Carolina, area employing 1,000 or more workers.

Data Collection

Prior to contacting the potential sample population, the proposal for the study was submitted to and approved by the School of Education Human Subjects Committee at the University of North Carolina at Greensboro.

The subjects were contacted by phone in March, 1982. Seven of the eight potential subjects consented to meet with the researcher briefly so that each subject could understand the purposes of the study and ask questions. Permission was also obtained to audio-tape all sessions. The tape recordings served two purposes: (a) it allowed a free flow of conversation with the subject and made note-taking unnecessary, and, (b) it assured that the source of the data was reliable and accurate and not subject to the researcher's biases or inability to take meticulous notes.

All subjects were initially interviewed during March, 1982. Each subject set the time and location of the interviews. Some occurred during lunch; others took place during the evening in the subject's home;

while still others were conducted at the work site. Each initial interview was set for two hours with additional sessions following. The average time per interview was two hours.

An interview guide (see Appendix) was developed to assure that each subject would respond to the same questions. Open-end questions were used extensively. Following the interview, the tapes were transcribed to typescript for easier analysis of the data. All subjects were guaranteed anonymity. Additionally, it was agreed that all tapes and notes would be destroyed once the research was completed.

In addition to the interviews, one subject shared her college yearbook with the investigator. Two of the subjects were mentors and their mentorees were also interviewed in order to gain information on the mentoring experience. Another subject was a participant in the research by Heidrick and Struggles, Inc. (1980) and shared their report with the investigator.

In conclusion, the case study method was used with the personal interview as the basic approach to gathering the data. The subjects chosen were five women executives from manufacturers who hire over 1,000 workers and have headquarters in the Greensboro-Guilford County, North Carolina area. The subjects were interviewed, on tape, during March and April of 1982. These tapes were later transcribed to typescript for ease in analyzing the data. In addition to the five women executives that were interviewed, two of their mentorees were also interviewed in order to gain more information on the mentoring process.

The five individual case studies are presented in Chapter IV.

CHAPTER IV
DATA PRESENTATION

The data for this study were obtained from the following sources: in-depth interviews with five subjects, perusal of assorted printed materials provided by the subjects, conversations with families and co-workers of the subjects, and personal observation. This chapter contains a detailed narrative case study report of each subject. Summary tables are presented in Chapter V. Not all topics covered in the interviews are included in the narrative, since some subjects covered topics not dealt with by others. For anonymity, each subject is identified by an alphabetic designation. Individual case studies are reported to permit some aspects of each subject's personality to emerge. Direct quotations are included when deemed desirable.

Each case study is presented under five broad headings to facilitate comparisons of the subjects, as follows: (1) The "Introduction" contains personal data which is intended to provide a broad profile of the individual. (2) "Family Background" provides information about the subject's early development and family interactions. Areas discussed include order of birth, number of siblings, parents' education and occupations, length of parent's marriage, family income, familial activities, discipline, chores, siblings' education, religion, and philosophy passed on to the subject. (3) "Education and Activities" includes significant events in the subject's education, school activities, teachers who served as important role models, the individual's academic

goals and aspirations, and the degree(s) earned. (4) "Marriage and Leisure Activities" looks at both the married women and the unmarried woman. For the married women, the information gathered gives insights into the individual's perception of combining career and marriage. The subject shares the length of her marriage, number of children, views and opinions on raising children and the couple's income, activities they share as a couple, and their plans for retirement. The information gathered on the unmarried subjects include their leisure activities and their retirement plans. (5) "Career" reflects the subject's perceptions of her work experiences. These subtopics include supervision, average work week, travel, her role in making policies in her organization, presentations, her views of and involvement in the women's movement, her role model or mentor, and her views on being a role model or mentor. It examines her assets to her organization, how she perceives her interpersonal and technical skills, her leadership style, and traits essential for effective leadership. Finally, the section examines her handling of conflict and anger, her positive and negative characteristics, the extent to which she takes risks, how she perceives herself as being aggressive, to what she attributes her career accomplishments, her sense of her greatest personal accomplishment, and her advice to young women coming into the work force today.

Executive A

Introduction. Executive A has been with her present company for the past seven years and has been Manager of Marketing and Sales System

four years. She is white, 34, has been married for ten years, and has one child less than a year old. Born and educated in West Virginia, Executive A went to college in New Jersey and to graduate school in Georgia.

Family background. Executive A is the oldest of three girls. One sister is 14 months younger and the other is five years younger. Both are married. Executive A's father had a high school education and worked in a chemical plant as a chemical operator. She considers her family's socioeconomic status as upper-middle income. Her mother started college in her late 40's to pursue a nursing career. Following graduation, she worked a few years full time, then cut back to part time, and finally quit when her husband died. Her parents had been married about 35 years.

When asked to describe family activities, she recalled outings to the park, picnics, and going to amusement parks. Her father had a swimming pool built for them which they all enjoyed. They are a close-knit family.

Executive A's home was neither very strict nor very permissive. She said that she and her sisters were encouraged to develop their individual skills and abilities. As for discipline, she claimed they were "pretty good children" and can remember only one time when her Dad spanked her. If any one of them did do something that was terrible, they were restricted and could not go anywhere. Her parents tried not to be overly strict, giving them a lot of freedom, but it was structured freedom. For example, they were allowed to have dates at the house

or their parents were willing to drive them to the movies, but they were not permitted to have car dates until they were 16 years old although some of their friends were allowed to have car dates.

Her mother appeared to make most of the decisions concerning the three girls, but Executive A quickly pointed out that her parents always discussed issues that might come up and had reached a mutual agreement before the situation actually occurred.

Looking back, Executive A said that as children they did not have as many chores as they should have had. They did do such tasks as making their beds, picking up their clothes, and straightening up their rooms, but they did these chores mostly in the summer. Her mother felt that they should pursue their school activities, or do their homework, or practice the piano and did not expect them to help her. Executive A stated that now she realizes that they could have done a lot more to help their mother. She also said that she will probably have her daughter accept more responsibilities around the house.

All three girls went to college. One became a nurse and the other an educational counselor. Even as a child, Executive A said she was more career-minded than her sisters and perceived herself as always pushing harder than her sisters. When asked if the three sisters ever experienced competition among themselves, she said:

There wasn't that much competition, because we all sort of did our own thing and had different interests. I was the scholastic one of the crowd; my middle sister was very interested in trapeze work, and in fact did some traveling with a circus; and my younger sister was always helping other people.

Religion was a part of Executive A's family's life. She recalled going to Sunday school even before they started to school. They all sang in the choir, and Executive A sometimes played the piano. She stated, "When we were very, very young, mother took us. As we got older, she still encouraged us to go, but she never really forced us to go. All of us went and still go to church. That's another important part of my upbringing." She and her husband have already started taking their daughter to church.

Executive A stated that she learned much from her parents, as did her sisters. One of the most important lessons her parents passed on to them was to be giving, loving, and unselfish individuals. She said that her parents were true examples of this philosophy. Both of her parents were also even-tempered and were calm even in frustrating situations. Executive A attributes her calm and controlled approach to problems to her parents' example. Her parents were also fair and consistent in the way they dealt with each of the children. Above all, they encouraged them and thought that they could do anything; therefore, they had lots of confidence. She said:

I think that really makes a difference. I think that it's very important to children to feel like their parents think they are important. One of the most important things is: if you feel good about yourself, you will have more confidence in what you are doing. I think you tend to do better than people who are not sure of themselves.

Education and activities. Executive A looked upon education as an important part of her life. She stated that she enjoyed all her classes, particularly math. When asked what she recalled about high school, she said, "I enjoyed it. I was very scholastically inclined and I was

involved in a lot of things in high school." When asked what kind of clubs or activities she was involved in she listed the following: accompanist for the chorus, singing in county and state choruses, cheerleader in junior high and high school and cheerleader captain in her senior year, member of the drama club where she did some acting, the debate team, the Spanish Club, the school newspaper, the student council, the Future Business Leaders Club and Future Teachers Club, and the National Honor Society. Executive A started taking piano lessons at age six and continued until she was sixteen. Her mother also played the piano and the organ and encouraged her daughters to take lessons. Executive A is already sitting down at the piano with her daughter and playing for her. She said that she feels very strongly that music is important and wants her daughter to have the same opportunities that she had.

Other activities Executive A was also involved in were ballet and tap dancing and the Girl Scouts, in which her mother was a leader. Executive A said that she did not participate in any sports while she was in high school. However, she did try golf and tennis in college but did not do well in either.

Looking back at teachers who made a lasting impression, Executive A recalled her first-grade teacher who was "an excellent teacher, very important to me and a wonderful lady." However, of all of her teachers, her fourth-grade teacher stands out from the others. After Executive A was promoted out of her class, this teacher invited her to her home to do craftwork. They still see each other several times a year and she corresponds regularly with this teacher and considers her to be a special person. In college there were three math professors (one female and two

males), who were very special to her. At the recent college reunion (ten years) she visited with all of them.

Executive A attended a women's Presbyterian college in New Jersey. She said that she applied to several colleges and was offered several scholarships. While in college, she sang in the college choir and was active in student government, but basically was more involved in her studies than extracurricular activities. Her experience in an all-girl college was a good one. She said that she lived on campus and had the same roommate all four years and still keeps in touch with her. Her parents paid for part of her education. However, Executive A also received a scholarship and worked as a waitress in one of the dining halls on campus for three years. Her last year, she worked as an assistant for one of her math professors. While in graduate school she had a research assistantship.

She earned a bachelor of arts in math (B.A.). In her sophomore year, she was introduced to computer science and decided to pursue it in graduate school because it was a new and developing field. After applying to several universities, she decided on Georgia Tech and received her M.S. in Information and Computer Science in 1971. She started the doctoral computer science program, but decided not to continue because she did not feel that it provided what she wanted. Her husband-to-be was also in the program. While in graduate school both she and her husband-to-be had research assistantships and after they graduated, she was offered a position in South Carolina. Her husband-to-be found a position in the same town. They worked for a year before they were married.

Marriage and leisure activities. Executive A and her husband have been married for 10 years and decided early in their marriage that they would postpone parenthood until they had worked for a few years. They also decided early in their relationship that they did not want to work for the same company. Nevertheless, she feels that sharing the same area with all of its problems and triumphs has been an asset to their marriage.

During her pregnancy, Executive A continued to work until the day the baby was born and returned to work within seven weeks after giving birth to her daughter. In the last part of her pregnancy she had been involved in a big project and could see no reason to sit home when she was in perfectly good health. She stated that she had things to do and felt responsible for seeing that they were completed.

When asked about her feelings and attitudes on becoming a career woman or a wife and mother, she replied that she had always thought that she would do both. Her mother did not have an eight-to-five job while they were young but remained home to take care of the family. She liked having her mother home, and that seemed the right thing for her mother to do. However, she had always intended to marry and have children and also intended to have a career. When growing up, although she did not know the specific work that she wanted to go into, she knew that it would be something in math. She recalled, even as a child, that she wanted to be a successful businesswoman, and always felt she could handle both roles.

When asked how combining the roles of career woman, wife, and mother has worked out, Executive A stated that it has worked out fairly well. She and her husband have always shared everything from the

beginning of their marriage, dividing the household chores and cooking, and now share the care of their daughter. The activities that Executive A and her husband share are snow skiing in the winter and tennis during the summer. They also enjoy cooking.

Income has never been a problem, according to Executive A. There have been times when her income has been higher and other times when her husband's income exceeded hers. They think in terms of "our income."

While Executive A is young and retirement is in the distant future, the investigator nevertheless inquired as to what their retirement plans were. She replied that they plan to spend a lot of time traveling and visiting family members. Before the birth of their daughter, they traveled extensively. She also looks at it as a time to do things that they never have the time to do. It will be a "time to spend a lot of time together. I don't dread it--I think it will be nice."

Career. After graduation, Executive A took a position in South Carolina and remained with that company for four and a half years. Executive A has been working for her present company for seven years and has been Manager of Marketing and Sales Systems for four years.

In Executive A's department she has about 30 people. In addition, she indirectly controls 15-18 people assigned to special projects. She has been directly responsible for supervising men, but only indirectly responsible for supervising women. She stated that she has never had problems supervising either. In commenting about the problems associated with supervising, she said, "It seems to me that really good managers just don't walk in and out, but that they put in extra hours." She went on to say that she averages 46-47 hours a week and on occasion brings work home at night.

When asked if she worked better under pressure she said:

I can't say that I work better under pressure. Some people don't work at their best all of the time, but when pressed they can do it. I'd like to think that in a normal situation or in a pressure situation that I'd do the same thing. When there is a situation that everyone is panicky, then I try even harder to project some kind of calm atmosphere.

Her position does not require much travel. She said that most of her work is local and involves people who are in the corporate office. In the past she had to do more traveling. For example, she spent six months in Texas working on a system, but now she is seldom away from home and then for only two or three days at a time.

When questioned about her role concerning policies and procedures in the organization, she replied:

What generally happens in the systems area is that each of the managers and I would get together and come up with a priority list of what we were going to do the next year. I develop that on my own and go over it with my boss. He then goes over it with his boss. As far as the week-to-week projects we're working on, it's pretty much up to me to make that decision. I work very independently. I set my priorities and do whatever it takes to get it done.

She has had an opportunity to make several management presentations which provided exposure to people in operating areas. That made her known throughout the company. It involved several meetings with the "biggies" from each area in the company. She went on to say:

I'm a pretty good speaker so that the presentation went extremely well. Somehow the first one was a scare to me, but the next one was not so bad, and by the time I got to the third or fourth one, it was no problem. I knew this was my exposure to all these people for the first time and it would be a lasting impression and I wanted it to be a good one. It was my chance to meet these people and for them to know me.

Executive A stated that she has a very good working relationship with her boss and that he has often said to her that he never gets any complaints about her department. He operates on the philosophy that if

the consumers are not complaining about what she is doing, then she must be doing the right thing. He gives her more freedom than the other managers. For example, when a problem occurs, she handles it directly without having to check it out with him.

When asked how much higher she could go in the organization she replied that there were three more levels above her. She said:

I think it is quite feasible that I can move into my boss's position and even into my boss's boss's position. The only question in my mind about going up to that highest level is not the fact that I'm a woman, it is that typically you don't move into positions like that out of the data processing area. You have to come from one of the operating branches of the company.

Executive A stated that she was not particularly interested in the operating areas and felt that it was more important to enjoy what she was doing. Therefore, she felt she would rather take her chances on being promoted in her present area. Executive A anticipates that within the next ten years she will have her boss's boss's job. She went on to say that she felt that she has a very good reputation in the company and that many people in different areas have a very good opinion of her. Consequently, she has no reason to believe that she will not get those jobs. She said, "For the most part, people have a lot of respect for me, and look at me as a dedicated and hard working type of individual."

