

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again -- beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International

300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

78-9131

HAMPTON, Blythe Carroll, 1941-
THE MOTIVATION OF FEMALE COLLEGE BUSINESS
STUDENTS TO MANAGE: A STUDY OF SELECTED
COLLEGE BUSINESS STUDENTS IN CERTAIN
FUNCTIONAL SPECIALTIES.

The University of North Carolina at
Greensboro, Ed.D., 1977
Business Administration

University Microfilms International, Ann Arbor, Michigan 48106

© 1978

BLYTHE CARROLL HAMPTON

ALL RIGHTS RESERVED

**THE MOTIVATION OF FEMALE COLLEGE BUSINESS STUDENTS
TO MANAGE: A STUDY OF SELECTED COLLEGE BUSINESS
STUDENTS IN CERTAIN FUNCTIONAL SPECIALTIES**


by

Blythe Carroll Hampton

**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
1978**

Approved by


William L. Tullar, Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation
Adviser

William J. Tuller

Committee Members

Laird V. Edinger

Richard H. Waller

James W. Crews

Wright F. Cobb

November 7, 1977

Date of Acceptance by Committee

November 7, 1977

Date of Final Oral Examination

HAMPTON, BLYTHE CARROLL. The Motivation of Female College Business Students to Manage: A Study of Selected College Business Students in Certain Functional Specialties. (1978) Directed by: Dr. William L. Tullar. Pp. 111.

The problem of this study was to investigate the motivation of college business students to manage. The purpose was to determine if there is a need for curriculum development which would provide more appropriate educational experiences for females who aspire to management positions. It was hypothesized that (1) there would be significant differences between males and females in the motivation to manage, (2) there would be significant differences among the functional specialties in the motivation to manage, and (3) there would be a significant interaction between sex differences in the motivation to manage and functional specialty. The hypotheses of this study related to overall differences; however, each subscale of the instrument used to measure the motivation to manage was analyzed separately in order to determine if significant differences existed on the individual subscales.

A total of 192 subjects--109 males and 83 females--participated in the study. The functional specialties studied were general management, accounting, marketing/merchandising, and banking/finance.

The motivation to manage was measured through the use of the Miner Sentence Completion Scale. Two-way analyses of variance and chi square analyses were the statistical techniques employed. A questionnaire was used to obtain both demographic and biographical data related to functional specialty choice. Six female students were interviewed in order to provide more insight into individual motivation.

There were no significant differences between the males and females on the total scores; therefore, the hypothesis that there

will be significant differences between males and females in the motivation to manage was rejected. When the subscales of the test were analyzed separately, however, several significant differences were found.

No significant differences in the motivation to manage were found among the functional specialties; therefore, the hypothesis that there will be significant differences among the functional specialties was rejected.

There was no interaction in the analyses of the total scores; therefore, the hypothesis that there will be a significant interaction between sex differences in the motivation to manage and functional specialty was rejected. When the subscales were analyzed separately, however, a significant interaction was found on one of the subscales.

When the subscales of the test were analyzed separately, these significant findings were revealed: (1) the females were negative toward competition, and (2) the males were negative toward authority figures.

Overall, it was concluded that there is no need for curriculum development which would provide more appropriate educational experiences for females who aspire to management positions. However, it was concluded that the females would benefit from curricular experiences which would strengthen their competitive motivation, and the males would benefit from curricular experiences which would change their attitudes toward authority. It was concluded also that since the functional specialties were quite similar in managerial motivation, there is no indication that management programs should be designed for any particular functional specialty.

ACKNOWLEDGMENTS

The author wishes to express deep gratitude to Dr. William L. Tullar for his invaluable assistance and encouragement during all phases of this research. Sincere appreciation is extended also to the other members of the doctoral committee, Dr. Lois V. Edinger, Chairman, Dr. James W. Crews, Dr. Dwight F. Clark, and Dr. Richard H. Weller, for their helpful contributions and assistance.

Thanks are due also to the many instructors who permitted the administration of the test during their class periods. Particular gratitude is expressed to the students who participated in the study. In addition, appreciation is extended to Dr. John B. Miner, author of the instrument used in the study, for his assistance in obtaining the instrument and for his interest and enthusiasm expressed to Dr. Tullar in a personal communication.

Special appreciation is expressed to my husband for his understanding, support, encouragement, and very real assistance throughout the study.

TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER	
I. INTRODUCTION	1
STATEMENT OF THE PROBLEM	13
PURPOSE OF THE STUDY	13
NEED FOR THE STUDY	13
DEFINITION OF TERMS	15
LIMITATIONS OF THE STUDY	15
HYPOTHESES OF THE STUDY	16
II. REVIEW OF RELATED LITERATURE	17
Review of Literature Pertaining to Managerial Effectiveness and Motivation	17
Review of Literature Pertaining to Educational Concerns, Male-Female Comparisons, and Attitudes	31
Review of Studies Pertaining to Women in Management.	42
III. METHODS AND PROCEDURES	47
DESCRIPTION OF THE INSTRUMENT	47
CONSTRUCTION OF THE QUESTIONNAIRE	48
SELECTION OF THE SUBJECTS	48
SCORING THE TEST	50
INTERVIEWS	51
Selection of Subjects to be Interviewed	51

	Page
CHAPTER	
IV. ANALYSIS OF THE DATA	53
ANALYSIS AND INTERPRETATION	54
Authority Figures	55
Competitive Games	62
Competitive Situations	66
Masculine Role	68
Imposing Wishes	69
Standing Out From Group	69
Routine Administrative Functions	69
INTERVIEWS	71
Student Profiles	71
Summary of Responses	73
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	77
CONCLUSIONS	78
Implications	80
RECOMMENDATIONS	82
BIBLIOGRAPHY	84
APPENDIXES	
A. The Miner Sentence Completion Scale	91
B. Rare Score and Item Score	96
C. Demographic and Biographical Questionnaire	99
D. Interview Questionnaire	102
E. Responses to the Interviews	104

LIST OF TABLES

Table	Page
1. Distribution of Males and Females in Occupational Categories (In the United States and North Carolina, 1970)	8
2. Inter-Rater Reliabilities for MSCS Subscales	50
3. Mean Item Scores for the Males and Females	56
4. Univariate Analyses of Variance	57
5. Rare Scores Broken Down by Sex on the MSCS Subscales. . .	58
6. Rare Scores Broken Down by Functional Specialty on the MSCS Subscales	59
7. Mean Item Scores by Sex and Functional Specialty for Competitive Games Subscale	65

LIST OF FIGURES

Figure	Page
1. Occupational Distribution of All Male Workers (Based on Males 16 Years and Over in North Carolina, 1970)	4
2. Occupational Distribution of All Female Workers (Based on Females 16 Years and Over in North Carolina, 1970)	5
3. Comparison of Males and Females in Occupational Categories (Based on Persons 14 Years and Over in the Experienced Labor Force in North Carolina, 1970)	6
4. Interaction Effects Between Sex and Functional Specialty on Competitive Games Subscales	65

CHAPTER I

INTRODUCTION

There is evidence that the demand for college graduates in business and management will increase substantially in the next few years. College students should be aware of the opportunities that will be available to them. Educational institutions should be aware of these opportunities in order to offer programs which will be meaningful to those students who aspire to management positions. Since women are presently underrepresented in the management field, educational institutions should try to determine if they are offering programs which enhance the opportunities for women who hope to enter this field. They should try to determine if weaknesses exist among female students in relation to the managerial role requirements. Educators should be concerned with the development of the whole person; and, certainly, one aspect of this development should be the attainment of skills which would enhance employment opportunities.

In his discussion about the curriculum field Schwab states that

. . . A curriculum based on theory about individual personality, which thrusts society, its demands and its structure, far into the background or ignores them entirely, can be nothing but incomplete and doctrinaire, for the individuals in question are in fact members of a society and must meet its demands to some minimum degree since their existence and prosperity as individuals depend on the functioning of their society. In the same way, a curriculum grounded only in a view of social need or social change must be equally doctrinaire and incomplete for societies do not exist only for their own sakes but for the prosperity of their members as individuals as well. In the same way, learners are not only minds or knowers but bundles of

affects, individuals, personalities, earners of livings. They are not only group interactors but possessors of private lives.¹

Schwab advocates the practical and eclectic treatment of curriculum. He asserts that

. . . The practical requires curriculum study to seek its problems where its problems lie--in the behaviors, misbehaviors, and nonbehaviors of its students as they begin to evince the effects of the training they did and did not get. . . .²

Although this study was not a study of curriculum, it was an attempt to identify existing problems which would lead to meaningful curriculum development. It was an attempt to lay a foundation, or as Schwab puts it, ". . . a basis for beginning to know what we are doing, what we are not doing, and to what effect"³

The following topics will be discussed in this chapter: the status of women in North Carolina, the occupational patterns of men and women in North Carolina and the United States, the representation of women in the management field, and the employment outlook for business and management majors and women college graduates in the South.

The North Carolina Commission on the Education and Employment of Women published a comprehensive statistical documentary on the status of women in North Carolina. According to Betty Barber, Executive Director, the purpose of the documentary

. . . is to provide a resource for all citizens concerned with evaluating the status of women, to identify some of their needs, and to plant the seeds for in-depth studies. Such a publication is an

¹ Joseph J. Schwab, "The Practical: A Language for Curriculum," Curriculum and The Cultural Revolution, eds. David E. Purpel and Maurice Belanger (Berkeley: McCutchan Publishing Corporation, 1972), p. 86.