Being a woman has not been a problem in her career. In fact, she feels that she has had more opportunities because she is a woman and because she is capable. In her first position she was the first woman to go through the company's management training program and it was a big deal at the time. To some within that organization, it was unbelievable that the company would hire a woman in a management program. She went on to say:

Lots of women conceive this to be a problem. Therefore, it is a problem. It really bothers me to see women like that because they want to make it a problem and I've never had that kind of problem. There are lots of women out there who feel that way and are very defensive and feel that women can never get ahead.

Executive A does not belong to any women's group or organization, not does she plan to join any. It was her opinion that such women's groups tend to be "gripe sessions." She continued:

One reason why I seem to have done well is perhaps because I have not gone along with the women in complaining and feel that I have always been looked at as different from the average type of women in an organization. In some areas it's intentional on my part just because it really disturbs me. You don't need to sit around and gripe about it, you need to do your job and not expect special treatment.

She never felt in her career that she needed special treatment or recognition because she is a woman. One of the things her boss told her was, "You don't act like you have some cross to bear." He went on to say that not expecting any kind of special treatment was one of her strong points, and another was the fact that she looked like a woman and at the same time was all business.

An executive's success sometimes can be attributed to a role model or mentor. Executive A said that she has never had either. She went on to explain:

I've never had anyone to look up to, to talk to. I've had a couple close men friends that were very good as far as listening to my problems, to toss out ideas to them or to get their opinions about something. I'm not the kind of person that does that sort of thing a lot, but on occasion it's nice to have some one that you can talk to. If there had been any women in those types of positions it would have been as easy to talk to them, but at my level there just wasn't anyone.

Her "boss's boss" has been a real supporter and she believes that he has helped her move up in the organization. She went on to explain that she has worked for him longer than for her immediate boss. He was

responsible for assigning her to develop a word-processing system, which others had tried and failed to do twice before. She said that it was a very big project and a tremendous success and she was responsible for getting the job done. She said that she thinks a lot of people in the organization took note of her then.

While Executive A has never had a mentor, she is a mentor to two women in the company. She said that she has always thought that women should wear skirts to work. "I can not stand to see women wear pants." She went on to say that these two women were both very smart but they did not dress the part. She can recall telling them that one of the important things in business is the way a person looks. Apparently, they listened and observed how she dressed, since for the last couple of years both, in her opinion, have dressed appropriately. She went on to say, "I feel it's a real plus to be professional, be a career woman, but still remain feminine; and I have had people on various occasions make that remark to me. They think it's nice that I look like a woman."

One of the mentorees has been promoted to a management position and Executive A believes she had a lot to do with her getting that promotion. She said that she feels she is a role model in that they watch her and copy her. However, she has never told them what to do or how to do something; however, they come to her for advice and she runs interference for them.

One of Executive A's strongest assets to the organization, she believes, is her ability to work with people and to get a lot of worthwhile things done. She has no trouble in delegating authority. She said, "Being able to manage people, to get them to do those things and

still end up with a quality product is far more challenging than being able to do it all myself. I've done it all myself and I know I can do it." She feels that she has several people who can do those things as well as she, which leaves her free to deal with other details. She continued:

I think managing is a very tricky business. There are lots of very poor managers out there in very high positions. Getting people to do things and be happy while they're doing them and getting them to be productive is very interesting. I get more things done because people don't feel that I do things because of my authority, that it's more of a "work with" type of relationship. They do things because they want to do things and if push comes to shove, I'm not going to leave them out there hanging. I can jump in and do it if it has to be done.

Knowing how to work effectively with other people and to get people to do things without dictating is what she considers her best interpersonal skill. She prefers to use the team approach, and she is a good listener. She also names insight as an important factor in her success. She said:

Women seem to know what things to do and what things make people tick to get more out of them than sometimes men do. I'm not trying to be prejudiced against men. It just strikes me that men sometimes are rather insensitive to the way people really feel and the fact that things that they don't think about really bother people.

Responding to a request to name her technical skills, she listed system design and system analysis. She said that she usually can see when there might be a problem with a system, and then by asking the right questions can narrow it down to pinpoint the specific problem. She also said that she is a very good organizer: "I generally lay out a plan, a schedule, and pretty much stick to it. I've always been that way. It doesn't matter what I'm doing."

When asked what her leadership style is, she replied:

I would think my method is fairly consistent, though depending on the people; I sometimes have to do things differently because different people have to be managed different ways. Still what it all boils down to is if people respect you, you will be the leader--the old saying that people will usually rise to the top whether someone says you are the leader or not.

She went on to say that she usually tries to get a consensus, but at times she must make the final decision.

Executive A ranked the traits essential for effective leadership thus: "I'd have to say responsibility, initiative, and intelligence. The most important thing in being a leader is being able to take the responsibility of getting a particular thing done. You have to be willing to take it and do whatever has to be done." She went on to say that "initiative is also important because you can be responsible but at the same time still miss out on a lot of things because you do not take the initiative to do the little extra things." She said intelligence is important, but if you have the other two things (responsibility, initiative), you can far surpass those individuals who are extremely brilliant but either do not take the responsibility or do not take the initiative to do a better than average job.

One of the problems associated with leadership is handling conflict. Her approach is to try to get the people together to talk out the problem. If someone has a problem with her, she will confront that person and suggest that they talk about it. She said that she also encourages her subordinates to do so first. If that approach does not work she will herself try to get them together. One thing that she can not tolerate is for people to say one thing to your face and then go off and say something else to someone else.

It is very rare, Executive A said, that she loses her temper. She can count on one hand the times that she has really blown up at people. She says, "What I usually try to do is not to say what I'm tempted to say at the moment and to go off and think about it and cool down and then go back and talk to the person." She continued, "I don't think it's good management style to blow up like that, but I'm sure that there is not a manager alive who has not done it at one time or another."

Executive A regards her optimism and her cheerful, happy nature as her most positive characteristics. On the other hand, she regards as negative her tendency to expect other people to be able to do what she can do.

When asked if she had always had a positive self-concept, she said, "Yes, I have always felt good about what I have done and what I can do. This was definitely reinforced by my parents. They always had faith in me and thought I could do anything."

Executive A says that she is a risk-taker but does not take risks foolishly. She said, "If I take a risk, it is generally a calculated risk, as opposed to impulse. I wouldn't consider myself a dare-devil type person; I'm too practical to be that way." She said that if an individual does not take chances she or he will not get anywhere.

The word "aggressive" has a bad connotation to Executive A. She says that she tries not to project herself as an aggressive female, yet she is aggressive. She stated that she does not sit back and hope that things will work out. "I start it and I go after what I want." She added that she thought people would say that she is aggressive and she agrees, but does not think she is obnoxious.

When asked to what she attributed her career accomplishments, she replied, "I guess that I would say my managerial style, motivation, and my experience. I can't attribute anything to luck at all." She said that she would like to think her success was basically because of the work that she has done.

Her greatest personal accomplishment is the fact that she is doing what she knew she would be doing 15 years ago. "I always wanted a career and a happy marriage. I feel that I've done both well and I don't feel that I've slighted one for the other."

She advises young women coming into the work force to examine their attitudes. She said:

I think a lot of women start out thinking that because they are women that they are not going to get a fair deal and they have to somehow overcompensate for the fact that they are females. I think that if they do a good job and don't expect to be treated differently, they will do better.

Investigator's notations. The first meeting with Executive A was held in her office. She met the investigator promptly and extended her hand in greeting.

The two other interviewing sessions were conducted in her home where the investigator also met her husband and daughter. Her home expressed her personality and displayed her creativity. Executive A is a soft-spoken woman with strong convictions about her career and life.

During all interviewing sessions it was apparent to the investigator that Executive A was confident and pleased with her life. Success seems to come easily to her as she appears to be bright and highly motivated.

It was obvious to the investigator that Executive A had developed confidence in her abilities at a very young age and had parents who were very supportive. It is the investigator's opinion that Executive A has never entertained the possibility that she would fail in any endeavor. Therefore, she is not accustomed to failure.

It is also the investigator's opinion that Executive A combines a career and family very successfully. Her success in combining the two is partially due to her husband's willingness to accept an equal share in the responsibilities of the home and care of their child.

Executive A stated that she was a mentor to two women and the investigator talked to one of the mentorees. She provided information that corroborated that given by the mentor and indicated that both were aware of the nature of their relationship. Moreover, the mentoree received a promotion which she perceived as due, at least in part, to the efforts of her mentor.

Executive B

Introduction. Executive B has been the Manager of the Analytical Development Section in her company since 1980 and with the company for the past 16 years. She is a 51-year-old single, white female who was born and educated in North Carolina.

Family background. Executive B is the youngest of six children, four girls and two boys. She was born in a small community, but during the Depression her family moved to a tobacco farm. Both parents went to college, and her mother taught school before she started raising a family. While the children were young and growing up, their mother did not work outside the home, but she became the manager of

the high school cafeteria when Executive B was in high school. The father died at age 65 when the couple had been married 40 years; her mother lived to be 91. Executive B said that she came from a low-income family, but she never realized that they were poor. They always had plenty of food and were happy growing up, and she assumed that everyone else was in the same situation.

Most of the family activities revolved around work, wheat thrashings and corn shuckings. However, during the summer all of the children would go swimming with the neighbor's children. Sometimes the two families would get together for picnics. Executive B said that she went to church every Sunday with her mother, brothers and sisters. She stated that all of them are somewhat creative and do a little drawing and artwork. Executive B's mother played the piano, as do all of the daughters. She said that as a family they were all very close and are still. Every three or four weeks they all went back home until some of the activities of her brothers' and sisters' children prevented it. Nevertheless, they continue to go home often, particularly on holidays.

When asked what type of discipline she received as a child, she remarked that she hardly ever challenged what her parents said and certainly did not argue with them. She claimed that words from them just "tore her up," and hence she did not get many spankings. However, she recalled three situations where she did receive spankings: once for biting her sister, another time when she was 15 and continued to talk when she was supposed to be listening to the news, and a third when she talked back to her mother. She said that she always had great respect for her parents; if they stated a dictum she knew that was how it would be. "We always knew that what Mother said would be backed up by Father."

All of the children were actively involved in working on the farm. She said that she very seldom did anything in the house. She recalled building a little house for some chickens that she had as a child. She also said that during the last couple of years they farmed, her father gave her a portion of the tobacco crop for her own.

Executive B stated that all of her sisters graduated from college while neither of her brothers decided to attend. She also said that she was named after two of her mother's sisters. However, in the seventh grade, she began to use her middle name because people could not pronounce her first name correctly.

The lessons learned from her parents have continued throughout life. What she remembers most about her mother was her patience and helpfulness. She was always doing something for someone; she was a very giving person who was there when she was needed. About her father she recalled:

[He] impressed on us what we had to do and that we did a good job of it. That you gave a day's work for a day's pay. I can remember asking "when are we going to quit," or "how much more are we going to do," and he would always say "we'll quit when we get finished." I can remember during the war and we had Daylight Saving Time and I can remember planting tobacco by moonlight. We didn't hold back. You just got the job done.

Education and activities. An event that stands out in Executive B's memory occurred in the first grade after she missed school for a week or so with the mumps. When she returned to school it was time to promote everybody and the teacher told her that she had failed. She believed her, even though she had made straight A's all year. She went on to say that this disturbed her greatly and she reacted rather violently to the news. Her teacher quickly told her that she was only teasing her and had not realized that she would take her so seriously.

Executive B said that there were a lot of teachers whom she admired and really liked. She said that she still corresponds with the high school teacher who taught her Spanish and chemistry. She liked reading and math most, and history least. Overall, she was a fairly good student in all of her classes.

Her activities in high school consisted of basketball and softball. She also continued to take piano lessons and was a member of the glee club. She said, "You have to remember that we were a county school and therefore we didn't have many activities because the children were needed at home." She did not have a part-time job during high school either, because of farm work.

Executive B said that she always wanted to go to college but never gave it much thought as a child growing up. She just assumed that she would go. However, as it got closer to the time, she did give some thought to what she wanted to do. Initially, she thought she wanted to go to nursing training because in the back of her mind she wanted to be a doctor.

The decision of which college to attend never really was an issue. Her father said that if she were going to college, it would be the same one that he had gone to, Elon College. Her mother had gone to Chapel Hill. She said that she was not a particularly good student while in college because she had other interests, but she managed to make C's. She recalled one course in biology that she tried to do well in. When she was one of the few people who made a B in the course, she felt that she had accomplished a great deal because the professor was not known to give high grades. She graduated with a Bachelor of Arts degree with a double major in Chemistry and Spanish.

Although her parents paid her tuition, she also worked as a cashier in a dress shop. She commented on how much she had admired the manager of the dress shop. Executive B stated that the manager allowed her to do anything that she thought herself capable of doing. Consequently, she learned a great deal. After graduating from college, she became manager of a new dress shop, a situation involving her first experience in hiring and firing. While she was managing that shop the company opened another shop and asked her to help open that one, too. She was soon offered a position within the company in Connecticut, but refused because she had decided to go back to school to study physics. She had not planned to take courses towards another degree; she only wanted to take some courses that interested her.

Marriage and leisure activities. Executive B has never married. She stated that she is very handy around the house. This ability also carries over into work. When lab equipment breaks down, she is generally able to repair it. Other interests include needlework, latch hook, painting, yard work, bridge, and reading. She is also a golf enthusiast and looks upon it as a challenging and competitive sport. On weekends she tries to visit one of the family or they come to visit her. The family has continued to go to the beach each year for a week and all look forward to being together.

In response to a question about retirement plans, she said there are many things that she wants to do: play golf, watch the birds, work in the yard, travel, go to the beach, and visit with friends and family. However, she said that the closer she gets to retirement, the less desirable it appears. "What I would really like to do is not to retire

but to have all the spare time I wanted. But once you have that free time you don't know what to do with it, therefore, it's not special anymore."

Career. After Executive B went back to school for a physics course, she and two fellow graduates decided to leave the area to look for employment. Executive B expected to find a job as a chemist in the hospital lab where her sister worked as a nurse. However, there were no openings. Meanwhile, her friends had found teaching jobs and told her that their school was looking for a Spanish and chemistry teacher. She said that she had no intention of being an "old maid" school teacher but decided to look over the school and subsequently signed a contract. At the end of the first year, she intended to sign another year's contract when she received a letter from a company in Greensboro asking her to work for them. She had filled out an application before she left the area, but thought they were not interested. She accepted a position as a chemical analyst. Within a short time she was made a group leader analyst of raw materials. She worked for this company for almost 10 years. Because of some changes within the company, she agreed to move to another branch within the company but did not intend to stay long. However, she did remain there for a year and a half. Meanwhile, a friend urged her to apply for a position with her present company. Executive B stated that she cannot recall now the position for which she was interviewed. She thought she was going to be a research chemist, but when she began to work she found that her position was the lowest entry level for a research chemist. Prior to the move she had about 23 people working in her section and had even been offered her boss's job if she would consider staying. She said:

When I got here I really thought I was going to be doing something super. I got down here and the first thing I was asked to do was to sweep the floors and get the glassware washed. And here I had come from having people do that for me, but I never figured that there was anything I would ask people to do that I wasn't willing to do myself. It did not bother me at all.

Looking back, she said that she never felt that she had made a bad choice in changing companies. She has been with the company now for 16 years and has moved up in the company quickly. She went on to say that there was a period of time when it was not easy because she did not have enough to do, but that situation changed.

About six months after she came to her present company, she was called into her superior's office to talk. She used the opportunity to tell him that she did not have enough to do. She said that he was startled by this information. This was the turning point at which she got his attention. She went on to say that they have had a very good relationship since then.

Executive B stated that she skipped several steps in moving up in the company. She recalled:

One day I walked into the office and heard that one of the guys had been fired over in manufacturing. I had gone over to talk to the main boss and he had a cup of coffee and was getting ready to go into his office and I said, 'Hey, I just heard a rumor that Joe got fired. Who is going to take his place?' He said, 'Come in, I want to talk to you about that.' In our conversation he asked me to take his [Joe's] place but I told him to forget it. But he said for me not to give him an answer then, but to think it over. It didn't seem right, but I looked around and thought who would be able to take that position; and I thought I could do a better job. By Monday I had decided to accept.

While the changeover was going into effect, she was transferred to another section because someone with an analytical background was needed. In 1972 she became supervisor, and in 1980 was named manager of the Analytical Development section.

Executive B considers motivation of others her greatest problem as a supervisor. She said that she has never learned the knack of motivating people, nor has she ever taken a course on motivation that has helped. In her opinion, a person cannot be motivated; it has to come from within. She also stated that she has never found any differences in supervising men and women. She said, "people are people whether they are males or females." Within her section she supervises both male and females and has perceived no problems. There are 11 people in her lab.

When asked what her normal hourly work week was, she said that she averages at least 45 hours per week and frequently takes work home. She went on to say, "It doesn't bother me to come in on Saturday or Sunday when we are working on a particular project." She said that she works well under long-term pressure but not under immediate pressure.

When talking about her input into the implementation of policies, Executive B said:

I'm certainly outspoken in ideas that I have. They [upper management] seem to listen to me. We have a newsletter now that I suggested. It started here in research and has gone into manufacturing. For the most part, any ideas I have about this section I just do them. I touch base, but for the most part, I carry them through. We have had meetings with upper management to discuss five year plans, ideas of where the company might be going, products and other things we might change, and what we are doing right now. But as far as routine formal meetings, we don't have any. I usually go in to talk to the vice-president daily or every few days. We're very informal.

When asked if she ever made any formal presentations, she replied that she had just given a presentation to the executive vice-president and two other executives about her section's activities and future plans.

In discussing the women's movement, Executive B said, "I've never felt or contended that women necessarily needed to be promoted because they were women." She went on to say that she has always been treated as an equal. She continued:

I don't really feel that I got to where I am because I am a female. I was there before all this women's movement. I think you get what you deserve and work for and you get what you put in. The harder you work, the luckier you are. I don't think anybody, just because they want to, is going to be a manager without putting some effort into it. I really think you have to have something, some tangible quality that allows you to climb the ladder. Just by saying you want to be a manager doesn't make you one. It comes from a lot of hard work and I think you have to think of things a little bit differently. You don't think of yourself, you think of the big picture. They also don't realize that there isn't all that much fun here [in management], you don't get that much monetary reward and you have a whole lot of responsibility and a whole lot of hours.

When she started to work in the first company there were 15-20 females, all with the same opportunities to move up in the company. She must have had that special quality, since she was the only one to advance.

Some women have displayed masculine characteristics in order to succeed in business. Executive B said that she finds this behavior very distasteful and tries to avoid masculinity in all forms. She went on to say, "The way people dress is important. I am aware of the impression I make in the position I am in. I feel that it is my responsibility to be a good representative for our company."

When considering who has been influential in her life, Executive B said that she supposed that she modeled herself after the woman manager from the first dress shop. That woman had taken her under her wing and given her the opportunity to try various tasks such as window trimming and balancing the books. Another individual who also influenced her was one of the top managers in the first company that she worked for.

When asked if she had ever had a mentor, she said, "I've had a couple of relationships in which I wondered if that was behind my success, but I don't really know. I don't really know that anyone has deliberately set out to lead me through the job."

Her strongest assets to the company are her ability to communicate and her creativity. She stated that she is enthusiastic about the company and is loyal. She also believes that if something is good for the company, then they (her section) can do it. She said that she was not accustomed to failure.

Executive B stated that having the respect of other people has always been important to her. She said that perhaps that is why she had considered becoming a doctor in her youth. She went on to say that she could remember when she was young imagining herself behind a desk with her own cosmetic factory or something of that nature, where she would be in charge. However, she said that she cannot remember setting specific goals to reach that objective.

Her major interpersonal skill, she believes, is the fact that she generally likes people. She went on to say that she is also a good listener and people seem to know that they can confide in her.

In commenting on her best organizational ability, she chose her ability to pick people she thinks can do the job. This judgment is based on her assessment of their experience or the fact that she feels they have potential and she is willing to give them a chance.

She feels that her technical skills are not as strong as they should be. However, she said:

I have gained a lot of technical expertise by being here as long as I have. I've been interested in what is going on,

and try to find out a little bit about what is going on throughout the entire industry. I also try to keep up with what is going on in all of the other sections and departments and to see how we can mesh with them.

About her leadership style she said that she is very personable and takes an interest in people and their problems if they want to tell her about them. She stated:

It's the matter of responsibility and the people-orientation that is important. You have to have a certain kind of personality in a way because you have to deal with sales people, outside people, and interaction between this department and other sections, and it takes a certain amount of tact and finesse.

It is not her style to operate in a formal, strictly businesslike manner.

When asked to rank intelligence, initiative, and responsibility according to how essential they are to her as a leader, she said that all were important but "one of my strong points is my initiative. I also feel very responsible, not only for myself but for my staff."

When conflict occurs within her section, she said that she tries to look at all sides, but at times that might not be the best approach.

She concluded:

I think it is healthy to have differences of opinion and I encourage my staff not to hold grudges. If there were a conflict between two of my people, I'd point out that the other person is entitled to their opinion.

When asked how she personally dealt with conflict she answered:

I avoid it! Sometimes if you leave those things alone for awhile, they'll go away. I try to see their point. If I feel my point should be taken, I will go right to the hilt and will deal with it head on. For example, lab space. There were those who felt that we should not have more lab space but I just kept eating away and coming up with logical reasoning and tried to be reasonable about it.

Her section has the largest space and more private offices than any other.

Executive B says that, at times, she has gone completely blind with anger. However, in her earlier years this was a bigger problem than it is now. She said, "I try to keep my mouth shut until I can calm down. Then if it is all that important I'll go back and explain why you shouldn't do or should do something. But I still get mad and storm out on occasion."

Her pet peeve with people is laziness and those who are not working to the best of their ability. She explained that she has to remind herself constantly that for a lot of people the job is not the most important factor in their world. Executive B said:

While I'm here I try to do a reasonably good job and I expect a lot from people, not only here but everywhere. I probably expect more of them than they expect of themselves. I hate to see people's talents wasted. You have to satisfy yourself first, and to me self-satisfaction must mean doing the best you can do. I don't believe that there is hardly anything that I can't do. When we get projects to work on, I have no doubt that we will be successful.

Executive B considers her "sparkling personality" to be her most positive characteristic. She went on to say that she tries to be honest with people and to respect them. She also feels that she can interact with all groups of people because she sincerely likes people. Upon examination of her negative characteristics, she replied that she is not as patient sometimes as she should be and apparently she also intimidates people. She went on to say, "I don't mean to, and really don't understand why. I also can't understand their lack of confidence. I imagine that's where that [intimidating people] stems from, my confidence in myself." Executive B said that confidence and the development of a positive self-concept came very early in her life from her parents as well as from her teachers.

She stated that she is probably a risk-taker to a certain extent, taking more physical than emotional risks. She said:

I find snow skiing a real challenge because cold weather really bothers me. The last risk-taking event that I was engaged in was climbing up on my house and painting it. I also wouldn't hesitate to tear something apart and that's taking a risk with such sophisticated equipment that we have in the lab.

When asked if she considered herself aggressive, she answered, "I really don't know but I suppose I am. That term leaves a bad connotation--and most people don't want to think of themselves that way." She went on to say that if being persistent in her pursuit to obtain space or equipment is perceived by others as being aggressive, then she fits the role. She concluded that she thought other people perceived her as outspoken and opinionated.

Executive B was asked to what she attributed her career accomplishments. She said:

Since I have been in this situation I have been constantly amazed at how difficult it is to find someone who can go from point A to point B without being specifically instructed. People will do exactly what you tell them and no more. I have never been that type of person and I particularly admire those people who can go from point A to point B and find things to do and exercise their own initiative. I'd much rather be busy doing something rather than not doing something and goofing off. I have perhaps channeled my interest to do things I get paid for and that are good for my own interest, or learning, or the organization. I think that's probably instrumental in my getting to where I am today. I am also highly motivated. Luck probably has had something to do with it too. It seems that every job I have ever had I have moved upwards. I think that's strictly not because of my education but because I was doing a good job. I was doing a better job than you had to do to get by. I did have ideas about things too, and I shared those ideas in every day communications [with] to those in power. I guess the whole ball of wax, as far as my success, is based on my loyalty, my education, luck and the fact that I pick up things fairly easily. I don't have to be instructed hundreds of times to get the big picture.

Executive B considers her greatest accomplishment to be her handling of all jobs that have been delegated to her and which have led her to her present position.

Her advice to young women coming into the work force today is:

Whatever they are asked to do, to do a good job and to do a little bit more than they have to do to get by. Don't be so concerned with making sure they get to lunch on time or get off work on time. Just try to do the best job that they possibly can, and if there is anything else that they can do to add icing to the cake that's great. Don't try to just get by. If you don't like what you are doing, find something that you do like. I also think that being 'in' and learning and putting forth the effort is probably about as important as the degree. However, the degree certainly is an added benefit and helps a lot down the road when the company is considering you for a higher level.

Investigator's notations. Executive B is a self-assured woman and it is not surprising that people find her somewhat intimidating. However, as one gets to know her, she displays great warmth and respect towards people. Her sense of humor and wit are delightful. While she takes her job and its responsibilities seriously, she does not take life as a whole as seriously. It is the researcher's opinion that she works very hard, but at the same time enjoys life to the fullest.

During the interview it became apparent that Executive B is family oriented and that hers is a close-knit family. She stated that among other activities, they still go on vacations together, get together on all special occasions, and enjoy playing golf together.

In her conversations with the investigator, it was apparent that she is a perfectionist and expects 100% on the part of those who work in her section. At the same time she is also concerned about the individual.

During all four interviewing sessions, she appeared very relaxed, was easy to talk to, and very willing to share information about herself.

Executive C

Introduction. Executive C is a single 57-year-old white female who has been employed by the same company for 37 years. She has been Assistant Secretary since 1967. She was born and educated in North Carolina.

Family background. Executive C was named after a nurse who saved her mother's life. She is the third child born and has two living brothers and two sisters. One brother died very young. She stated that her mother probably never went past the sixth grade and her father probably finished high school at night. Both parents are living and have been married for 63 years. For many years, her father was the YMCA secretary and later went into food operations for the mills. Her mother remained at home to care for the family. Executive C stated that her family income could be classified as lower middle class.

Executive C reported that her family shared few activities. On occasion, her mother read to them. Her mother also played the piano but never had any lessons. Executive C said that she took piano lessons for about three months, but when she would not practice, her mother discontinued the lessons. As a family they were not particularly close.

Concerning discipline, Executive C said that her parents had only to tell them what to do and they did it. Her mother was the disciplinarian in the family. The form of discipline depended on the child and the situation. At varying times it might be sitting in a chair for a while, deprivation of a privilege, or even a spanking. The children were expected to be responsible, even for their carelessness. She cited the following example:

I can recall dropping all of our plates on the floor when I was looking out of the window at a ball game. I had to pay for them. It took 13 weeks of my allowance.

This theme of responsibility carried over to the extent that when she had saved her money for years to buy a bicycle, she took very good care of it.

Coming from a large family, she had several chores for which she was responsible: keeping the wood box full and water on the wood stove, cleaning, scrubbing the back porch every Friday afternoon, and washing dishes.

Education was always encouraged by her parents. Only Executive C, her younger brother and sister, however, completed college. Her religious upbringing was Protestant.

She attributes her philosophy of life to her mother, who believed that if you were going to do something, you must do it correctly and well. Executive C stated that her mother was the more consistent parent and practiced what she preached. Executive C left home when she was barely 16 years old to go to college and she went back only to visit. Her mother forced all the children to be independent. Executive C said she considers this "the greatest gift a parent can give to a child. When I went off to school, she said I would be on my own. Her advice was to pick my friends wisely."

Education and activities. While she started out to major in Home Economics in college she quickly changed her mind. Math and history had always been favorite subjects, so she decided to major in both. The activities that Executive C participated in while in high school were tennis and baseball during the summer. She was also on the high school debating team, which she said she enjoyed most. Upon reflecting on her schooling, Executive C stated:

There was one teacher in high school who made all the difference in the world to my life. She taught me all sorts of things. I had her for three years and she was the

brightest person I had ever known. But what I remember most is that she took you right where you were. She cared a great deal for her students and she was an absolutely fantastic teacher. She made you use your imagination. She made you get on your feet and talk in class. She ordered the Reader's Digest for us to read, and we read them from cover to cover. We had to make reports, and from these, she was able to determine what our individual abilities were and graded accordingly.

Another teacher who influenced Executive C was her debating coach who also taught American History. This teacher, as a new college graduate, began teaching in the high school when Executive C was a senior, and was responsible for the decision to attend Flora Macdonald College, an all-girl Presbyterian school in North Carolina. Executive C stated that she is still very close to this teacher and her husband, and keeps in touch with them as well as with two other former teachers.

Executive C did not participate in any physical activities while in college. She stated that what she enjoyed most was getting to know her classmates.