² *ibid.*, p. 93. ³ *ibid.*, p. 92.

essential step toward a successful, comprehensive planning program for the improvement of the status of women in North Carolina.⁴

The Commission found that in 1970 the majority of the men in North Carolina worked in craft or operative positions, while the majority of the women worked in operative or clerical positions. Figures 1 and 2 illustrate the representation of men and women in all occupational categories. The distribution as a whole does not seem unusual since a larger percentage of the men were represented in the typically male occupational categories, and a larger percentage of the women were represented in the typically female occupational categories. It seems pertinent, however, that while 11 percent of the men were represented in the managerial and administrative category, only 3 percent of the women were represented in this category.

The Commission points out that

A demand for a larger and more skilled labor force has been created by expansion of industry and technological developments. Women's skills should be fully utilized in meeting this demand. In fact, business leaders, educational leaders and women themselves are becoming aware of the need to expand the scope of training, educational and employment opportunities for women.⁵

When comparing men and women in occupational categories, the Commission found that 'men . . . filled the majority of the managerial, administrative, craft, farm and non-farm labor positions'⁶ This comparison is presented in Figure 3.

⁴The North Carolina Commission on the Education and Employment of Women, The Status of Women in North Carolina (Raleigh: State Commission on Women, 1974), p. vii.

⁵ibid., p. 26 ⁶ibid., p. 27.

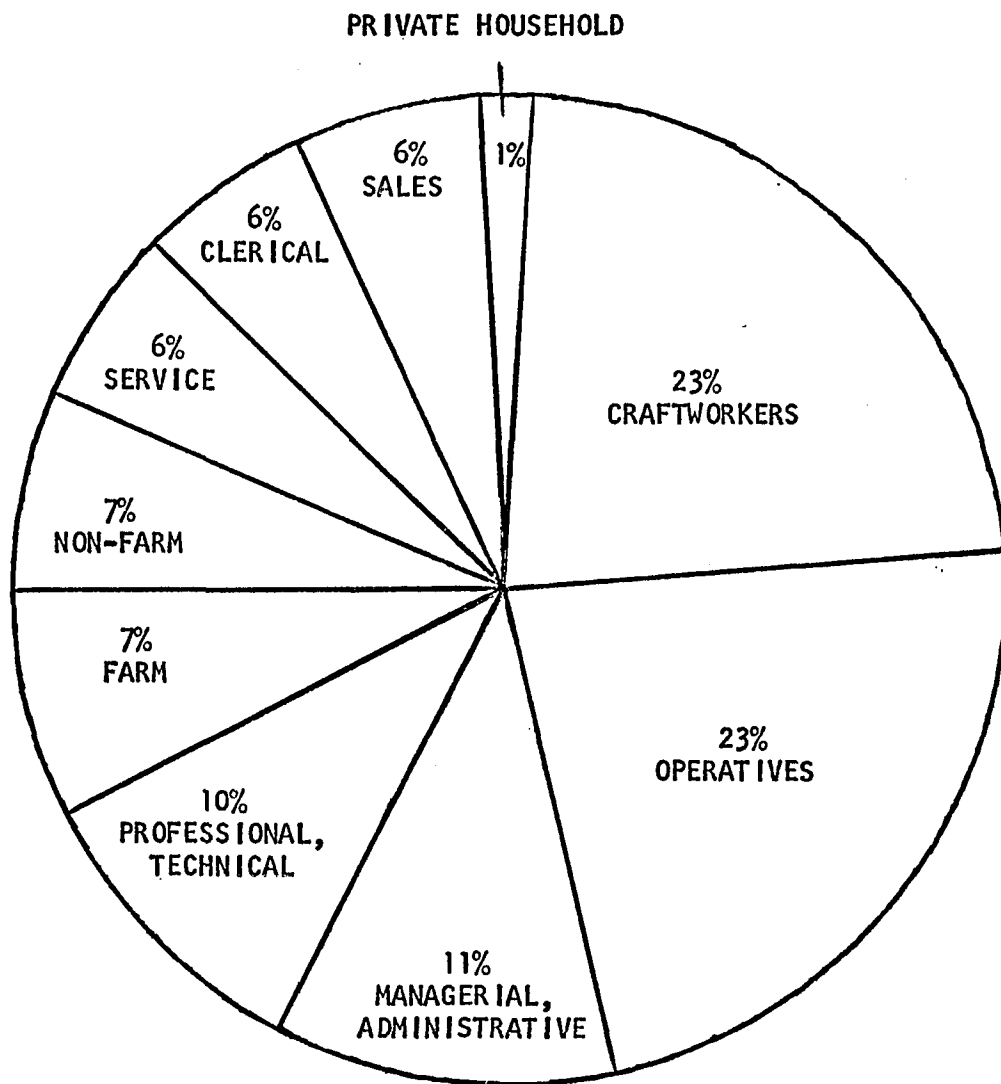


Figure 1

Occupational Distribution of All Male Workers
(Based on Males 16 Years and Over
in North Carolina, 1970)⁷

⁷ Ibid., p. 27.

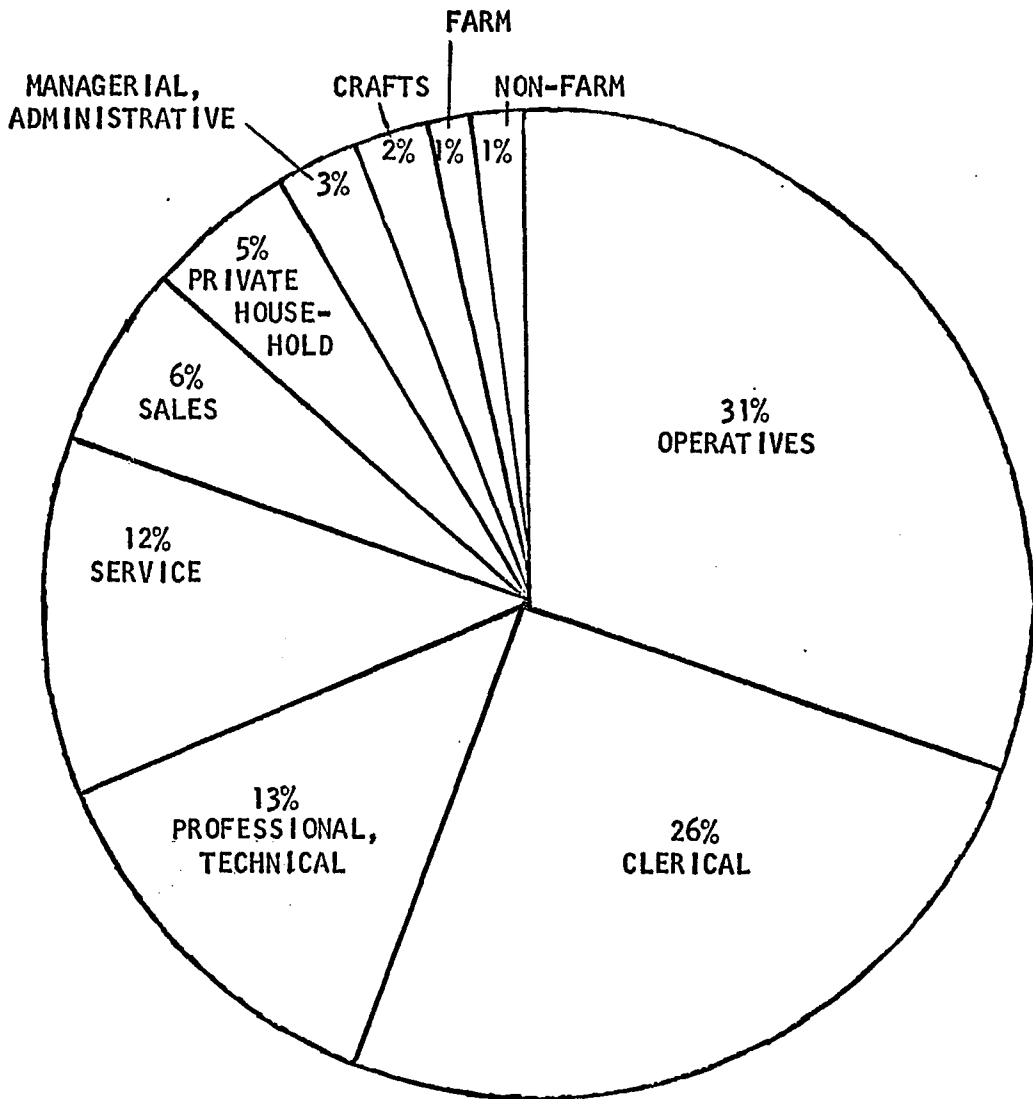


Figure 2

Occupational Distribution of All Female Workers
(Based on Females 16 Years and Over
in North Carolina, 1970)⁸

⁸ Ibid., p. 26.

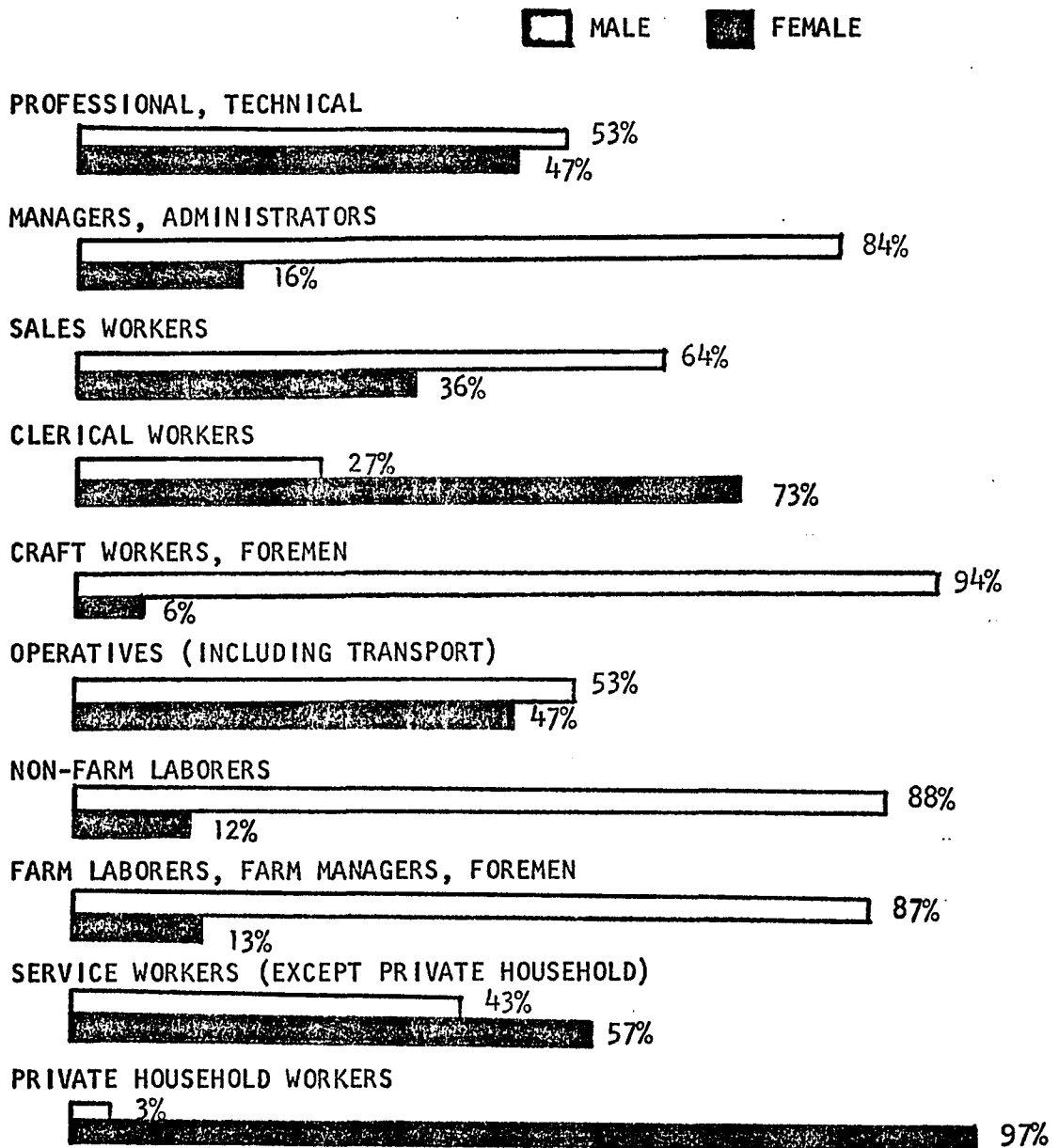


Figure 3

Comparison of Males and Females in Occupational Categories
 (Based on Persons 14 Years and Over in the Experienced
 Labor Force in North Carolina, 1970)⁹

⁹Ibid., p. 28.

The Commission illustrates in Table 1 that

The distribution of females in specific occupations was approximately the same in North Carolina as it was in the entire country. The statistics showed that women continued to fill traditionally female occupations through 1970¹⁰

The documentary indicates that there is a gap between the employment opportunities for men and the employment opportunities for women in North Carolina. It points out also that North Carolina is representative of the United States in the distribution of males and females in specific occupational categories.

Elizabeth Duncan Koontz, former Director of the Women's Bureau, stated that there is an urgent need to improve women's relative position in the economy.¹¹ She stated further that

The barriers are still high against employing women in professions other than those traditionally associated with women, and many of the myths regarding women's ability to hold administrative and managerial positions still prevail. . . .¹²

When comparing the educational achievement of women workers to their occupations, the Women's Bureau found that

. . . A startling 7 percent of employed women who had completed 5 or more years of college were working as service workers (including private household), operatives, sales workers, or clerical workers in March 1969. Nearly one-fifth of employed women with 4 years of college were working in these occupations, as were some two-thirds of those who completed 1 to 3 years of college.¹³

One report found that societal expectations of men and women often determine their future in the labor force. The Economic Report

¹⁰ Ibid., p. 29.

¹¹ U.S. Department of Labor, Workplace Standards Administration, Women's Bureau, Underutilization of Women Workers (Washington: Government Printing Office, 1971), p. iv.

¹² Ibid. ¹³ Ibid., p. 17.

Table 1

Distribution of Males and Females in Occupational Categories
(In the United States and North Carolina, 1970)¹⁴

Occupation	United States		North Carolina	
	Percentage of Males	Percentage of Females	Percentage of Males	Percentage of Females
Engineers	98	2	98	2
Mechanics, Repair Workers	98	2	98	2
Welders	94	6	94	6
Dentists, Physicians	92	8	93	7
Bank Officers, Financial Managers	82	18	83	17
Sales Managers	76	24	80	20
Writers, Artists, Entertainers	70	30	69	31
Teachers	36	64	30	70
Office Machine Operators	26	74	23	77
Librarians	18	82	22	78
Bank Tellers	14	86	5	95
Typists	6	94	6	94
Nurses, Dieticians	6	94	5	95
Secretaries	2	98	2	98

¹⁴The North Carolina Commission on the Education and Employment of Women, op. cit., p. 29.

of the President, 1973, stated that

Some of the hesitancy of women to enter or stay in the labor force is undoubtedly the result of societally determined factors that restrict the possibilities open to them. The low representation of women in positions of responsibility is striking. . . .¹⁵

The report pointed out that

. . . from school onward the career orientation of women differs strikingly from that of men. Most women do not have as strong a vocational emphasis in their schooling; and for those who do, the preparation is usually for a stereotyped "female" occupation.¹⁶

It is significant to note that "although 77 percent of women college graduates in 1970 were in the professions, mostly as teachers, only 4.8 percent, compared to 20 percent for men, were classified as managers."¹⁷

This report gives some indication of the occupational distributions of men and women. There are significant differences even within an educational level. The representation of women in management positions is very low.

In another comparison the Women's Bureau found that

Women workers in private business and industry have a very small share of the managerial positions. The Equal Employment Opportunity Commission report in 1970 shows that in the reporting establishments, most of which were in the private sector . . . women accounted for only 261,000 of the 2,542,000 officials and managers employed Thus, women's share of managerial positions in those establishments was only 10 percent.

Of all women workers in establishments reporting to EEOC, less than 3 percent were in managerial positions in 1970¹⁸

¹⁵U.S. Department of Labor, Employment Standards Administration, Women's Bureau, The Economic Role of Women (Washington: Government Printing Office, 1973), p. 100.

¹⁶Ibid., p. 101. ¹⁷Ibid., p. 102.

¹⁸U.S. Department of Labor, Employment Standards Administration, Women's Bureau, "Women Managers" (Washington: Government Printing Office, 1973), pp. 1-2.

Some gains have been made by women in the private sector workforce in managerial positions. In 1971 women's share of these positions was 10.9 percent; in 1972, 11.9 percent; and in 1973, 12.8 percent.¹⁹

The Women's Bureau, using forecasts by the Bureau of Labor Statistics, projected that "the entire managerial field is expected to offer a wide variety of opportunities where women may be able to use their training and special talents."²⁰ It encourages women to train for the nontraditional occupations since supply will exceed the demand in the traditional occupations of women.

The Bureau feels that some companies are beginning to improve opportunities for the advancement of women because of Federal legislation. The Bureau states that

Women have often been excluded from mid-level and executive-level management positions in the past. But since new Federal legislation has expanded coverage and strengthened the enforcement of provisions which prohibit sex discrimination, employers will need to review the access of women to management training programs as well as to jobs at all levels. Specifically, Revised Order No. 4, which implements an Executive order for Federal contractors and subcontractors, requires them to develop written affirmative action plans for recruiting, hiring, training, and promoting women. The order is already having impact on the hiring policies of some companies, and they are beginning to expand executive opportunities for women. . . .²¹

In relation to employer attitudes about hiring women, the Bureau found that

¹⁹Equal Employment Opportunity Commission, Ninth Annual Report (Washington: Government Printing Office, 1974), p. 16.

²⁰U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Careers for Women in the Seventies (Washington: Government Printing Office, 1973), p. 7.