From a letter-grade point of view, Executive C considered herself a good student, even though she did not think she really applied herself. She went on to say that she spread herself rather thin, and did all the things she thoroughly enjoyed. She stated:

As far as being a real serious student, I can not say that I was. It was mostly what I really was interested in and what I wanted to do. For example, I took comparative anatomy simply because it all intrigued me. Of course, math was no great difficulty for me. I had great teachers in high school, which had given me a good foundation in math. So my real major was no problem. I didn't have to put forth much effort in math.

Executive C's parents paid for her education; however, she also worked. For two years, she waited on tables at college, but when problems with her

knee and leg developed, she could not do that kind of work any more. The last year at school, she said, "I had the really plum job of the whole school--I did the mail."

She thoroughly enjoyed her college years, even though at age 16 she was the youngest student. She said that she thought most people at that age were very immature and that all of her closest friends were seniors when she was a freshman. During the four years at college, she had a different roommate each year by choice. She reported that there are five classmates with whom she has been close all these years and that she sees three of them at least once a year. Executive C received a Bachelor of Arts degree in history and mathematics.

Marriage and leisure activities. Executive C has never married. She said, "The one thing I learned early in my business career was that I used my mind all day long and to keep myself in balance, I also had to be able to use my hands, to be creative." She commented that sewing has always been an interest of hers and that she really got started sewing because she did not like certain styles. For example, she wanted pockets in her slacks. She said that she had always worn slacks, even when little girls were not supposed to. In college, they were only allowed to wear them upstairs (living quarters) and in gym. She went on to explain that she liked slacks because they were comfortable and had pockets. Photography is another hobby she has enjoyed. At one time she had a dark-room and took baby, wedding, and family pictures.

Executive C stated that whenever she has taken any type of test to determine her skill level, she has always scored high in mechanical tests.

She added that she has always done her own repair work around her home and has even built a house in the mountains. However, there were some things that she was physically unable to do. She is especially proud of the big rock fireplace she laid in the house. Among other activities she enjoys are needlepoint, woodwork, and oil painting. She claims that she is a perfectionist and never totally drops any of her many interests. Some projects have been going on for a year or two. She spoke of a pedestal that she had designed and made for her sister. A snapshot of the pedestal revealed that it was the work of someone who takes great pride in working with her hands.

Executive C commented that when she retires, she has a lot of projects that she is looking forward to doing. Depending on how much of the year she spends in her mountain home, she may become active in that community. Her second home will be directly across the street from a college, and she plans to audit courses and spend time in the library. At the moment, she hopes to spend the summers in the mountains and the winters in Greensboro.

Career. Executive C graduated from college in May, 1945. She knew that as long as the war went on there would be two or three companies hiring math majors. She decided to vacation before looking for a position. After a summer off, she went to Richmond, Virginia, for some interviews and tests and was offered a job starting September 1. By that time, however, the war was over, and she was back looking for a position again. During a stopover for a few hours in Greensboro, she went to an employment agency which sent her out for an interview. She got the job.

The second day on the job one of the girls was out and it became her responsibility to get out some dividend checks. She recalled that while she had never typed before, she did get out those checks. With this "on the job training" she went from one thing to another and got involved in all that was going on in the department.

When asked what positions she had held within the company, she said, "In the early years every woman was classified as a secretary" and as time went on she took on added responsibilities. She has been Assistant Secretary since 1967 and has worked for the same company for 37 years. She continues to handle some of the confidential matters that she has been involved in for the past 20 to 25 years. At this time, she does not have to do it all alone; she has two other people who work in her department.

She also said that she has never had any problem motivating people. She feels that you need to know where a person is "coming from" and what their capabilities are.

She stated that she has never supervised men, so she could not say that it was more difficult to supervise men or women. She did point out how important it was to select the right people to work with you.

If I have, working with me, mature, bright, capable people I don't have any trouble. Now the ones who are not that bright, those who want to dwaddle and this sort of thing, I have a tendency to be impatient. So far, I've never had to dismiss anyone.

Executive C stated that she now puts in about 40 hours per week, rarely more. She added:

For about eight or ten years, my entire life was right here, including eight to 12 hours a day and most weekends, which is absolutely ridiculous. I kept up with my overtime for about six years and each of those years I pretty consistently worked

13 extra weeks during the year and it was hard work with a tremendous amount of details. I also worked alone for many years because it [her work] was so secretive that you couldn't get anybody else involved. That's all behind us now, but when I got some help, I decided that I would not do that again. I'm too old, and my health would be going. There is no question about it, that these long hours was part of my success.

She also said that she works better under pressure.

When asked if she was involved in making policies in the company, she said that once a month all the vice-presidents and the plant managers get together, and that while she was not part of this group, she did have input ahead of time. For example, at present she was working on a draft for an employee savings plan. She went on to say that when it came to pensions and things of that nature, she had a lot of input into policies and procedures.

Presentations within the company are infrequent. However, she recalled an instance two or three years ago when a newspaper article about their annual meeting reported information different from that which had been presented to employees. Because of her concern, she developed several charts which showed the company's profits, investments, and so on, and presented these at the company's Tuesday meeting. (At Tuesday staff luncheons people share information about programs and phases of work.) This presentation was well received, and consequently, she was asked to take this information to all of their biggest plants and to answer questions from employees. Upon other occasions she has been asked to speak to various community groups on personal finances and savings.

In Executive C's opinion, women who wish to achieve success in business must be:

About twice as smart as their counterpart or the person sitting beside them to be even with them or to get beyond them or to even be their backup. I think that's still true. And, you do this on your own. The women didn't get sent to the executive program at Chapel Hill. They haven't been given the opportunities to learn and get the outside exposure and the educational opportunities that a company promotes. It's always been the young men with the bright future that they have done this for, and it's never been for women. It's changed some but not much. They really are not going to take a young woman and push her. I suppose this company has done as much as any and has made the effort too, and are probably way ahead of most companies, but it [bias] still exists.

Executive C stated that she has never been active in the women's movement but supports it. She added that it was a shame that the movement has not used a different approach. She said, " I think too many women have not been professional in the way they have gone about promoting women, and this has been a problem. I think you have more women working who want to be a professional now, which puts women in a much better position."

Some have argued that women in business display masculine characteristics. Executive C admits to a strong preference for tailored clothes, but does not feel that they represent a desire to take on masculine characteristics in order to achieve success. Her preference for tailored clothes goes back to her childhood when she wore overalls and later slacks, even though her mother disapproved. She said that she wore dresses or skirts and blouses for years and even for two years after the company permitted women to wear slacks. She said she knew that once she started to wear them, she would not want to go back to dresses because slacks were comfortable and because problems with her leg prevented her from wearing attractive shoes. However, she does wear skirts or dresses when she attends business meetings.

When asked if she ever had a role model or mentor, she said that her history teacher in high school certainly was a role model, but that she had never had a mentor. However, she has been a mentor to two women within the company. One mentoree, according to Executive C, has the ability but lacks confidence. Nevertheless, Executive C has done a lot of "behind the scenes conversation" on her behalf. When the other woman came looking for a job, having majored in math at UNC-G, the only thing open was in the drafting room. The young woman agreed to give it a try and, not surprisingly, did extremely well. She later moved to data processing for a while and then went back to school for her M.B.A. At that time Executive C was looking for a replacement in her department and spoke to the vice-president and to her boss about hiring her when she graduated. They agreed. Executive C said:

In my opinion, she has greater potential than any one person who we have in this organization right now that is between the age of 30-40. I see myself grooming her to do more than what I do. She has the ability to go beyond the abilities that I have. She not only has the ability, she also has the education and the theory. I've got about five or six years to do what I can for her, putting her out front as much as possible. I've recommended her for a couple of special assignments and she has completed one and did a spectacular job.

Executive C stated that the most valuable asset that she has brought to her job was probably the fact that if she was going to do something, she made every effort to do it correctly. Not only that, but she would also fight for it. She went on to say, "I've worked very hard and in the jobs that I've gotten into, I've learned what I needed to know. I've gone outside to learn a lot of things myself." For example, the company had bought another company and had to handle the transferral of stocks. They had not previously had to deal with stocks and stockholders and

she knew nothing about it. So, she took the initiative and contacted some people she knew who were in trust departments and asked questions until she found out what she had to do. She also mentioned that when she came to the company, no one knew how to write corporate minutes. Neither did she, but she made it her business to find out. She said that she is very thorough and cross-checks her work. "That's really been my real asset and my organizational ability that I've had to offer, and I'm aware of that." She stated that she tries to stay on top of things that no one else takes time to do. She concluded, "There are an awful lot of details."

Executive C feels that her most important interpersonal skill is her ability to relate differently to people who need her and to those who are employees. She feels everyone knows that she can be trusted and she absolutely refuses to do anything which might damage that trust.

Executive C stated that her technical skills consist of a good memory and the fact that she can comprehend things quickly, has a good feel for figures, and has a good analytical mind.

Executive C said that she has never been aware that she used any particular leadership style. However, she said:

I suppose the underlying philosophy that I've always had is to go armed with knowledge with what you are doing. It amazes me how few people feel they need to know something about what they are talking about. I am strongly opinionated about things. To know someone else's side of the coin is absolutely necessary to reinforce your own.

When asked to rank intelligence, initiative and responsibility according to how essential they are to leadership, she said that, for women, she thought initiative would be first.

You had better be a self-starter and you had better assume responsibility without anybody giving it to you. I would say that nine-tenths of all the responsibilities that I have assumed were never assigned to me. I got them all by default because nobody else was doing it. Eighty percent of what I know, I know because I asked the right questions of the right people.

When conflict occurs, she said that she handles it very well, if it's on a one-to-one basis. She added:

I don't ever try to catch anybody red-handed. If it's somebody who doesn't have the fighting instinct or abilities that I have, I am very cautious because I don't see any point in trying to put anybody down. Now, if they are way ahead and they can fight for themselves I don't mind fighting toe-to-toe. When the situation is over, it's over.

She indicated that she does not lose her temper, but does get irritated and that it sometimes shows in her voice. When she does get upset, she said that she thinks about it and then does something about the situation. This way, she can approach the situation calm, collected, and in complete control. She said, "In a situation like that, I never say what I didn't mean to say. I don't ever remember having to go back and apologize for something I had said."

Her pet peeve is mediocrity. She said:

People have so much, yet could care less about whether it's special or good or doing the job or getting it done. When I'm teaching someone how to do something, I expect them to do it right and not half-way.

She considers her most positive characteristics to be her honesty, consistency, and straight forwardness. She perceives that people also think of her as being outspoken. She went on to say:

One of my biggest problems is in relating to people who don't know me very well. I'm very businesslike, and when I get to going after something with problems, the tone of my voice is not as soft and kind as it probably should be. I'd like to think

that I've improved it some. Another factor is probably the fact that I get irritated with mediocrity and it shows.

She said that she does not take physical risks as she did as a child. Nor has she been willing to take risks on things that she felt she was not equipped to do such as play an instrument. "I always wanted to be in command of my own situations. However, I've always been perfectly willing to take all kinds of risks as far as launching out on something that I wasn't equipped to do from a work point of view."

When asked if she saw herself as aggressive, she replied, "I would imagine that most people would say I am aggressive. I don't mind speaking up, nor do I mind standing up and being counted. If that's aggressive, I guess I am." She said that she thought most people perceived her as being very businesslike and opinionated.

Executive C said that she attributes her career accomplishments to education, motivation, luck, and her leadership style. She went on to say:

Education taught me two things: 1) how to know people and to enjoy them and how to use them and I don't mean manipulate them but to learn to know people who could be the most valuable to me. Now that sounds like I'm using them but that's not what I mean. People who have knowledge that you don't have and from whom you can learn a great deal; 2) how to find out what I needed to know. I'm also self-motivated, a self-starter, and curious. Politics has never been part of my life and is probably one of the greatest irritants to me in business. I didn't like it when I was young and seeing it, and I don't like it now that I'm old and could play it. I think all of us have a great deal of luck being well, being able to be on the job and having people we work with be supportive. My managerial style probably is determined by my personality. My style of leadership is based on qualities that are involved in what people say about me--'she is honest and she's fair'.

Executive C considers her greatest accomplishment to be more personal than professional. She said that there are two things that she

has always felt were important and which she has strived to achieve. One was to keep her own personal priorities by maintaining her self-respect and self-image. The other accomplishment is that she has been able to make a difference in other people's personal lives by being there when they needed her. She said, "It is not so important what you do as it is when you do it."

Executive C's advice to young women coming into the work force is to keep a sense of balance, not to expect too much, and to have patience.

Investigator's notations. Executive C is a warm and out going individual. She was extremely cooperative in assisting the investigator and was always willing to set aside whatever length of time was necessary for the interviews. There were four interview sessions.

It was evident that Executive C looked upon this experience favorably and that she was willing to be very open and honest in order to contribute to the research.

Executive C shared her college yearbook with the investigator. This offered insights into her educational experience as well as what her classmates thought of her. The investigator also had the opportunity to see the results of some of her hobbies (i.e., handmade picture frames hanging in her office, decoupage, and a small basket carved from a peach seed that she presented to the investigator).

The investigator also spent some time talking to one of the mentorees in order to get her perceptions of Executive C's role as a mentor. The mentoree gave additional insight on Executive C and credits her with assisting her in the company. However, it was apparent to the investigator that the mentoree was not entirely aware of all that Executive C has done on her behalf.

Executive D

Introduction. Executive D is one of four Associate General Counsels (lawyers) in her organization and has held this position for the past six years. She has been with the same organization for the past 16 years. She is a single 65-year-old white female who was born and educated in New York.

Family background. Executive D is the second child in a family of four. She has two sisters. A brother died when he was 30. Executive D said that her father only attended high school for one day. Her mother did not attend high school. They were a middle-income family. Her father was an office manager and purchasing agent for a paper box company. He died at age 58. Her mother is 92 and lives with her. When her father died her parents had been married 24 years.

Executive D said that they grew up in her maternal grandfather's home with a lot of extended family near by. They were very close and still are. At least three or four times a year everybody got together. She recalled that the Fourth of July gathering was always at their house, where her father had a fireworks display and her mother cooked a nice big dinner. Her grandmother's birthday was another special occasion for the family to assemble. Executive D said that for this event, her mother had a sit-down dinner for everybody with the children squeezed into the breakfast room and the dining room table extending into the living room.

Sunday dinners she remembers as special family occasions. After they finished eating, they all sat at the table for two or three hours and just talked about different things.

Daddy would always like to challenge us to think and gave us puzzles to do, thinking kinds of puzzles. My brother had a problem with spelling, so he would set up spelling bees and he would handle it so that we were given words at our particular level and we certainly had an opportunity to win on occasions. It was really great. We would also go to movies together or on walks in the neighborhood or we would play cards or games together.

As children growing up, Executive D said that she and her brother developed a special relationship, enjoying each other's company. Her younger sister was not part of this special relationship until she got a little older and could participate in their activities. The three of them became very close and kept this closeness as they grew older.