²¹ibid.

. . . some progress is being made concerning employer attitudes. In contrast to the practices of just a few years ago when most companies did not actively recruit college women but employed a few upon application, many companies have indicated that they would hire more college women if they were qualified for the fields of accounting, engineering, data processing, mathematics, general business, chemistry, marketing, and economics (finance). . . .²²

According to this report labor market demands, Federal legislation, and changing employer attitudes will enhance the opportunities of women for advancement.

In a report on the outlook for business and management majors in the Southern region, Galambos stated that

During recent years analysis of the job market has often concluded that graduates in the field of business and management would fare better than graduates in many other disciplines such as education, the social sciences and the humanities.²³

She found that the growth rate for managerial and administrative jobs expected to be filled by college graduates exceeds that of any single major occupational group and that employment in these occupations will increase by approximately 30 percent during the 1972-1985 period.²⁴

The total college graduates at all degree levels in business and management who will be new entrants into the labor market are estimated as 41,000 in the region for 1980. It is projected that the demand for college graduates in these occupations will range from 98,000 to 102,000. It is obvious that the demand vastly exceeds the projected supply.

²²ibid., p. 12

²³Eva C. Galambos, The Employment Outlook for Business and Management Graduates in the South (Atlanta: Southern Regional Education Board, 1975), p. v.

²⁴ibid.

Galambos emphasizes the fact that women continue to be underrepresented in managerial positions. She does find that the percentage is rising, however, and that in 1975 women constituted 18 percent of total salaried managerial employment.²⁵

In another report Galambos projects the supply of women college graduates and compares this supply with projected occupational openings. It was projected that the following major fields of study (among others) would have an underrepresentation of women in 1980: computer sciences, accounting, business administration, and engineering. She concludes that "many of the fields of study where employment opportunities are brightest are in the fields in which women still constitute small proportions, with engineering and business administration as prime examples."²⁶

Galambos does not imply that women should overlook those purposes of education which are not related to employment and careers; however, the report is designed to help women choose careers for which there will be a demand in the future. The following paragraph should alert women to the fact that careful career planning will enhance their employment opportunities in the future:

The findings of this and earlier SREB Manpower and Education reports on the supply and demand balances for various fields of study suggest that if women do not switch to those fields in which they have been underrepresented, and for which the employment outlook is favorable, female college graduates of the future will be more likely to be unemployed than their male counterparts. The other possibility

²⁵ Ibid., p. 12

²⁶ Eva C. Galambos, College Women and the Job Market in the South, 1980 (Atlanta: Southern Regional Education Board, 1976), p. 21.

is that women graduates will be more likely to be employed in jobs unrelated to their majors than is true of male graduates. If the relatedness of college majors improves progression opportunities on the job, women will be at a disadvantage relative to men because of the likelihood that they study subjects for which there are insufficient directly related job opportunities.²⁷

STATEMENT OF THE PROBLEM

The problem of this study was to investigate the managerial motivation of college business students in certain functional specialties.

PURPOSE OF THE STUDY

The purpose of this study was to determine if there is a need for curriculum development which would provide more appropriate educational experiences for females who aspire to management positions. In addition, certain functional specialties were studied to provide insight into motivational patterns within the functional specialties.

NEED FOR THE STUDY

A review of numerous articles, books, government publications, and research studies revealed that the underrepresentation of women in management positions is a major problem. The following people were interviewed to provide more insight into the problem: the president of a personnel association; the person in charge of corporate development in a large corporation; other key personnel people in several different occupational fields; a management professor in a graduate school of management who directs a program designed to help women develop the

²⁷Ibid., p. 22.

skills and confidence to function in a management role; a research assistant in the office of the North Carolina Commission on the Education and Employment of Women (in addition to talking briefly with the Executive Director); a local Commission on the Status of Women; and several state and federal agencies concerned with the employment of women. The researcher also attended a management course for women and a forum on men's views of women in management. The forum panel consisted of men representing merchandising, government, industry, and banking. The responses of those interviewed indicated that there was a need for a study relating to the underrepresentation of women in management positions.

Since the scope of that problem was too broad to permit a manageable study, some reasons given for the underrepresentation of women in management positions were examined. The reasons included the following: the societal expectations of men and women; discrimination against women; the lack of qualified women; and the lack of motivation in women. It was determined that all of these reasons were interrelated and that if one reason could be explored, the findings could contribute to the understanding of the overall problem.

A literature search revealed that little research had been conducted in the area of managerial motivation. Even less research had been conducted in educational settings involving business students. Since most of the literature pertained to what companies could do to develop women as managers, there was an indication that women who aspire to management positions have not been receiving the appropriate educational experiences which would help them develop managerial skills before

employment. Educational institutions should be concerned about this problem. Perhaps this study about the managerial motivation of college business students will lead to or have a bearing on the improvement of the position of women in management.

DEFINITION OF TERMS

The following terms were defined:

The motivation to manage is the desire to manage in relation to the managerial role requirements explained in Chapter 3.

Functional specialty refers to a particular concentration of study and specifically, in this study, includes general management, accounting, marketing/merchandising, and banking/finance.

LIMITATIONS OF THE STUDY

The study was limited to a 41 percent sample of the population of juniors and seniors in the departments of Accounting, Economics, and Business Administration. These students were enrolled in the School of Business and Economics at the University of North Carolina at Greensboro during the spring semester, 1977. The researcher has limited generalizations to this population. The motivation to manage was operationally defined for this study as the seven subscales of the Miner Sentence Completion Scale (MSCS).

HYPOTHESES OF THE STUDY

The following hypotheses were investigated:

1. There will be significant differences between males and females in the motivation to manage.
2. There will be significant differences among the functional specialties in the motivation to manage.
3. There will be a significant interaction between sex differences in the motivation to manage and functional specialty.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the literature revealed a limited amount of research related to the motivation to manage. Much of the literature pertained to educational concerns, male-female comparisons, and attitudes. Pertinent literature in these areas is presented. Several studies concerned with women in management are presented also.

The review of the literature is divided into three sections:

- (1) research related to managerial effectiveness and motivation,
- (2) general research--educational concerns, male-female comparisons, and attitudes, and (3) studies related to women in management.

Review of Literature Pertaining to Managerial Effectiveness and Motivation

Some researchers have found that personal characteristics or behaviors are associated with managerial effectiveness. Various procedures have been developed to measure this effectiveness.

In his investigation about the identification of executive potential, Guyton found that the most widely accepted concept of identifying executive potential is based on the following hypotheses:

1. There are differences in the personal characteristics of more successful and less successful executives.
2. These differences can be identified.
3. The chances are better for a candidate's success if his personal characteristics are more like those of the more successful executive than those of the less successful.

4. These characteristics can be measured early in his career.²⁸

Gaudent and Carli conducted a study to find why executives failed. They found that

Personality traits were named twice more often than "knowledge factors" as a cause of failure. Inability to make a decision, to cooperate, to evaluate people, and a lack of drive were among the highest ranking personality "lacks."²⁹

The Strong Vocational Interest Blank is a test which provides "an index of the similarity between a person's interests and those of successful men (and women) in a wide range of occupations."³⁰ One scale of the SVIB, the Managerial Orientation scale, is related to various criteria of managerial effectiveness. The scale was applied to validation and cross-validation samples by Johnson and Dunnette. They concluded that

Those scoring higher on the scale are in occupations which presumably place a premium on aspirational, risk-taking, action-oriented, and dominating behaviors. Those scoring low tend to belong to the more analytical, aesthetic and subprofessional occupations which place a premium on behaviors actually antagonistic to the leading and forceful patterns characteristic of managerial activities and functions.³¹

Miner proposed that certain behaviors are associated with the managerial role, and that certain types of motivation produce these behaviors. He developed the Miner Sentence Completion Scale to measure

²⁸Theodore Guyton, "The Identification of Executive Potential," Personnel Journal, XLVIII (November, 1969), 866.

²⁹Ibid., p. 867.

³⁰David P. Campbell, Handbook for the Strong Vocational Interest Blank (Stanford: Stanford University Press, 1971), p. 1.

³¹Ibid., p. 227.

the motivation to manage. The measure was based on a role-motivation theory of managerial effectiveness. Miner selected a set of six role prescriptions or requirements which seemed to be associated with a great variety of managerial positions. He described the six role requirements and their accompanying motivation as follows:

1. Managers are typically expected to behave in ways which do not provoke negative reactions from their superiors. In order to represent his group upward in the organization and to obtain support for his actions a manager should maintain good relationships with those above him. It follows that he should have a generally positive attitude toward those holding positions of authority.
2. There is, at least insofar as peers are concerned, a strong competitive element built into managerial work. A manager must compete for the available rewards, both for himself and for his group. If he does not, he may lose ground as he and his function are relegated to lower and lower status levels. Certainly without competitive behavior rapid promotion is very improbable. Thus, managers must characteristically strive to win for themselves and their groups. In order to meet this role requirement a person should be favorably disposed toward engaging in competition.
3. There is a marked parallel between the requirements of the managerial role and the more general demands of the masculine role as it is defined in our society. Both a manager and a father are supposed to take charge, to make decisions, to take such disciplinary action as may be necessary, and to protect others. Thus, one of the more common role requirements of the managerial job is that the incumbent behave in an assertive masculine manner. Even when women are appointed to managerial positions they are expected to follow an essentially masculine behavior pattern. It follows that a desire to meet the requirements of masculinity as it is typically defined will generally lead to success in meeting certain role prescriptions of the managerial job as well.
4. This is the requirement that the manager exercise power over subordinates and direct their behavior in a manner consistent with organizational, and presumably his own objectives. He must tell others what to do when this becomes necessary, and enforce his words through appropriate use of positive and negative sanctions. The individual who finds such behavior difficult and emotionally disturbing would not be expected to meet this particular role prescription.

5. The managerial job requires a person to stand out from his group and assume a position of high visibility. He cannot use the actions of his subordinates as a guide for his own behavior as a manager. Rather he must deviate from the immediate group and do things that will inevitably invite attention, discussion, and perhaps criticism from those reporting to him. When this prospect is viewed as unattractive, when the idea of standing out from the group, of behaving in a different manner, and of being highly visible elicits feelings of unpleasantness, then behavior appropriate to the role will occur much less often than would otherwise be the case.
6. The final role requirement refers to the process of getting the work out and keeping on top of routine demands. The things that have to be done must actually be done. There are administrative requirements of this kind in all managerial work, although the specific activities will vary somewhat from one situation to another. To meet these prescriptions a manager must at least be responsible in dealing with this type of routine, and ideally he will gain some satisfaction from it.³²

The researcher wanted to select an instrument which would measure the behaviors associated with the managerial role. Miner's instrument seemed to be very appropriate for measuring these behaviors. Other instruments were considered; however, the review that follows reinforces the selection of Miner's test.

Korman reviewed and critically evaluated the research literature pertaining to the usefulness of various procedures in the prediction of managerial success. He evaluated several leadership or managerial ability tests, among which were How Supervise?, the Leadership Opinion Questionnaire, and the Miner Sentence Completion Scale. How Supervise? is the most famous of the leadership ability tests. Little evidence was found to support the predictive validity of this test. The researcher of the present study examined How Supervise? and determined that it was

³²John B. Miner and others, "Role Motivation Theory of Managerial Effectiveness in Simulated Organizations of Varying Degrees of Structure," Journal of Applied Psychology, LIX (February, 1974), 32.

designed for people who are already employed in supervisory positions. Also, it is mainly concerned with attitudes about human relations. Another instrument, the Leadership Opinion Questionnaire, measures two dimensions of supervisory leadership: consideration (rapport with subordinates) and structure (tendency to initiate ideas, to plan, or to direct a group toward organizational goals). This instrument is also more appropriate for people who are already employed in supervisory positions. Korman found little evidence to support the predictive validity of the instrument. In reviewing the results of Miner's predictive studies, Korman stated that

. . . An excellent feature of Miner's research is that there was no possibility of criterion contamination. When one considers the consistency of these results, it would seem desirable that Miner's work be replicated and expanded by other investigations, particularly regarding possible interactions with various situational variables under controlled conditions. . . .³³

There is as yet, then, little evidence, with the exception of the research by Miner, that specifically-designed tests of managerial ability and/or characteristics are actually predictive of managerial behavior when we are talking of behavior in a formal organization.³⁴

Objective personality inventories and "leadership ability" tests have generally not shown predictive validity, with the exception of the projective measure of managerial motivation developed by Miner.³⁵

Korman's evaluation of Miner's research indicates that the Miner Sentence Completion Scale is very appropriate for measuring the motivation to manage. Most of the items on the test are not directly related to the managerial job. As a result, the true purposes of the test are

³³Abraham K. Korman, "The Prediction of Managerial Performance: A Review," Personnel Psychology, XXI (Autumn, 1968), 307.

³⁴ibid. ³⁵ibid., 319.

not revealed. This feature made this test more suitable for students than tests which were specifically designed for supervisory personnel and which contained specific job-related questions. Since the Miner Sentence Completion Scale was used in the writer's study, a review of Miner's studies is presented to provide a basis of comparison.

Miner conducted a study with business students to determine if changes in motivation could occur through the use of management development procedures in an experimental course. The course was initially designed to influence the motives of male managers. The study was conducted over four quarters using the lecture method in addition to smaller classroom discussion groups. Miner described his course as follows:

The writer presented the lectures during all four quarters. These were generally formal in nature, with practically no student participation. Questions averaged no more than one or two per lecture and were almost invariably asked by the same few students. Smaller classroom discussion groups dealing with the reading materials were conducted throughout each quarter by graduate-student instructors. . . . Attendance was generally good at the lectures, although the same was not always true of the discussion sessions. This may well have resulted from the fact that at least half the examination questions were based on material presented only in the lectures, while the remaining questions could have been answered from the text alone without attending the discussions.³⁶

Pretests and posttests were administered using the Miner Sentence Completion Scale to determine if changes had occurred. Miner made the following inference about the male-female comparison:

. . . The two groups appear to respond to the introduction of educational procedures designed to produce motivational change in much the same manner. The only major difference seems to be that the women lose much of their negative motivation as a result of the course, but experience practically no increase in positive

³⁶John B. Miner, Studies in Management Education (New York: Springer Publishing Company, Inc., 1965), p. 113.

motivation; the men do both. Perhaps this is in some way related to the fact that the females were initially so extremely negative toward managerial role requirements. . . .³⁷

Miner indicated that the course was male oriented since it was initially designed for male managers. Perhaps this is why the females experienced practically no increase in positive motivation. He used the pretest scores only in the determination of change when compared with the posttest scores. He could have used the pretest scores to determine the needs of the students. The result could have been a student-oriented course. According to the presentation method and the nature of the examination questions, student interaction was a very minor part of the course. The poor attendance at the discussion sessions attested to this fact. This would have been an excellent opportunity for males and females to react to management situations by role playing. Perhaps they could have gained more knowledge not only about management techniques but also about themselves and others.

Miner conducted another study to determine if managerial motivation can be identified during the period of graduate education, or whether it emerges only after employment.³⁸ The subjects included 106 graduate business students in the School of Business Administration at the University of Oregon. The students were divided into the following groups: (1) 41 students interested in managerial positions, (2) 32 students interested in teaching positions, and (3) 33 students interested

³⁷ Ibid., p. 148.

³⁸ John B. Miner, "The Early Identification of Managerial Talent," Personnel and Guidance Journal, XLVI (February, 1968), 586.

in specialized or professional positions in business. Only one or two women were in any group. The students interested in managerial positions scored significantly above the other groups on the Miner Sentence Completion Scale. Miner concluded that ". . . managerial motivation develops prior to the initiation of the business career, and exerts a strong influence on vocational choice."³⁹

Although the number of cases in each group is small, it is important to note that the results were compared with a normative group of managers. The normative group scored well above the students with teaching and specialist or professional goals, but considerably below the students with managerial goals. Miner attributed this finding to the fact that the managerially oriented group was so strongly motivated to achieve their goals that they were willing to continue their education.

Since only a few women participated in the study, there is no basis for concluding that the results would also apply to female graduate students. The study was conducted several years ago, and possibly there was a low representation of women in the graduate school at that time. The low representation in the group interested in teaching positions seems to bear out this supposition since there is a higher representation of women than men in the teaching profession as a whole. The study should be expanded to include more women to determine if the results would be similar. The results could be valuable to educators as well as to those women who aspire to management positions.

³⁹ Ibid.

Miner and Smith conducted a study with undergraduate business students at the University of Oregon to determine if managerial motivation could be identified during undergraduate education. The results were compared with the study involving graduate business students.

The students were divided into two groups--one with managerial goals and one with either teaching or specialist goals. All were administered the Miner Sentence Completion Scale. The undergraduates with managerial goals scored above those with other goals; however, the differences were not as pronounced as in the study with graduate students. Also, the scores of the undergraduate students with managerial goals were well below the graduate students with similar goals.

The researchers concluded that these results

. . . Combined with the predictive studies on managers, . . . indicate that managerial motivation is developed as early as 20 and that it can be a determinant of career success and career choice from that time on. This early identification of managerial talent does seem to be feasible. And consequently realistic vocational guidance and career planning in this regard are a possibility. Those who obtain high MSCS scores at an early age are likely to represent good bets for subsequent managerial success and obtain satisfaction in this type work.⁴⁰

The researchers emphasized that this does not nullify earlier findings that educational procedures can increase managerial motivation as measured by the Miner Sentence Completion Scale.

There was no mention of the number of males or females included in the study, nor was there a comparison of male-female scores. A study such as this one should be expanded to incorporate male-female

⁴⁰ John B. Miner and Norman R. Smith, "Managerial Talent Among Undergraduate and Graduate Business Students," Personnel and Guidance Journal, XLVII (June, 1969), 999.

comparisons. Since many businesses are considering hiring or promoting more women into managerial positions, an early identification of managerial talent would be beneficial to women aspiring to these positions as well as to the businesses. If female students who have management goals score low on the Miner Sentence Completion Scale, the development of a managerial role-motivation training course should be considered since this type of training has proven to be effective.