Both parents shared in the discipline. Most of the time only a look was required. She said, "We were not spanked much at all and had a very loving family." She stated that they wanted their parents' respect and when their parents were disappointed in them, it hurt.

Music has always been extremely important to Executive D. Although she does not play an instrument, she does whistle. She took piano lessons but hated them. She said that her father could play the piano by ear but had never had any lessons.

Executive D stated that she and her younger sister were somewhat competitive with each other. Her sister was a perfectionist, and since she (Executive D) also liked to win, when they played any game it was a "hard play." She went on to say, "She was five and a half years younger than I, and she was just as smart as I, and it was hard for me to lose to her." There was not that kind of competition with her brother, perhaps because they were closer in age.

As children growing up, they were responsible for keeping their rooms clean. During the summer, they had to help with the cleaning and dishes.

One Sunday a month, her parents would leave in the morning and go somewhere and the children were responsible for fixing dinner. She said, "It was not just a light meal, it was roast beef or roast lamb or roast chicken and everything that went with it." It was a major responsibility, but they considered it fun too.

Although relatively uneducated, her parents encouraged higher education for her brother, since he would eventually be head of his own household. He went to Brooklyn Tech and then to Stevens Institute of Technology to become an engineer. Executive D said that she had wished she could go to college, but knew her family could not afford to send her, so she went to business school. Her younger sister took a few college courses, but then got married and did not pursue her education.

Executive D stated that religion has played a major part in her life. "I think that where I am today, the Lord has guided me here." She went on to say:

I know I have been introspective for a heck of a long time. I know it because I was cleaning out some files and found some things I had written in 1951; a personal analysis of myself, recognizing the fact I was on this earth for some reason. I'm not married. The Lord hasn't got marriage and children in mind for me, but it is obvious that He has something for me to do and I just hope I'm finding what it is and not wasting my life. I feel that I am where I am because He has wanted me where I am. I pray for guidance.

She said that she attributes her self-confidence to her parents. They demonstrated that they had confidence in her and always made her feel worthwhile. For example, she recalls going to the store for her mother when she was four, and when she was six she was walking a half mile to school by herself. Her parents instructed the children how to use the subway and were not afraid or worried that they would get lost.

When reflecting on her parents and their influence, she said:

One of the things that strikes me is the balance that both of my parents used when they were faced with a problem. The manner in which they handled it was always under good control and was never done emotionally. I didn't see anger very often; disappointment, yes. My family got across very subtly the importance of doing things correctly and respect for older people, so that their punishment to me could be a look. I could see the disappointment in their eyes and I would inwardly cringe and be unhappy for it. I wouldn't feel put down for it, but disappointed in myself. I think that is a very important thing, because it covers a tremendous amount. It covers my responsibilities at work, it covers my responsibilities to other people and helps me to handle problems objectively. I try not to get upset and excited and go off the deep end.

Education and activities. Mathematics and geography were Executive D's favorite subjects in elementary school. Mathematics continued to be a favorite in high school. She said that anything that was specific, such as physics, was a favorite.

While in high school, Executive D was on the varsity basketball team. She said that she was always interested in sports and that she had always been quite a tomboy. She said, "Growing up, I played with the boys more than the girls. I didn't like dolls. I was playing baseball, or hockey, or something like that, which was a lot of fun."

One teacher in the eighth grade was very important to her. This was a very young Catholic Sister who had infinite patience with her students and made things as interesting as possible. In Executive D's opinion, she was "a born teacher and a great person." The high school teacher who stands out was disliked by most of the other students, because she was a stickler for precision in her mathematic courses. What Executive D appreciated was the challenge to be very precise.

She continues to keep in touch with her classmates from grammar school, high school and college. She went on to say that she has friends in every place that she has lived.

Executive D reported that she had a bad speech defect, a lisp, which caused her some pain while in school because she was teased occasionally by the older boys. She also recalled a teacher who treated her cruelly in class. Executive D said that there was no speech therapist in her school. She went on to say that the speech defect was difficult for her to deal with. It was not until she was looking for a job that she found someone to help her. She went to an agency which advertised several positions, but she was told that they were filled. When she saw the same ad in the paper the next day, she went back to the agency to see why she had not been sent on the interview. After convincing the woman at the agency to tell her the reason, she was told that the position was as a receptionist and that with her lisp she did not feel that she could do it. Executive D went home and called a friend who was a public school teacher to ask if the school had a speech therapist and, if so, did she take any private students. She contacted the recommended speech therapist and worked with her for four or five months.

After high school, Executive D went to business school at the age of 17. She had skipped six months in grammar school and so had graduated from high school in January. She attended an outstanding business training school and thought that she was a secretary when she got out of school. However, she said, "There was no way that a 17- or 18-year-old could be an executive secretary just coming out of school." She went on to say that the business school made the mistake of making the students think that they were qualified to be executive secretaries,

Since Executive D attended college at night, while working, her college experiences are covered in the section headed "Career."

Marriage and leisure activities. Executive D has never married. Executive D said that she never thought that she was very creative, but recently she has designed a needlepoint piece on which she is presently working. She said she has also had some fun using paints in design books, an activity that ties in with her mathematical interest. She went on to explain that she loves math and its logic and that these designs could be seen in a number of ways. She said, "I'd take the same design and handle it two or three different ways and see how different I could make it just by the different use of the form."

When asked what she intends to do when she retires she replied that she wanted to do more needlepoint, ride her bike, play games, go on auto trips to see more of the United States, and to work in her church.

Career. After graduating from business school, she got a job in Brooklyn, New York, with a coal company. She said that it was a good job but paid poorly. It was a typical secretary's job, involving taking dictation, typing, bookkeeping, and sending out the bills. She learned how to operate an adding machine and an electric adding machine. She said that since she was the only girl in the office, she ended up doing whatever needed to be done. Because of the low pay she left for a job with a manufacturing company where she stayed for two and a half years. She was in the sales office doing general clerical work. She had received a raise, but when the company was faced with hard times, she took a cut which made her salary lower than when she started to work. The future did not look too bright so she left.

Soon she got a position working in the purchasing department of another manufacturing company. She said that this job was also very interesting. She thought that she learned more about people than anything else while working for this company. She was in a secretarial pool, but thought that she had a good chance to move into one of the executive secretary positions when a vacancy became available.

She worked closely with a man in the purchasing division and they seemed to work well together. He needed someone in his office and told her that he would request a transfer for her. When several months passed and no transfer occurred, she inquired and was told that transfers were strictly based on seniority. In the meantime she had taken a civil service examination and got a call for an interview. She interviewed on Friday and reported to work the following Monday with a sizable increase in salary.

The position began as secretary to the Executive Director and his assistant who was an attorney. This office was a new city government office, responsible for interpreting the law and regulations for selective service registration. Becoming familiar with the laws and regulations, Executive D became quite capable of answering almost any question that came into the office. She said that this kind of responsibility and involvement gave her a tremendous amount of confidence. Working with laws and regulations also triggered a real wish to become a lawyer. When the war ended, their work fell off, and she decided that it was time to leave. Her goal was to get a job in a law office. She said:

I had a real problem getting a job initially because any company that I was interviewed by was inclined to discount my last five years of experience because civil service was

not thought of highly. Fortunately I had letters and each one of them [men she had worked for] identified themselves in his civilian capacity. I finally did get a job in a law office. The man I got a job with was just opening up his law practice. I worked for him from 1945 to 1966. I started out being a secretary doing all the kinds of things a secretary would do.

At the time she started working for the lawyer, she decided to go to college. She was 28 at this time. She said that she had found that New York University had the School of Commerce. She had no desire for a Liberal Arts degree. Her intention was to take accounting or management in the School of Commerce and get herself some kind of profession. She said she rejected law school because it required eight years at night for college and law school. She decided that she would go to college at night for four years and get a certificate, while selecting courses that would be helpful in her work. Once in school, she found that she loved it. She read something that made her think that she might have enough credits to get into law school. On investigating the law school entrance requirements, she found that she needed just six hours of credit to get into law school and by June, she had them. During all of these years, she had no advisor and operated on her own by checking the catalog to be sure she had the required courses for a certificate and a possible degree in accounting. During all this time she was also working full time.

She was accepted at New York University Law School. When the school asked if she had applied for a scholarship, she said that it had never occurred to her to do so. She applied and consequently received a scholarship for three years. In her third year, she had a full scholarship because she had had the highest grades in the second year of law school. There were only three women among the 128 who finished in the night class.

She received a Bachelor of Laws (LL.B.) degree with distinction and her Master of Laws (LL.M) in 1953.

In the meantime, the lawyer for whom she had been working told her that he could not hold a place open for her. However, he never did find anyone and following admission to the Bar, she started her practice with him. She said that she continued to work at that law office until the attorney died.

In the course of her profession she became Corporate Secretary for one company and Assistant Secretary to another company. She said that in the 60's, the clubs in New York were for men only. One of the very prestigious clubs had a rule that women were allowed only in the ladies' dining room. When she became Corporate Secretary and the regular meetings were held at this club, they changed the by-laws so that she could attend the meetings.

During this time, one of the companies that she had worked with asked her to come in as General Counsel In-House on a full-time basis. She started working with them in 1966. In 1971, they merged with another company, and she transferred into the legal division. At that time she was just an attorney, but in a couple of years was promoted to Assistant General Counsel.

When she had worked for the attorney, everything had to go past him because he was very concerned that he be fully knowledgeable about everything that went out of the office. Hence, she never had any real responsibility. She said that as General Counsel for the mills she had to handle everything, but it was a very interesting situation for her.

In 1975, the General Counsel retired. She said that she had worked in a subordinate capacity in the international division earlier in her career but, nevertheless, had quite a bit of background in it. Little by little she became involved, and by 1977 had become very definitely involved. In 1978, she was made Associate General Counsel. Executive D said that she had worked with the Chairman (present company) for many years and knew him when he was the president of the mill, then group vice-president, then president of the company and chief officer, and now as chairman of the company. When he was transferred to Greensboro, she was asked by the Senior General Counsel if she would consider moving south. She decided to move, and in less than five days she had bought a house. She and her mother moved to Greensboro in 1979.

Executive D has supervised only secretaries, and they have all been females. She said that she was concerned at one stage about how the women would feel working for her after always working for men. There had never been a woman executive until she came in 1977. She said that everyone has worked out fine and they all work well together.

According to Executive D, a normal week is about 48 hours or so. She said that she may go in on Saturdays and work from 10:00 to 6:00. She does whatever it takes to get the job done. In her first job, she worked 54 hours a week. During her legal career, she thought she seldom averaged less than 48 hours a week. She went on to say that she works better under pressure. She stated that when people have a lot of time, they become lazy.

Her present position requires a great deal of travel. When she first started as Associate General Counsel, she spent more than 50%

of her time out of town, with nine overseas trips--five to the Orient and four to Europe--and numerous trips to Washington. While her position does require extensive traveling, Executive D said that she thoroughly enjoys this aspect of her job.

Of being in a policy-making position Executive D said:

I'm in a very good spot. I don't know if I could be a really good policy maker. I haven't been challenged to that, but I'm in a position where I recommend policies and I think I do pretty well.

When asked if she felt comfortable making presentations she said, "No, on the contrary." She described her discomfort in some of her classes in high school, but by the time she went to college, she had overcome her lisp and had enrolled in a public-speaking course as a challenge. Little by little she became more capable of speaking publicly. She recalled her first major presentation. It occurred after she had passed the Bar and was working in her first position as a lawyer. Members of the association called a meeting, in her superior's absence, and wanted a detailed report. Her boss suggested that she prepare the report and personally deliver it. This was her first meeting with these top executives and her first presentation of this kind. She worked on her presentation for a couple of weeks, going over every piece of correspondence for the past year, and examining everything that the law firm had done and felt that she was completely prepared.

During her report she was asked a question which she answered. Then the chairman said, "The next thing on the agenda is--". She spoke up and said that she had not finished her report and continued. Prior to the meeting she had overheard a remark by one of the men concerning an issue that had not been handled by the law firm. Upon

completing her report, one of the members asked her a question which gave her an opportunity to clarify this issue. On the way home, she said, she thought, "Wow, I've done it now." Later, in discussing the event with her boss, she told him that she did not know what effect her remarks would have on the law firm. He replied that he had already heard from two sources that she had scolded them! Two men had called him to tell him what a great job she had done. That introduction changed things for her; within four or five months she was elected Corporate Secretary.

Executive D said that she is not sympathetic with women's liberation. She went on to say, "I think I'm probably selfish in that respect, because I made it on my own. I don't like forcing a situation on people."

Executive D stated that she belongs to two professional women's groups, but she is not active in either of them now. She said that she had received the League of Women Achievers Award and was elected to that league, but she is not able to attend the meetings since they are held in New York. Another group she belonged to in New York was the women attorneys.

When asked to comment on women who have been successful and have taken on masculine traits she said:

I have avoided that--very, very specifically. I have always been a person who likes tailored things more than frilly things, and that's just my nature growing up. I was a tomboy, and frilly things just were not for me and never have been. I never wanted and never had a masculine-type suit. I wanted a classic and something that might be a little unique, a little different line. I wear jacket dresses but as far as going in for the imitation of the male style, no way!

In all her career, Executive D said that she had never had a mentor nor is she one. However, she did say that she had a role model, but that he ended up being a disappointment. She said:

He was, I thought, one of the keenest and most principled attorneys. I patterned and developed a lot of capability by watching him make presentations to groups of people and the ease with which he did it, the casual tone that he took. Instead of talking to people, he talked with them, and that was very important. He let me down very much however, and failed to recognize the superior position--the fact that the man I was working for was his boss as well as my boss, and he undercut him. I will say, that he probably thought he was doing the right thing.

Her strongest asset to the company she feels, is the fact that she has been blessed with a good brain, patience, and a mind for details. She said that she also has the ability to analyze a problem and not panic when it is a difficult problem. She added that her imagination is very important in her work or her ability to see things in different ways. She stated that she can write concisely and present a story that a layman can understand.

When asked what she considered to be her interpersonal skills, she said that she thought that she could relate well to people. She said, "I think I have an ability to get my point across, to persuade people to an opposite point of view without challenging them." She considers her organizational skills to be good. She said that that was one thing that she has been praised for--her efficiency in reports. She went on to say:

I do manage to stay on top of jobs that need to be stayed on top of. I get my papers organized well. I can't work when it's disorganized. I'm particular about details. This is one thing that is important in the international trade. It would be difficult for me to give up the detail work that I do, because I know I do it well and it is a carry-over from my math aptitude. It's not just organizing figures, it's taking figures and creating with them.