In an effort to determine whether findings of research with business organizations and business students concerning managerial motivation hold for educational organizations as well, Miner posed these questions:

- (1) Is the same type of managerial motivation valued and rewarded in school districts?
- (2) Do higher levels of managerial motivation prevail among graduate students in educational administration than among those preparing for other types of work in the school system?⁴¹

The subjects of the study included 219 school administrators from four school districts in the Pacific Northwest and 141 students in graduate education classes at the University of Oregon. The students were classified according to their indicated goals as follows: 57 students, administrative goals; 56 students, teaching goals; and 28 students, specialist goals. The various motivational measures derived from the Miner Sentence Completion Scale were correlated with organizational and reward indexes for the administrators. The graduate students were administered the Miner Sentence Completion Scale.

⁴¹ John B. Miner, "The Managerial Motivation of School Administrators," Educational Administration Quarterly, IV (Winter, 1968), 55-56.

The findings included the following:

- (1) Certain aspects of the theory of managerial motivation were applicable in three of the school districts, but evidence for the validity of the theory was totally lacking in one. In this one the correlations were almost positive.⁴²
- (2) The students with administrative goals scored significantly higher than those with specialist goals.⁴³
- (3) The students with administrative goals did not differ significantly in total score from those with teaching goals.⁴⁴

Miner concluded that certain aspects of the theory of managerial motivation are valued but not rewarded in school districts.⁴⁵ He also concluded that

. . . among graduate students in the field of education those with relatively high levels of managerial motivation are no more likely to seek administrative careers than careers in teaching although they do tend to avoid the educational specialties.⁴⁶

Although this study has no specific implications for the present study, the male-female compositions should be mentioned. There were 194 male administrators and only 25 female administrators. Of the graduate students there were 49 males and 8 females in the administrative sample. This points out that there is a low representation of women in administrative positions in educational organizations and also a low representation of women who expect to enter these positions. Since the writer has already substantiated the fact that there is a low representation of women in business organizations, one might conclude from the foregoing study that this low representation is pervasive in our society. It is interesting to note that the students with teaching goals scored similar

⁴² *ibid.*, 64. ⁴³ *ibid.*, 68. ⁴⁴ *ibid.*

⁴⁵ *ibid.*, 71. ⁴⁶ *ibid.*, 70.

to the students with administrative goals. There were 25 females and 31 males in the teaching sample.

Miner demonstrated that there has been a decline in managerial motivation among students over the past two decades.⁴⁷ He predicted that a serious shortage of managerial manpower will materialize in a few years. This supports the projection that the demand for college graduates in business and management will be more than double the supply in 1980. Miner suggested several recruitment strategies to help companies deal with the predicted shortage. One approach was to recruit women.

Referring to his research which indicated that the motives needed to manage effectively can be developed, Miner suggested that the best general approach to the problem might be for the university business schools to conduct managerial role-motivation training. In his research he found that this type of training might be detrimental to nonmanagerial business students. He stated that "separate programs specifically designed for those students who are bound for management positions seem most appropriate."⁴⁸ He concluded that if widespread effects are to be achieved, the educational process might have to be modified in one form or another.⁴⁹

Miner's prediction supports the writer's finding that unless the trend changes there will be a shortage of managers in the near future.

⁴⁷ John B. Miner, "The Real Crunch in Managerial Manpower," Harvard Business Review, LI (November-December, 1973), 146.

⁴⁸ *ibid.*, 154. ⁴⁹ *ibid.*, 157.

His suggestions to utilize women and to develop managerial role-motivation training programs supports the focus of the writer's study.

Miner conducted studies with 70 business managers (26 males, 44 females) and 219 school administrators (194 males, 25 females) to determine if managerial motivation was related to management success indexes and whether female managers had less managerial motivation than males.⁵⁰ He found that managerial motivation was significantly related to the success of female managers, but no consistent differences in the managerial motivation of male and female managers were found.⁵¹

Miner pointed out that his research ". . . implies only that those women who become managers have the motivational capacity to do as well as males who become managers."⁵² He stated further that

. . . Whether the female population can provide a major source of managerial talent in the future, consonant with the rising labor force participation of women, poses a major and as yet unanswered research question. In any event there is evidence that those women who do possess strong motivation to manage should be encouraged to pursue a managerial career; they are likely to do well in it.⁵³

These studies have implications for vocational guidance for females and also for educational institutions interested in management development for female students. Miner's reference to "a major and as yet unanswered research question"⁵⁴ lends impetus to the writer's study.

Miner conducted studies with students from four different universities to determine if male-female differences in motivation to manage

⁵⁰John B. Miner, "Motivation to Manage Among Women: Studies of Business Managers and Educational Administrators," Journal of Vocational Behavior, V (October, 1974), 197.

⁵¹ibid. ⁵²ibid., 207. ⁵³ibid., 207-208. ⁵⁴ibid., 207.

existed.⁵⁵ Managerial motivation was measured using the Miner Sentence Completion Scale. He obtained data from the following groupings of students:

- (1) Undergraduate education students--University of Oregon (46 males, 97 females)
- (2) Graduate education students--University of Oregon (99 males, 42 females)
- (3) Undergraduate business students-- University of Oregon (270 males, 43 females)
- (4) Undergraduate business students--University of Maryland, Portland State University, University of Oregon, Western Michigan University (674 males, 64 females)
- (5) Undergraduates other than in business and education--University of Maryland (29 males, 47 females)

Differences were not found among students majoring in the field of education; however, females majoring in business and the liberal arts did prove to have lower managerial motivation scores than the comparable male samples. Miner concluded that "not all the male-female difference in representation in management can be attributed to direct discrimination; differential motivation appears to be present."⁵⁶

Miner made no attempt to match the male and female samples other than by drawing them from the same classes. The male sample was disproportionate to the female sample--1,118 males and 293 females. For the business students alone the sample was 944 males and 107 females. This study closely resembles the writer's study in that it measures the differences between males and females in their motivation to manage;

⁵⁵ John B. Miner, "Motivation to Manage Among Women: Studies of College Students," Journal of Vocational Behavior, V (October, 1974), 241.

⁵⁶ *ibid.*, 249.

however, the writer's study involved business students only, and the students were classified by their functional specialty.

Miner has made an attempt to go beyond the discrimination question by trying to determine if women are motivated to manage. He so aptly put the problem in perspective when he stated that

. . . it remains true that women are distinctly underrepresented at the management level It has often been assumed that this differential is primarily attributable to discrimination. However, little is known about male-female differences in motivation to manage; any such differences found could be a factor in the disproportionately low representation of women in management, since research has indicated a positive association between motivation to manage and the choice of a managerial career⁵⁷

Review of Literature Pertaining to Educational Concerns,
Male-Female Comparisons, and Attitudes

An economics instructor at Piedmont Technical Institute in Roxboro, North Carolina, "became aware of the top-heavy educational opportunities there for men."⁵⁸ She investigated the managerial positions available to women in the county and the type of training needed to be qualified for these positions. She planned a program called Women in Business and Industry and outlined these long-range objectives:

- (1) To acquaint women with the basic functions of management
- (2) To understand and demonstrate how prudent management will improve efficiency and effectiveness in all areas of business and industry
- (3) To create an awareness of human behavior and use the existing information to apply in inter-personal relations
- (4) To introduce the various styles of management and plug the appropriate style in the situations as warranted

⁵⁷ *Ibid.*, 242.

⁵⁸ Nancy L. Duckett (ed.), "A New Program Just for Women," Open Door, X (Winter, 1974), 16.

- (5) To provide more effective communication lines between women, management and subordinates⁵⁹

An Associate in Applied Science degree is granted upon completion of the program.

A course designed to develop managerial abilities for women was first taught in 1973 to senior women at Kansas State University.⁶⁰ The topics included the following:

- (1) Consciousness raising and confidence building
- (2) The impact of working women on society and the economy
- (3) How to be a professional
- (4) Effective management--feminine style
- (5) Marriage and career⁶¹

Buzenberg asserted that 'much has been written about 'the empty pipeline' to top executive positions for women, but only by educating the women college graduates of today to see themselves as managers can we begin to fill these pipelines for tomorrow.'⁶²

Church stated that 'vocational education has . . . come under fire for sex-typing occupations and failing to provide total career-path motivation for women.'⁶³ She suggested the initiation of experiential activities with students rotating at random from entry-level jobs

⁵⁹ Ibid.

⁶⁰ Mildred E. Buzenberg, "Training and Development of WOMEN Executives: A Model," Collegiate News and Views, XXIX (Fall, 1975), 19.

⁶¹ Ibid. ⁶² Ibid., 22.

⁶³ Olive Church, "Easier and Better Teaching IS Possible," Business Education Forum, XXX (May, 1976), 16.

through supervisory and managerial positions. Each student has the opportunity to act as both a manager and a subordinate.

A business management program has been developed at Mesa Verde High School in Citrus Heights, California. The students learn management concepts and skills in the classroom and apply them to real problems occurring in campus business enterprises.⁶⁴ The program "emphasizes an awareness of a variety of career management opportunities, along with exposure to and active participation in, management and decision-making concepts."⁶⁵ Both males and females could benefit from such a program.

The results of a survey of a group of newly-promoted female managers revealed these five common problems among the respondents:

- (1) the inability to delegate work properly
- (2) lack of credibility with subordinates, peers, and superiors
- (3) distaste for and difficulty in playing corporate politics
- (4) the inability to manage time effectively
- (5) inadequate preparation for managerial responsibilities⁶⁶

Lack of training in specific management techniques contributed to the problem of inadequate preparation.

Burkhead conducted a survey to determine to what extent women were participating in university-sponsored management programs.⁶⁷

⁶⁴Linda Veatch, "Management, You're In Charge," Business Education Forum, XXX (April, 1976), 24.

⁶⁵Ibid., 25.

⁶⁶"The Five Most Common Problems Women Managers Face and What To Do About Them," The Business Woman's Letter, June, 1975, 1.

⁶⁷Marie Burkhead, "Underrepresentation of Women in University-Sponsored Management Development Programs," The Journal of Business Education, XLVII (December, 1972), 109.

Questionnaires were sent to 145 colleges and universities which were members of the American Association of Collegiate Schools of Business seeking information about their management development programs. Ninety-two institutions responded. Of these, 20 offered no such programs, 16 had seminars only, and 56 had programs existing from 1 to 13 weeks.

Of the 56 institutions having management development programs, 21 had at least one woman attending in 1969 and 1970; 35 reported no women in attendance either in 1969 or 1970. The total attendance in 1969 was 4,287 people of which 270 were women. In 1970 there were 4,183 people of which only 269 were women.

Burkhead concluded that

. . . The lack of participation by women in the existing executive development programs appears to indicate one of the most subtle and perhaps most effective means of discrimination against women in the managerial professions.⁶⁸

She maintained that women employed in high level positions should be given the opportunity to progress by attending management development programs.

Schwartz conducted a study to determine business executives' attitudes toward women in top management positions in business organizations. The executives responded to several generalizations regarding the effectiveness of women in management. She found that many of the executives held as true certain generalizations which indicated less adequate performance on the part of women when compared to men.⁶⁹ She

⁶⁸ Ibid., 110.

⁶⁹ Eleanor Brantley Schwartz, The Sex Barrier in Business (Atlanta: Bureau of Business and Economic Research, School of Business Administration, Georgia State University, 1971), p. 95.

recommended that ". . . research be conducted to ascertain more precisely whether in fact women are different from men in management potential, ability, and performance."⁷⁰ She also made the following recommendation about management training for women:

It would appear that training designed specifically to prepare women for management positions might well be worth consideration by both businesses and universities. Nowhere in the literature and in none of the comments volunteered by respondees [sic] was there found to be any concerted effort to develop managerial abilities in women. Such training, if it proves successful, might help significantly in better utilization of women in management.⁷¹

This concern about the differences in male-female performance is expressed by several researchers. For instance, Uehling asserted that

. . . In a time when women are seeking recognition of abilities, facts are needed. Women may or may not differ from men in their managerial skills. If data are not collected with regard to such possible differences, placement and utilization of women in management may occur in the most convenient or pragmatic way, simply to meet governmental regulations, to appease vocal groups of women, or on the basis of emotional conviction.⁷²

Martin compared the performance of 60 male and 77 female retail store buyers who were members of management. He found no significant differences between the sexes in either their self-evaluation or their actual execution of buying responsibilities and activities.⁷³ The major differences between the sexes were in marital status, education, rate of pay, and decision-making discretion. A larger percentage of the males

⁷⁰ Ibid. ⁷¹ Ibid.

⁷² Barbara L. Uehling, "Women and the Psychology of Management" (paper presented at a conference on "Women and the Management of Post-Secondary Institutions," Syracuse, New York, December, 1973), 1.

⁷³ Claude R. Martin, Jr., "Support For Women's Lib: Management Performance," The Southern Journal of Business, VII (February, 1972), 27.

were married, had more formal education, were paid more, and were more often granted decision-making discretion concerning crucial decisions.

Even though the females performed as well as the males, they were paid less. This salary difference can be attributed to differences in education between the males and females. Of the males, 67 percent attended college with 27 percent graduating. Of the females, 19 percent attended college with only 1 percent graduating. Because of this difference, there does not seem to be job discrimination on the basis of sex. Education is valued by the companies employing the subjects of this study.

Day and Stogdill compared the leader behavior of male and female supervisors.⁷⁴ The men and women leaders were well matched in terms of civil service level, kind of work, education, years of service, time in position, and time in grade. This study was based on this information:

- a. Subordinates' descriptions of the leader behavior of the sample of supervisors.
- b. Effectiveness evaluations provided by the same subordinates.
- c. Biographical information on leaders obtained from personnel records.⁷⁵

All of the leaders were described by their subordinates. Most of them were described by at least four subordinates--two males and two females. On the average, the female supervisors were five years older,

⁷⁴David R. Day and Ralph M. Stogdill, "Leader Behavior of Male and Female Supervisors: A Comparative Study," Personnel Psychology, XXV (Summer, 1972), 353.

⁷⁵Ibid., 354.

had fewer children, and had attended two more training programs than their male peers.

The researches found that

. . . Although male and female peers are described as similar in leader behavior and effectiveness, their behavior and effectiveness appear to produce different outcomes in regard to advancement. For males, rapid advancement tends to go to those who are more effective and who have more influence. For females, rate of advancement is unrelated to effectiveness.⁷⁶

A study dealing with the executive decision-making abilities of males and females was conducted using a series of management type games.⁷⁷ Groups of management students were led by either males or females. Some groups consisted of all male students while others were composed of both sexes. No differences were observed in the performance or job satisfaction of groups under female leadership.⁷⁸

Peck observed that

Women's confidence in their own worth as managers has not been developed at home or in school. Consequently, they tend to accept gratefully positions well below their potential and often seem to have little awareness of the opportunities for which they can and should compete.⁷⁹

.....

The attitude of the teachers or professors has a strong impact on men, but it can be devastating to women, who already have doubts regarding their qualifications for, and opportunities in management. If the colleges are to inspire women to develop and undertake the training which will best prepare them to compete in business, they

⁷⁶ Ibid., 359.

⁷⁷ Joan Zaffarano, "Suddenly, Women Are In A Hurry," Administrative Management, XXXV (January, 1974), 20-21.

⁷⁸ Ibid., 21.

⁷⁹ Willard W. Peck, "Moving Women Into the Executive Suite," Management World, III (July, 1974), 10.

must make them sense the challenge, excitement and stimulation that is there for them.⁸⁰

Seward agreed that the attitudes of teachers or professors are important to potential women managers. She suggested that in-service training sessions be conducted for college and university instructors to assure that their treatment of women students builds rather than destroys confidence.⁸¹

The Deputy Commissioner for Occupational and Adult Education, U.S. Office of Education, indicated that vocational education tends to perpetuate sexual stereotypes. He stated that

As a result of historically held cultural perceptions, unconscious and sometimes accidental decisions, and in some rare instances, conscious design, vocational education has contributed to the problem of sex discrimination. Sexual stereotyping through program offerings and sex discrimination through exclusion of some students from certain programs cannot continue. . . .⁸²

Referring to a report issued by the Subcommittee on Elementary, Secondary, and Vocational Education, Hulbert stated that

The report points out that American vocational education developed from a 1917 model in which the world of work was conceptualized as a male domain and the world of home as a female domain. This model established traditional male-female enrollment patterns which persist today. . . . Despite the fact that more women must work today than ever before, present-day vocational programs frequently prepare females for low-paying, dead-end jobs.⁸³

⁸⁰ Ibid.

⁸¹ Based on personal correspondence between Dr. Doris K. Seward, President of Women's Equity Action League, and the writer, July 15, 1975.

⁸² William F. Pierce, "Education for Employment," Business Education Yesterday, Today, and Tomorrow, Fourteenth Yearbook of the National Business Education Association (Reston, Virginia: National Business Education Association, 1976), p. 253.

⁸³ J. E. Hulbert, "Sex Discrimination in Vocational Office Occupations Programs," Business Education Forum, XXXI (December, 1976), 11.

He noted that only 27.6 percent of office occupations students enrolled in the supervisory and administrative management field were female.⁸⁴ He warned that

Unless this situation is corrected by enrolling a more equitable ratio of male and female students in the supervisory and administrative management field, sex discrimination in office occupations appears destined to be perpetuated. One of the basic tenets of occupational sex discrimination is that males entering an occupation heavily dominated by females rise to the top ranks of that occupation; whereas, females entering occupations heavily dominated by males are relegated to lower echelons. If office occupations programs continue to prepare disproportionate numbers of males for supervisory and managerial positions in tomorrow's offices, females inevitably will be relegated to supportive functions.⁸⁵

Basil conducted a study to determine both company and individual attitudes toward women in management.⁸⁶ He compared these attitudes with those of male and female liberal arts undergraduates. He found that most of the companies had very few women in managerial positions. Some of the reasons given for the low representation of women included the following:

- (1) Women lacked the qualifications for management.
- (2) Although women had adequate educational backgrounds, in general men had more extensive educational backgrounds than women.
- (3) Women did not have the necessary drive and motivation to be really successful in managerial positions and to stand the pressures and tensions of management.⁸⁷

The research with companies indicated that there were many negative attitudes toward women aspiring to managerial positions. The

⁸⁴ *Ibid.*, 12. ⁸⁵ *Ibid.*

⁸⁶ Douglas C. Basil, Women in Management (New York: Dunellen Publishing Company, Inc., 1972), p. 3.