Being able to read statutes and to understand them is her most valuable technical skill. She also thinks her writing and speaking abilities

are important. She says that a presentation should be persuasive but not overbearing. She added, "you have to find a way to take your reader from point one to point two and not be able to challenge you until they come to the conclusion that you want."

Her leadership style is more persuasive than anything else. She said, "I command a presence, I think, because I project my voice, and I think when I project my voice, people listen. I try not to dictate. I try to find ways so that people I work with are going to enjoy what they do."

Discussing the leadership traits she considered to be essential, Executive D said:

I would say responsibility. You have to be able to relate to people. You can be intelligent and have initiative but with responsibility you can relate. I'm also a very highly motivated person.

When conflict occurs, Executive D says that she faces it. She does not avoid it. She said that professionally she is much more direct. In a personal conflict she would take a more friendly tone and relate as friends. She said that she does not anger very quickly. She said that she restrains herself and says some prayers to get over it, but that this degree of anger does not happen very often.

There are two things that irritate Executive D. One is materials that are not in chronological order in her file folders. She stated that this situation really bothers her because she seldom has time to waste. The other thing is when a person interrupts her and thinks he can read her mind and consequently jumps the gun before she has an opportunity to express the idea or raise the question that she wants to raise.

In Executive D's opinion, people perceive her favorably. She bases this perception on comments made to her. She said that she also thinks people perceive her as being a sensitive person.

Her most positive characteristics are her deep faith in the Lord and her integrity. According to Executive D her negative characteristic is that she is easily hurt.

When asked if she was a risk-taker, she said that she did not know (about emotional risks). However, she will speak openly and will be very frank. She said she will not be critical and tries to respect people's feelings.

Executive D said that she is aggressive in a way. She is highly motivated and aggressive to the extent of wanting to do the job well and do the best that she can. She said, "If I'm getting a brush off and people aren't responding to me, I'll keep after them to get what I want. I don't let people put me down."

Executive D attributes her career accomplishments to her motivation, education, and her managerial style. She qualified her managerial style as her ability to relate to supervisors so that they give her more responsibilities, and by being motivated she can accomplish the task. Consequently, the people have more confidence in her. She said that there has also been a certain amount of luck in her success.

Her greatest professional accomplishment and one of which she is proud, is her job. She said, "It's a responsible job and a challenging one." Executive D said that she feels that she has far exceeded her own expectations. She said that she will always accept a challenge, but if someone had challenged her when she was starting to work in the

selective service position, she would have said that she could not possibly have done that job. It was out of her area and she needed a lot of training. As it turned out, even though she did not have the training, she did the job and did it well. She said that she anticipated that her work as an attorney would probably be trust work, wills, and estates, but never expected that she would go into the corporate field because women were not in it in 1953.

Her greatest personal accomplishment lies in her religion and in her great peace of mind, happiness, and a large number of friends.

Her advice to young women coming into the work force today is that they do the best job that they can and not capitalize on the fact that they are women. She said this is the same advice that she would give any young person going into the work force today.

Investigator's notations. The investigator first met Executive D in her office and was greeted warmly. It was obvious to the investigator that the prospective subject was a woman who possessed a sense of authority and credibility. She also appeared to be very business-like and direct.

Her office reflected Executive D's profession: it appeared organized and orderly. Two walls contained ceiling to floor bookcases filled with law books. One entire side of the room was a ceiling to floor window which overlooked a lovely view of the company's property. The room was tastefully decorated, but was very tailored and uncluttered. At the first of three meetings, the investigator found her desk extremely neat. However, Executive D confided that just prior to our meeting she had quickly put things away in her desk. Another interviewing session found her desk

piled high with papers and she admitted that this was how it normally looked.

During all of the interviews it was clear that Executive D had committed herself to cooperating fully and did not hold back information. She shared a very personal problem that she experienced as a child (speech defect) and it was evident that it had been painful for her at times. The manner in which she dealt with this problem is an example of how she appears to deal with all issues. She did not allow this problem to be a lifelong handicap but took it upon herself to correct it. The defect could have been detrimental to her success as an attorney. Yet, today there is no evidence of any previous speech problem.

The investigator also was conscious of how much Executive D's family and friends meant to her and how deeply committed she was to her religious beliefs. Her sharing some personal instances with the investigator made it clear that she respects other people and that her integrity would not allow her to take advantage of any situation.

One of the interviewing sessions was held in her home and the investigator met Executive D's mother and sister and chatted with them briefly.

Executive E

Introduction. Executive E has held the position of Corporate Assistant Secretary since May, 1978, and has been employed with the same organization for the past 39 years. She is a 56-year-old white female, married for 37 years, has two children, and three grandchildren. She was born and educated in North Carolina.

Family background. Executive E was the fourth of six children and had four sisters and one brother. Only three sisters are still living. Neither of her parents graduated from high school. She also stated that she didn't think her mother had gone beyond the fourth or fifth grade and that she was not sure how far her father had gotten in school. Her father delivered inter-office mail at the same company in which Executive E now works. Her mother remained home to care for the family. Her mother is alive and will be 88 in May. Her parents had been married 24 years when her father died at the age of 45. She classified her family as lower income.

Church was the main activity they shared as a family. They also enjoyed playing Chinese Checkers and listening to "Amos and Andy" on the radio. She stated that they were a close family (including the extended family). They have continued to get together yearly at one of the homeplaces.

When asked what type of discipline she received from her parents, she said that she did what she was told. She went on to explain that they all knew what was expected of them. If they got a spanking, it was an occasion they remembered. She stated that she raised her children as she was raised and she could see her daughter doing the same with her three grandchildren.

When discussing her childhood chores, she commented that she had many things to do. One of her jobs was to bring in wood and coal for the wood stove. Another responsibility was to get up before her mother in the morning and start the fire. She also recalled that they all had

to rake leaves to be put in the barn for the cows. It was her parent's belief that all the children should work; that each had to have something to do.

She seriously considered not returning to high school after her father's death, but was encouraged to finish. In her family, the two older sisters did not finish high school, while the two younger did.

She also talked about her religious upbringing. It was expected that they would attend church services, just as it was expected that they would go to school. Even when the church had revivals that lasted two or three weeks, they did their lessons, their chores outside, and then attended every night's service.

The major lesson that she learned from her parents was, she said, "to be truthful. We were always to tell the truth, no matter what." She stressed that her parents were equal in influencing her. When speaking of her parents and the influence that they had on her she also spoke of her love of music. Neither of her parents had musical abilities, but they shared a love of music. Her father traded one of their cows for a used piano for her. Now she realizes what a sacrifice it was for them and appreciates their gift of love; she was playing very well when her father died. She started playing the piano at the age of 10. She said that she knew that they were both proud of her accomplishment. She went on to say that her self-confidence was probably developed more at school and at work than at home. She said that her parents did not give a lot of encouragement, but she knew they were

pleased with what she did at school. However, when she started taking piano lessons and did so well her parents did praise her.

Education and activities. In reflecting on her schooling, she said that her favorite subjects were math and algebra. The activities in which she was involved during high school were music and glee club.

She recalled a sixth-grade teacher who always read to them after they returned from recess or lunch. She credits this teacher with stimulating her interest in reading. An algebra teacher also played a significant role in her life. Her music teacher also had a great deal of influence on her. From the first or second grade on she took parts in little plays several times a year. Her music teacher would also let Executive E play the piano for some of the singing groups. She is still alive, and the two have continued to keep in touch. The only high school teacher who stands out was also a music teacher.

Executive E continues to keep in touch with several of her teachers and classmates. She stated that there were several of her classmates who worked for the company and they are still pretty close.

Marriage and leisure activities. Executive E has been married for 37 years. Combining a career and marriage was never a problem. Executive E has always worked except for some time off when her children were born and when she had some problems with her back. Raising the children was a joint effort and one in which she and her husband shared the responsibilities. She stated that when their children were young, someone stayed at the house to care for them. After the children grew up and left home, a woman came in to clean for them for 15 years, until her recent death. Since then because of Executive E's back

problems, her husband has assumed many of the household chores. She admits that it was probably a little easier for her to work and to raise her family, because someone was there to care for the children and do some of the chores around the house.

When asked if money had ever been a problem (as to who had the larger income), she replied such competition had never been an issue. Her husband owns his own company and has always done extremely well, for many years making more than she did. With her promotion, she now makes more than he does, but their attitude remains the same. They still look at their income as joint and not separate.

Music is the main interest that Executive E and her husband share. Her husband is the choir director at their church, where she played the piano for several years; for the last four or five years she has been the organist. In the 50's her husband formed a quartet and she accompanied them. This group has recently reunited and is performing at churches in the community. Other interests Executive E and her husband share are traveling, playing golf, playing cards with friends, going to the beach, and their families. When asked what they planned to do when they retired, she said that they would continue what they are involved in now.

Career. Executive E said that it was probably in elementary school that she began to set her goal towards working in business of some kind.

I can remember that in the eighth or ninth grade, we had to interview someone in business and I came here [present company]. I can remember walking down that hall right down to the end office and he [owner of the company] was the nicest thing. It stuck with me. I liked what I saw and what I heard. I always had in the back of my mind that I'd like to work here.

Upon graduation she applied for a job with two local companies. She received a call to come for an interview (at her present company),

and was asked to start to work the following Monday. She was thrilled. Within two months she was given a raise. She indicated that while this quick success was rare, her boss was extremely pleased with her performance.

In discussing the different positions that she has had in the company, she said that for the first 10 years she was in the accounting department and then was transferred to cotton records department and worked there until 1957 when she was transferred to her present department, accounting.

Executive E has never supervised men and so can not make any comparisons between supervising males and females. The hardest task of supervising, in her opinion, is reviewing salaries and making decisions about who should receive raises and how much they will be. She recalled one incident when she had to call down a subordinate. "I've never found it particularly difficult to reprimand anybody. I learned that right quick. This incident was a situation where I had to act because of its effect on the other staff." She went on to explain that she realized that if she let the instance go by without talking to the individual, she would never be able to work with that person again--that it would destroy the work relationship. She called her into her office and had a little talk with her about the problem including what effect it was having on the others in the department. She said that the individual was fine after that.

Executive E has found it fairly easy to motivate people. She believes that one of the basic ingredients is how you treat people. Her philosophy is that people she supervises do not work for her, they work for the corporation, and that is is "our" department and not "my" department.

One of the difficult lessons Executive E had to learn was how to delegate to others. She gives credit to the man who held her present position previously for teaching her how to delegate responsibility. She found it difficult at first because she was used to doing everything herself. She feels that this was a valuable lesson and now has no difficulty in asking other people to do any task.

When asked what her average hours per week were she stated that at this point in her career she only worked about 40 hours. She said that she works well under pressure, but prefers to have time to study and work on the project. She also stated that there was less pressure now because some of the work she used to do is delegated to others who work with her.

As Corporate Assistant Secretary, she has not had to give a formal presentation, nor does her position require any travel. However, she does contact the personnel managers in all 26 plants to explain and interpret the provisions of the company's retirement plan. In her present position she contributes to policy-making decisions, with the final decisions being made by the Board of Directors.

When asked if she identified with the women's movement she replied that she had not taken too much interest in any of it, nor did she belong to any women's organizations.

In her opinion, taking on masculine characteristics in order to achieve success has never been of concern. Her dress and behavior have always been appropriate for a woman. She said that she has never felt that the language used by some men was necessary, nor would she ever use it to get a point across.

When asked if she had ever had a role model, she said that her music teacher at school, the pianist at church, and her aunt who also played the piano were all role models for her.

When she first came to work all the men in the accounting department bent over backwards to help her. She was eager to learn everything that they were able to teach her. She related the following example:

I can remember, they had desks that slanted and you sat on high stools and one of the men walked up and saw a couple of figures that looked like '8's' that I made and not closed up and he said, 'Now listen, if you are going to be a bookkeeper you have to do those figures correctly.' And then he would proceed to show me how to do it correctly.

She said that there were many similar instances in which various people helped her become more knowledgeable. As for having a mentor she said,

The man who had this position before me has been the biggest help to me. Instead of telling me, he would make me figure it out for myself and then we would sit down and discuss it and reason it out together. He was a great help to me.

She also mentioned an instance in which he spoke in her behalf to some of the executives and believes that this contributed significantly to her getting her present position. Executive E said she has never been a mentor.

Executive E considers her strongest asset to the company to be her knowledge of the various retirement plans. She went on to explain that they are very technical and that her experience and training in the various departments has enhanced her knowledge.

Her main interpersonal skill, she believes, is her sensitivity to other people's needs. She said that she has always tried to apply the Golden Rule in her interactions with other people.

Executive E considers her technical skills to be her background in all of the retirement plans and her exposure to all the things that went on at the board level. Particular skills which have been most helpful to her are shorthand and letter composition.

A leadership style that she has tried to follow is the democratic approach--listening to what others have to say. She stated that her style also depends on the situation and the people involved.

She considers her long experience in the various departments as contributing to her organizational ability. She uses past experiences in accounting and as a secretary as a basis for organizing work.

Executive E stated that intelligence, initiative, and responsibility are all very important when you are in a position of leadership. For her, initiative would probably be the most essential trait. She went on to say that you have to take the initiative to get things going.

In dealing with conflict, the method she uses is to sit down and talk it out with the individual. There are times that she has to say that something must be done a certain way, not because she wants it, but because that is what the company wants. She also said that she tries to consider the individual's point of view, and, if possible, she will try the individual's suggestion.

In handling anger, she said that she gets upset about various things, but not as much as she used to. She stated that she may get upset for a minute but cools off quickly. The older she gets the less upset she becomes. One irritant is people who are not on time. She also said that

she does not understand people who gripe every day about their jobs and feels, "If you don't like it, I think a person should move on and go to a job which they would like."

She stated that her most positive characteristic is her ability to remain calm when a crisis occurs. "On the negative side is my inferiority complex because I don't have a college degree. I wish I would not let that bother me but it does. I'm always on guard because I want to make the best impression that I can." She does not think her lack of a degree affects what she has done, but she regrets never having had the opportunity to pursue an education.

She does not consider herself much of a risk-taker and is somewhat on the conservative side. Nevertheless, she feels that she has always sought new challenges and sincerely wanted to gain more knowledge in areas that were unfamiliar to her.

Executive E said, "I look upon myself as being aggressive. You have to, and it is necessary if you want to get things done." In her opinion, she felt that other people perceived her as thorough, consistent, dependable, and a hard worker.

She considers getting her present position to be her greatest accomplishment. She attributes her accomplishments to a lot of hard work, motivation, taking the initiative, and wanting to learn. She also stated that she happened to be in the right department at the right time. "I don't think that if I had been somewhere else I would have been exposed to higher levels of management, nor would I have had the opportunity to learn." She stated that she has been really surprised at how well she has handled the day-to-day routine things that come in as well as the unexpected.

I think the training I had prior to coming into this position has made it easier for me. The man who had this position before me knew I was going to be in this position and as part of my training he provided me with every opportunity to learn and helped me as much as possible so that I would be prepared.

She has advice for the young women coming into the work force today:

I think the secret is for women to take an interest and to apply themselves. To try to learn all they can and to take all that they [men] will give you--take it on and learn it. The problem is that so many women want a nine to five job and don't want to think about anything else, just get through with the job and get the work off their desk.

Investigator's notations. Executive E was interviewed on three occasions in her office. The investigator found her somewhat tense at the beginning of the session, but her apprehension at being taped soon disappeared. She is a very cordial woman, yet she was somewhat shy and reserved at the first meeting. This shyness disappeared as the sessions progressed and she became more relaxed.

Her appearance was what you would expect of an individual in her position--very neat and smartly dressed. Her office, with its elegant furnishings, reflected her personality. She spoke with an air of confidence of the company and her involvement over the years. When discussing her work, she always spoke with respect for individuals with whom she has worked, even though there have been differences of opinion.

She was prompt in keeping the established appointments and had requested that all calls be held while we were talking. At no time did she become impatient or refuse to answer any of the questions asked of her but was at all times cooperative and willing to share very personal events with the investigator.

Executive E stated that she has been a participant in the Heidrick and Struggles study and provided the researcher with a copy of the report.

The preceding case studies offered detailed information pertaining to the family background, education and activities, marriage and leisure activities, and career of each of five women executives working in manufacturing companies in Guilford County, North Carolina. Each of the five women executives were interviewed from four to nine hours on areas ranging from their childhood experience to their management style. The intent of the interviews was to find anything which could be of help to other women who might desire a business career. These interviews showed many commonalities among all five executives. There were also traits, characteristics, and background shared by four of the executives.

The information contained in the interviews constitutes the data for this study. Detailed analysis of the data is provided in Chapter V.

CHAPTER V

RESULTS

This chapter provides an analysis of the data presented in the preceding chapter. The results focus primarily on answers which have high commonality among the respondents and secondarily on answers which have little commonality.

Analysis of Personal Data

Responses are presented in Table 1 for comparative purposes. All five subjects are Caucasian and range in age from 34-65; median age is 56. They have worked for their present organizations from 7 to 39 years (median, 16 years). Two subjects have worked for their company for over 37 years. The subjects have held their present positions from 2 to 15 years (median, 4 years). Three subjects were born and educated in North Carolina. Two of the subjects are married; three have never married. The subjects have five different work titles; although Executives C and D have different titles, the work of both involves pensions and retirement plans.

Analysis of Family Background

Responses are presented in Table 2 for comparison. None of the subjects was an only child; three subjects are one of six children. Two subjects' mothers received college degrees; only one set of parents had college degrees. Three of the subjects' fathers graduated from high school. All five subject's mothers remained home to care for their families while the subjects attended elementary school; one started to work during the subject's high school years. Four of the

Table 1
Responses to Personal Data Questions

	Executive				
	A	B	C	D	E
<u>Race:</u> Caucasian (C)	C	C	C	C	C
Age	34	51	57	65	56
Years worked in present organization	7	16	37	16	39
Years in present position	4	2	15	6	4
Place born and educated	Va. Ga.	N.C.	N.C.	N.Y.	N.C.
<u>Marital status</u> Married (M)	M	NM	NM	NM	M
Never married (NM)					

Table 2
Responses to Family Background Questions

	Executive				
	A	B	C	D	E
Number of siblings	2	5	5	3	5
Birth order	1st	6th	3rd	2nd	4th
<u>Father's education</u>					
Grade School (GS)	HS	C	HS	GS	GS
High School (HS)					
College (C)					
<u>Mother's education</u>					
Grade School (GS)	C	C	GS	GS	GS
High School (HS)					
College (C)					
Mother worked outside home during subject's schooling	No	Yes	No	No	No
Father Living (L) Deceased (D)	D	D	L	D	D
Mother Living (L) Deceased (D)	L	D	L	L	L
Years of parents' marriage	35	40	63	34	24
<u>Family income</u>					
Upper-middle (UM)	UM	L	LM	M	L
Lower (L)					
Lower-Middle (LM)					
Middle (M)					
Close-knit family	Yes	Yes	No	Yes	Yes
Had chores as a child	Yes	Yes	Yes	Yes	Yes
Religious upbringing	Yes	Yes	Yes	Yes	Yes

continuation of Table 2

	Executive				
	A	B	C	D	E
<u>Religious affiliation</u>	P	P	P	C	P
Protestant (P)					
Catholic (C)					
Siblings graduated from college	Yes	No	No	No	No
Use middle name	No	Yes	No	No	Yes
<u>Parent played the piano</u>	M	M	M	F	-
Mother (M)					
Father (F)					
Subject plays the piano	Yes	Yes	No	No	Yes
Few spankings as a form of discipline	Yes	Yes	Yes	Yes	No
Competition with siblings	No	No	No	Yes	No

subjects' fathers are deceased; four of the subjects' mothers are living; one pair of parents is still living. The subject's parents were married from 24 to 63 years. Three of the subjects stated that they came from lower income families.

Four of the subjects stated that they were from a very close-knit family. Five subjects stated that they had specific chores to do as children. All five subjects said that religion was a part of their upbringing; four are Protestants. Only one subject's siblings all attended college and received undergraduate degrees. Two subjects use their middle rather than their first names. Four of the subject's parents (including three mothers) played the piano; three of the subjects play the piano. Four subjects stated that as children they received few spankings as a form of discipline. Only one subject said that she experienced competition with her female sibling.

Analysis of Education and Activities

Responses are presented in Table 3 for comparative purposes. All five subjects regard mathematics their favorite subject. Three subjects participated in sports while in school; two were involved in glee club. Two subjects said that a math teacher was important to them while in school while two said their music teacher played a significant role in their lives. All five subjects continue to correspond with former teachers and classmates. Two subjects attended all-girl Presbyterian colleges; four have undergraduate degrees and two have master's degrees. All subjects consider themselves to have been good students (in terms of grades), in high school. Three subjects' parents paid for her tuition in college while the subjects also worked part time; one attended college at night while working full time.

Table 3
Responses to Education and Activities Questions

	Executive				
	A	B	C	D	E
<u>Favorite subject</u> Math (M)	M	M	M	M	M
Participated in sports	No	Yes	Yes	Yes	No
Belonged to Glee Club	No	Yes	No	No	Yes
<u>Teacher who made an impression</u> Music (MU) Math (M) Spanish/Chemistry (SC) American History/Debate Coach (AHDC)	MU M	SC	AHDC	M	MU
Continues to correspond with teachers and classmates	Yes	Yes	Yes	Yes	Yes
Attended an all-girl college	Yes	No	Yes	No	No
Received undergraduate degree	Yes	Yes	Yes	Yes	No
Undergraduate degree	B.A.	A.B.	B.A.	LL.B.	-
Graduate degree	M.S.	-	-	LL.M.	-
Made good grades in high school	Yes	Yes	Yes	Yes	Yes
Made good grades in college	Yes	No	Yes	Yes	-
Parents paid tuition	Yes	Yes	Yes	No	-
Subject worked while in college	Yes	Yes	Yes	Yes	-

Analysis of Marriage and Leisure Activities

Two subjects are married; three have never been married. Two subjects have children; one has grandchildren. Both married subjects said that their marriage is an equal partnership, with their spouses sharing household responsibilities and child care. Both married subjects look at their combined income as "shared income." Four subjects said that upon retirement they wanted to spend time visiting friends and family.

Analysis of Career

Responses are presented in Table 4 for comparative purposes. Threesubjects work more than 40 hours per week. Three stated that they work best under pressure. Only one has a position that requires extensive travel on a regular basis. The subjects have varying degrees of input into policy-making. Four give formal presentations within their organizations. None of the subjects has been a part of the women's movement; four do not support the cause; two belong to women's groups. Four of the subjects had role models; four have not had a mentor; two are mentors. Three list "initiative" as the most essential trait for a leader; two list "responsibility." All five use confrontation when dealing with conflict. Five indicate that when they become angry, they use some "cooling down" procedure before dealing with the problem. Two list their most positive characteristics as honesty. All feel that they have a positive self-concept; four credit their parents with the development of their self-concept. Two of the subjects said that they do not take emotional risks; one stated that she was not a risk-taker at all; one stated that she takes both physical and emotional risks; one stated that she takes more physical risks. All five stated that they are aggressive

Table 4
Responses to Career Questions

	Executive				
	A	B	C	D	E
Supervise Males (M) Females (F)	M/F	M/F	F	F	F
Number of work hours per week	46-47	45	40	48	40
<u>Work under pressure</u> Work the same (WS) Immediate-No (IN) Long-Yes (LY)	WS	IN LY	Yes	Yes	Yes
Position calls for travel	No	No	No	Yes	No
Input into policy-making	Yes	Yes	Yes	Yes	Yes
Gives formal presentation within organization	Yes	Yes	Yes	Yes	No
Part of women's movement	No	No	No	No	No
Supports the movement	No	No	Yes	No	No
Belongs to women's groups	No	Yes	No	Yes	No
Had a role model	No	Yes	Yes	Yes	Yes
Had a mentor	No	No	No	No	Yes
Has been a mentor	Yes	No	Yes	No	No
<u>Most essential trait for a leader</u> Responsibility (R) Initiative (I)	R	I	I	R	I
<u>Method most used in dealing with conflict</u> Confrontation (C)	C	C	C	C	C

continuation of Table 4

	Executive				
	A	B	C	D	E
<u>Method used in dealing with anger</u>	SA	VU	CD	CD	SA
Cool down (CD)	CD	CD			
Very upset (VU)					
Slow to anger (SA)					
<u>Positive characteristics</u>	O	H	H	FTL	C
Optimism (O)					
Honesty (H)					
Faith in the Lord (FIL)					
Calmness (C)					
<u>Negative characteristics</u>	HEO	I	IM	V	SILD
High expectations of others (HEO)					
Impatience (I)					
Impatience with mediocrity (IM)					
Vulnerability (V)					
Sense of Inferiority due to lack of degree (SILD)					
Have a positive self-concept	Yes	Yes	Yes	Yes	Yes
High parental influence on self- concept	Yes	Yes	Yes	Yes	No
<u>Risk-taker</u>	P/E	P	E	P	No
Physical (P)					
Emotional (E)					
Perceive self as being aggressive	Yes	Yes	Yes	Yes	Yes
Concern with details	Yes	Yes	Yes	Yes	Yes
<u>Advice to young women coming into the work force</u>	DGJ	DWAGF	DEMHP	DGJ	TIAY
Do a good job (DGJ)					
Do whatever is asked; go one step further (DWAGF)					
Don't expect too much; have patience (DEMHP)					
Take an interest and apply your- self (TIAY)					

in their professional lives. This term was introduced by the researcher with the intent of exploring the extent to which the subjects took the initiative in achieving their individual goals. All of the subjects are concerned with details in completing projects on which they work. Three subjects advised young women coming into the work force to do a good job.

All five executives appear to be happy that they entered management. While two of the women have worked for their company enough years to retire, they continue to work. None of the subjects said that she was eager for retirement. The two women who have children took time out to have their children and then returned to work.

It would appear that success for the women in this study required a delicate balance between the accepted role for women and the demonstrated abilities of women in their positions. It was apparent that all five women executives are both ambitious and pleased with their success.

In relating masculine and feminine characteristics to the five women executives in this study, it is found that the subjects do not adhere only to feminine characteristics. They have also incorporated some characteristics that are generally described as masculine. These include aggressiveness, independence, objectivity, competitiveness, skill in business, ease in decision making, self-confidence, ambition, skill in logic, and a liking for math and science. The feminine characteristics that they also possess are dependability, non-use of harsh language, tactfulness, empathy, a religious sense, and interest in personal appearance. These women successfully have combined characteristics ascribed to both genders.

Summary of Commonalities

To summarize the results of the data presented in this chapter and for the purpose of clarity and understanding, three lists of responses

follow, which lists, respectively, reported responses common to all five women, reported responses common to four subjects, and reported responses in which there are no commonalities.

Answers which were common to all five subjects:

1. Their mothers remained home to care for the family until the subject's high school years.
2. They had chores to perform as a child.
3. They made good grades in elementary and high school.
4. They enjoyed mathematics.
5. They had positive self-concepts.
6. Religion was a part of their upbringing.
7. They have continued to correspond and visit with former teachers and classmates.
8. They have supervised women.
9. They perceived themselves as being aggressive.
10. They are concerned with details.
11. They use confrontation when dealing with conflict.
12. They are not particularly eager for retirement.
13. They are not part of the women's movement.

Areas in which four subjects had common responses:

1. Their fathers were deceased.
2. Their mothers were living.
3. They are the product of a close-knit family.
4. They are Protestants.
5. Their parents played the piano.
6. They received very few spankings as a form of discipline.

7. They had received undergraduate degrees.
8. Upon retirement they plan to visit families and friends.
9. They make formal presentations within their organization.
10. They do not support the women's movement.
11. They had a role model.
12. They had not had a mentor.
13. They gave credit to their parents for the development of their positive self-concepts.

Areas in which there was no commonality among the subjects:

1. Only one subject reported having both parents living.
2. Only one subject reported that both her parents had a college education.
3. Only one subject reported that all her siblings had attended and graduated from college.
4. Only one subject reported that she represents her organization outside of the United States.
5. Only one subject reported that she experienced competition (when young) with a female sibling.
6. Only one subject reported attending college at night while working full time during the day.
7. Only one subject reported not to be a risk-taker, either physically or emotional, and credited it to her conservative nature.

In conclusion, there are many areas of commonality among the five women executives. There were 13 areas in which all 5 reported the same and 13 areas in which 4 of the subjects had common responses. Among the 55 questions asked of the subjects there were 7 areas in which there were

no commonality in responses. Based on the results of the data the following summary, conclusions, and recommendations are presented in Chapter VI.

CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This investigation identified five women in executive positions in Guilford County, North Carolina and describes their (a) family background, (b) education and activities, (c) marriage and leisure activities, and (d) careers.

The subjects were selected from a list of manufacturers headquartered in Greensboro-Guilford County in North Carolina, which had more than 1,000 employees. Subjects selected are the highest-ranking women executives who have various input into policy making in their organization. Eight manufacturers met the basic criteria. Five women were selected to participate in the study. A sixth woman was used to test the interviewing process and questions.

The method of gathering data was through personal interviews. All interviewing sessions were audio-taped. Other data were obtained through observation and interview sessions with co-workers and family members. The interviews may be described as in-depth and open-structured. This approach allowed a freer flow of conversation and the unsolicited information gave the investigator additional knowledge and understanding of the subject.

The data are presented in a written case-study format. Selected quotations are included in order to present the respondents' opinions and feelings. Following each case study are the investigator's observations and reactions to each subject.

Conclusions

The limited population in the study does not permit broad generalizations. However, on the basis of professed self-evaluation of five top female executives, certain conclusions may be drawn as they relate to the particular sample population.

It appears that the successful woman executive has the following characteristics:

1. She is the product of a stable, closely-knit family.
2. She professes and projects the appearance of self-confidence and a positive self-concept.
3. She has a strong interest in mathematics which surfaced during her years in school.
4. She considers herself to have been a good student while attending school.
5. She has a strong tendency to maintain close relationships with classmates and teachers.
6. She has a religious upbringing which has continued into her adult life.
7. She has a high degree of job satisfaction.
8. She is attentive to details.
9. She is aggressive.
10. She feels that her gender has not proved to be a detriment to her career.
11. She possesses both characteristics perceived as masculine and characteristics perceived as feminine.

12. She is not a part of the women's movement nor does she support the movement.

There were certain characteristics which one might have expected to find in a successful executive that were not found in this sample. First, among the five women executives the order of birth ranged from the first to the sixth born. It appears that the birth order was not an important factor in the success of these five women.

Further, one might also expect these successful executives to be competitive with their siblings. Again, this was not the case with the five women during their childhood. Only one subject stated that she experienced competition with a sister while the remaining four subjects stated that they did not have this experience. This does not mean that as they grew older and became involved in school activities that they were not competitive.

Discussion of the Conclusions

Based on the findings in this study, families of women executives play a significant part in their lives. Four of the women executives were raised in very close-knit families. Henry (1949) concluded that the successful male or female executive in industry maintains a positive relationship towards his or her parents. This statement is true of the subjects in the sample population.

Close-knit families perhaps enabled them to develop positive self-concepts and acquire confidence in their abilities and interactions with other people. Their parents appeared to encourage them to be independent and allowed them opportunities to experience new situations

and challenges. The subjects' confidence in their abilities apparently provided them with a positive attitude towards new experiences. It also appears that because these women executives do have positive self-concepts and self-confidence, they are not accustomed to failure. Rather, they accept new challenges and believe they will be successful in their endeavors.

Stein and Smithells (1969), found a striking amount of agreement as to which skills were considered feminine and which masculine. Artistic, social, and reading skills were perceived as more feminine and less masculine, while athletic, spatial and mechanical skills, science, and mathematical reasoning were considered more masculine and less feminine. Their conclusions are not borne out by this study, which showed that all five subjects have high interest and skills in mathematics. In addition to mathematics, the subjects stated that they were above average students in school. However, two out of four who attended college felt that they had not really extended themselves as students. Rather, they were at times influenced by other interests which affected their grades.

All of the subjects talked fondly of classmates and teachers who had played a significant role in their lives. One interesting fact is that they have all continued to keep in touch with both through correspondence and visits.

Their religious upbringing seems to have played a major role in the manner in which they deal with other people. Based on the interviews, it is the opinion of the investigator that a sense of justice and fairness, both personal and professional, is pervasive in their actions.

A high degree of job satisfaction was expressed by all five women executives. While two of the subjects are eligible to retire, neither indicated a desire to do so. Each woman executive also spoke positively and enthusiastically about her career.

The leadership style which these women executives seem to utilize is one which incorporates concern both for people and for production. They also indicated that they deal with individuals differently, according to the situation. While the subjects were unfamiliar with the terminology used in the field of leadership, their styles nevertheless bear out Gordon and Howell (1974) findings:

More recent studies emphasize the importance of interaction between an individual's personal attributes and the nature of the situation in which he is expected to perform. According to this 'situational' approach, leadership is not a passive phenomenon (sic) which automatically emerges out of a given bundle of personal traits, but is the result of the interaction between the nature of the organizational position to be filled and the particular characteristics of the person asked to fill it. (p. 208)

When discussing their leadership styles, each of the five subjects stated that she did not consider her particular style in management to be essential to her success. However, the selection of personnel by the women executives appears to be a very important factor in their success. This fact may perhaps be the reason that they have good working relationships with their co-workers. Livingston (1980) had similar conclusions when he stated, "Successful managers do not pick their subordinates at random or by the toss of a coin. They are careful to select only those who they 'know' will succeed" (p. 50). This astute selection appears to be difficult to describe and, as Livingston stated, "is intuitive and based on interpersonal intelligence" (p. 50).

When the subjects were asked to what they attributed their career accomplishments, they stated that motivation, experience, education, and hard work were the major factors. Luck was not considered to be a major component of their career. This is in contrast to Deaux's (1979), findings. Her study concluded that "females show a greater tendency to use luck as an explanation for either success or failure" (p. 572). She concluded, "If women in the management setting show evidence of these differing and potentially inhibiting attributional patterns, their progress within the organization could be held back by their own failure to take credit for success" (p. 573). Another factor all five subjects attribute to their success is their attentiveness to details in their respective positions.

Characteristics that researchers (Broverman, Vogel, Broverman, Clarkson, & Rosenkrantz, 1972) have indicated as both masculine or feminine were evident in all five women executives. One particular characteristic that research (Massengill & DiMarco, 1979; Rosen & Jerdee, 1973), has described as being more predominant in males is "dominance-aggression." Their research indicated that females lacked this characteristic which is considered essential for success. In this study, however, each of the five subjects felt that she possessed this characteristic. Not only did each subject perceive herself as being aggressive but also each felt she was perceived by others as being aggressive. In Schein's (1975) investigation of the relationship between sex-role stereotypes and the characteristic requirements for female managers, she concluded:

Findings pertaining to women managers suggest that acceptance of stereotypical male characteristics as a basis for success in management may be a necessity for the woman seeking to achieve in the current organizational climate. (p. 343)

This concept apparently still exists. White et al. (1981) stated "Perhaps the most significant effect is the extent to which a woman must overcome the perception that a 'good' manager is one who exhibits masculine characteristics" (p. 229).

Past research (Adams, Lawrence, & Cook, 1979; Inderlied & Powell, 1979; Schein, 1975; White et al., 1981), indicated that women have adopted male characteristics as a model for success (i.e., aggressiveness, independence, self-confidence, ambition, etc.). This is true of all five subjects in the study. However, each also possesses many feminine characteristics (i.e., dependability, religiousness, tactfulness, empathy, etc.). This suggests that perhaps perceptions are changing as to what specific characteristics are deemed appropriate for success and that skill and ability, rather than gender, are the keys to successful careers in management. Since the age range and educational backgrounds differ, it appears that these five women executives have adopted both masculine and feminine characteristics according to their particular situations. This adaptation may have been instrumental in enabling them to attain their present positions.

White et al. (1981), pointed out that women are often faced with attitudinal barriers which have been perpetuated over the years by male-oriented organizations. In addition, women have also been excluded from the mentoring system. One unexpected finding resulted from this study: while four of the five subjects stated that they had never had mentors,

two of the subjects claimed that they were mentors. This fact was verified by their mentorees, who discussed the role their mentor had played in each of their careers. While the subjects were willing to become sponsors for the younger women coming into the organization, none of the subjects has been involved in the women's movement. This lack of involvement does not indicate that they are anti-movement, but rather that they do not favor the mode of operation that the movement has taken nor the connotations that are associated with it. According to all five women executives, being a woman has never been a handicap in their career.

It appears that corporate attitudes are changing, albeit slowly. This seems to support White et al.'s (1981) observations: "Corporations still perceive women, even in professional positions, as assistants rather than directors and managers" (p. 241). These attitudes have been formed by organizations which have been male-oriented for years. It would appear that future managers will need to be more people-oriented and possess the ability to work with people, as opposed to depending solely on their managerial positions and powers.

Comparing this limited study to the Heidrick and Struggles (1980) survey, Profile of a Woman Officer, several similarities appear. The Heidrick and Struggles survey depicted the typical officer as being married, below 50 years of age, having at least one degree, coming from lower or lower-middle income family, and earning less than \$50,000. They also found that more than half of the women officers had joined their present organization in a clerical position, obtained their present position by means of promotions, averaged 50 or fewer hours per week, and experienced high degree of satisfaction with their careers.

In this study the majority of the five women executives came from lower to lower-middle to middle income family, had at least one degree, had clerical responsibilities during their careers, obtained their present positions by means of promotions, averaged 48 or fewer hours per week, and experienced a high degree of satisfaction with their careers. Salary was not an area of research in this study.

If future research verifies that females and males are equal in their effectiveness as leaders, then new rationale will have to evolve in order to explain differential treatment given to women in managerial roles, or women must be accorded equal opportunity to be promoted to high level positions.

Based on the findings of this study, several suggestions can be made for continuation of education, curricula in higher education, recruiting and selection of women for managerial positions, and future research. Managerial workshops, seminars, or in-service programs should be designed to include potential women managers. Based on comments made by the subjects, special training in the past has been almost exclusively for the young men within the organization. The need to establish special managerial programs for women, however, is questionable. The sole purpose of many such programs is to condition women to feel more comfortable in the business world, nevertheless, many studies indicate that women do not perceive their management environment as dissatisfying or threatening but rather as being supportive of them (Shockley & Staley, 1980; Stead, 1978). This feeling prevailed among each of the subjects in this study. Perhaps a closer look at individual organizations should be the key in determining the need for special programs for women.

It also appears that when training is geared only towards one sex the overall effect is one of perpetuating the supposed differences in abilities between males and females. Women's managerial needs are not unique; to promote separate training for women only leaves the impression that women are different and perhaps inferior.

Managerial workshops, seminars, and in-service programs also should be designed to include such areas as assertiveness training, delegation of authority, conflict management, organizational attitudes and climate, risk-taking, decision-making, communication skills and analysis of existing communication, motivation, and leadership styles and theories. This is not a conclusive list; however, based upon the results of this study, all are areas which any potential manager, male or female, would find helpful in his or her career. These same areas should also be considered in School of Business curricula. By implementing these subject areas in higher education, students will have the opportunity to examine some of the issues they will be dealing with in their careers. This setting will also allow males and females to exchange opinions and to dispel some of the myths, misconceptions, and prejudices associated with women in business.

Katz (1975), contended that effective executives must possess three basic skills--technical, human, and conceptual. These will vary according to the level in which the individual performs. As the highest-ranking females in their respective organization, it is evident that all five subjects have been effective. It is the investigator's opinion that organizations should examine these three areas carefully and develop training programs in each one after recruiting or selecting a woman for a potential managerial position.

Recommendations

As a result of this research, the investigator makes the following recommendations for the study of successful women executives.

1. Repetition of the study within other professions, such as women in higher education; women in local, state, and federal community agencies; women who own their own businesses; women in real estate; women in banking, and women in specific professions such as law and medicine.

2. Replication in other sections of the country. Possible cultural differences should be examined.

3. Development of a series of key questions, within the legal limits of affirmative action, that might be used by personnel departments in hiring women who might be considered for future executive positions.

4. Repetition of the study with a larger population. Attention should also be given to interviewing co-workers and family members, such as parents or husbands, who can give additional insights about the individual.

5. Future studies examining the various areas of leadership styles. This information could then be utilized in the design of workshops and seminars for women who wish to develop their management skills and in the development of curricula in higher education.

6. Comparison of males and females who are comparable in position and age, in their managerial practices.

7. Future studies may wish to be concerned with interpersonal relationships in the work situation, between the sexes, at the executive

level in discussion of current topical areas. These areas may include interests such as sports, recreation, hobbies, jokes, sex, business, etc.

This study has investigated, identified, and described the family backgrounds, education and activities, marriage status and leisure activities, and the careers of five high-ranking women in executive positions. Based only on this limited research, a profile of a woman executive has emerged. As the result of this research certain recommendations have been made in order to pursue future research in the area of women in successful leadership positions.

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APPENDIX

INTERVIEW GUIDE

A. GENERAL DATA

1. Identification of Subject

- a. What is the date of your birth?
- b. Are you married? ___ Separated? ___ Divorced? ___
- c. Do you have children? Yes ___ No ___ How many? ___
Their ages _____

B. FAMILY BACKGROUND

1. Siblings and Parents

- a. How many siblings have you had? ___ How many were
brothers? ___ sisters? ___
- b. What is your order of birth? ___
- c. Are your parents still alive? Yes ___ No ___
- d. Are your parents still married to each other?
Yes ___ No ___ How long? ___
- e. What is the occupation of your parents?
Father _____ Mother _____
- f. Were you competitive with your siblings? Yes ___ No ___

2. Family Educational Status

- a. What is your parents' educational status?
Father ___ years Mother ___ years
- b. What is your siblings' educational status?
Brother ___ years Brother ___ years Sister ___ years
Sister ___ years

c. What is your educational status? ____years

3. Family Interests and Recreation

a. What activities did you and your family share?

b. What were your recreational and other main interests?

c. What recreational events do you, as a family, share together?

d. What were your recreational and main interests while in high school? College?

C. CAREER

1. How long have you been in your present position? ____years

What factors lead up to your obtaining this present position? _____

2. What role do you have in your organization?

3. Are your ideas utilized in your organization? Give examples.

4. What do you feel is your strongest asset to your organization?

Discuss.

decision making ability

task competence

sensitivity to others

dependability

other

5. Have you been comfortable in making presentations to groups within and/or outside of your organizations?

Give examples.

6. What do you consider is your greatest problem with males/females in your organization?
7. Have you supervised men in your organization? If so, what kinds of difficulty have you experienced?
Have you supervised women in your organization? If so, what kinds of difficulty have you experienced?
8. What have you found to be the most difficult aspects of supervision? Explain.
 - delegating authority
 - motivating others
 - reprimanding others
 - communicating
 - giving instructions
 - other
9. Have you had a role model or mentor? Give details.
10. The essential traits for leadership have been listed as intelligence, initiative, and responsibility. Rank them in order of importance to your career. Explain.
11. How do you cope, handle, or deal with conflict?
12. How do you deal with anger?
13. Do you consider yourself as being aggressive? Explain.
14. Do you consider yourself as a risk-taker? Give examples.
15. List your positive and negative characteristics.
16. What is your pet peeve?
17. Do you identify with the women's movement?

18. Some literature indicates that women take on masculine characteristics in order to achieve success. What is your opinion?
19. How do you handle a two-career marriage?
20. In your present position what do you consider to be your:
 - interpersonal skills
 - organizational abilities
 - technical skills
21. To what would you attribute your career accomplishments?
Discuss.
 - i.e., education
 - motivation
 - politics
 - luck
 - managerial style
 - other
22. What do you plan on doing when you retire?
23. What advice would you give to young women coming into the work force today?