⁸⁷ *Ibid.*, p. 11.

research with college students indicated that their attitudes offered little hope for the future status of women in management. In fact, antipathy toward women in management was greater among male students than among male executives.⁸⁸

Bass and others stated that

. . . Now it is all right for women to work, but women are perceived to have different skills, different habits, and different motivation, which make them less desirable as workers. The effects of attitudes toward women working have determined to a large extent the hiring, assignment, training, and promotion of women.⁸⁹

The researchers found that managers did not feel that women would make good supervisors because men and women would prefer having male supervisors. They attributed this attitude to societal norms. They encouraged managers to examine their attitudes about working women, to examine actual data regarding women and their capabilities, and to place men and women in situations where interaction has to be on an equal basis.⁹⁰

Prather asserted that the reason women are not being hired for responsible and powerful positions is because employers think that women are inherently incapable of managing such positions.⁹¹ She concluded that

⁸⁸ *Ibid.*, pp. 16-17

⁸⁹ Bernard M. Bass, Judith Krusell, and Ralph A. Alexander, "Male Managers' Attitudes Toward Working Women." American Behavioral Scientist, XV (November-December, 1971), 223.

⁹⁰ *Ibid.*, 235.

⁹¹ Jane Prather, "Why Can't Women Be More Like Men?" American Behavioral Scientist, XV (November-December, 1971), 172.

. . . as long as socialization practices persist which reinforce dependency, passivity, and nonassertiveness in girls and which discourage girls from seriously pursuing higher education, few women will train to compete equally with men occupationally. . . .⁹²

In a study of middle managers in nine insurance companies Schein found that successful middle managers were perceived to possess those characteristics, attitudes, and temperaments more commonly ascribed to men in general than to women in general.⁹³

Rosenkrantz and others conducted a study with male and female college students to determine the extent to which sex-role stereotypes, with their associated social values, influence the self-concepts of men and women.⁹⁴ The results of the study supported these general assertions:

- (1) Despite historical changes in the legal status of women and despite the changes in permissible behaviors accorded men and women, the sex-role stereotypes continue to be clearly defined and held in agreement by both college men and college women.
- (2) Despite the professed and legal equality of sexes, both men and women agree that a greater number of the characteristics and behaviors stereotypically associated with masculinity are socially desirable than those associated with femininity.
- (3) The self-concepts of men and women are very similar to the respective stereotypes.⁹⁵

In a study with male and female clinicians (psychologists, psychiatrists, social workers) Broverman and others found that the

⁹² *ibid.*, 181.

⁹³ Virginia Ellen Schein, "The Relationship Between Sex Role Stereotypes and Requisite Management Characteristics," Journal of Applied Psychology, LVII (April, 1973), 99.

⁹⁴ Paul Rosenkrantz and others, "Sex-Role Stereotypes and Self-Concepts in College Students," Journal of Consulting and Clinical Psychology, XXXII (June, 1968), 287.

⁹⁵ *ibid.*, 293.

clinicians' concepts of a healthy, mature man did not differ significantly from their concepts of a healthy adult. Their concepts of a mature healthy woman did differ significantly from their adult health concepts.⁹⁶ According to the evidence, clinicians implicitly accept sex-role stereotypes and help to perpetuate them.

The researchers concluded that

. . . for a woman to be healthy, from an adjustment viewpoint, she must adjust to and accept the behavioral norms for her sex, even though these behaviors are generally less socially desirable and considered to be less healthy for the generalized competent, mature adult.⁹⁷

Review of Studies Pertaining to Women In Management

Bennett hypothesized that there were institutional barriers to the utilization of women in top management positions. He surveyed some top managers and found that their attitudes, ideas, and beliefs were heavily influenced by the fundamental social institutions of marriage, education, and religion.⁹⁸ He stated that these institutions do not foster any substantial change in the traditional role of women.⁹⁹ He concluded that "barriers must be eliminated if women are to be allowed to develop their talents and find gratifications by the success formula followed by men in top management."¹⁰⁰

⁹⁶Inge K. Broverman and others, "Sex-Role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology, XXXIV (February, 1970), 5.

⁹⁷*Ibid.*, 6.

⁹⁸Walter W. Bennett, "Institutional Barriers to the Utilization of Women in Top Management" (unpublished Doctoral dissertation, The University of Florida, 1964), p. 139.

⁹⁹*Ibid.* ¹⁰⁰*Ibid.*

In 1970 Ledbetter replicated Bennett's 1964 study to determine whether change had occurred during the intervening six years in the institutional barriers to the upward mobility of women and to their utilization in top management.¹⁰¹ The results indicated a trend toward greater acceptance of women in management; however, prejudice and discrimination continued to act as barriers to the upward mobility of women.

Ledbetter recommended that

Investigations should begin to center on our institutions of education, religion, and marriage. These social institutions continue to perpetuate an image of woman's role that may represent the ultimate barrier blocking the road toward total equality.¹⁰²

Holley found that almost 90 percent of the women managers in her study were initially employed in jobs requiring clerical skills. Two of her recommendations include the following:

- (1) Women who specialize in secretarial skills must be helped to recognize that business administration courses provide a background that enhances the opportunities for advancement. Women should also be helped to recognize that positions using secretarial skills often lead to higher-level positions.¹⁰³
- (2) Detailed studies should be undertaken to determine specific personal characteristics and types of preparation needed by women to enable them to move more quickly into executive and managerial positions. . . .¹⁰⁴

¹⁰¹Roger B. Ledbetter, "Current Attitudes Held by Selected Top Corporate Management Regarding the Role of Women as Executives" (unpublished Doctoral dissertation, United States International University, 1970), p. 5.

¹⁰²*Ibid.*, 86.

¹⁰³Leta F. Holley, "Women in Executive and Managerial Positions in Omaha, Nebraska" (unpublished Doctoral dissertation, University of Colorado, 1960), pp. 156-157.

¹⁰⁴*Ibid.*, p. 160.

In a study of women executives Dawkins found that approximately one-third of them advanced to the managerial level through secretarial channels; approximately one-third, through education and specialized training; and one-third, through a combination of the first two. She concluded, in part, that "young women who aspire to executive positions should be aware that both secretarial training and specialized training are beneficial as channels of advancement."¹⁰⁵

Doll conducted a comparative study between top level male and female executives. The executives considered the proper educational background to be very important. They maintained that females would have to be better qualified, have more education, knowledge, ability, and determination than males in order to be selected for higher level positions.¹⁰⁶

As a result of her study of women occupying high-level positions, Bryce made the following recommendations:

- (1) Vocational counselors should be made aware that young women aspiring to high-level positions should be above average in intelligence, self-assurance, decisiveness, and the ability to supervise others.
- (2) Young women should be advised that in order to reach such positions, they should have a college education, have a strong will to succeed, and be willing to work very hard to achieve their goal.

¹⁰⁵Lola B. Dawkins, "Women Executives in Business, Industry, and the Professions" (unpublished Doctoral dissertation, The University of Texas, 1962), p. 206.

¹⁰⁶Paddy Ann Doll, "A Comparative Study of Top Level Male and Female Executives in Harris County" (unpublished Doctoral dissertation, University of Houston, 1966), p. 232.

- (3) They should be advised that courses in business administration and business education provide a very sound educational foundation for both entry-level and advanced-level positions.¹⁰⁷

Hancock analyzed the impact of Federal laws and regulations on employment opportunities for women. She found that it was impossible to measure accurately the exact impact but felt that some conclusions were justified. Among them were these:

- (1) There is an imminent and critical shortage of qualified executive personnel. This shortage is expected to continue well into the 1980's. Industry, government, and educational institutions are faced with the necessity of considering women as a source of talent for filling the gap between the supply and demand for managers. Yet, despite this need for a greater utilization of women in management positions, the proportion of women at or near the top, in all types of industries, remains essentially unchanged from what it was in the 1950's--about 2 percent.¹⁰⁸
- (2) There are numerous reasons why differences in employment opportunities between men and women still exist. Among the more important causes found in this research were: (a) the discontinuous employment pattern of many women, (b) lack of interest and motivation on the part of many women, (c) cultural conditioning, (d) stereotyped classification of jobs according to sex, (e) lack of sufficient "role models" for women to follow, (f) inferior legal status of women, (g) prejudice against women in certain jobs, companies, and industries, and (h) lack of qualifications and mobility on the part of women.¹⁰⁹

These reasons sum up many of the findings presented in the literature. The literature revealed that there is widespread concern about

¹⁰⁷Rose Ann Bryce, "Characteristics of Women Holding Executive, Managerial, and Other High-Level Positions in Four Areas of Business" (unpublished Doctoral dissertation, Colorado State College, 1969), p. vi.

¹⁰⁸Wilma L. Bergman Hancock, "An Analysis of the Impact of Federal Laws and Regulations on Opportunities for Women in Management" (unpublished Doctoral dissertation, Mississippi State University, 1973), p. 202-203.

¹⁰⁹*ibid.*, 204.

women and their representation in the management field. There is an indication that educational institutions can play a major part in the improvement of the position of women in management. By accepting the challenge, perhaps educational institutions will no longer be accused of perpetuating stereotypic conceptions of woman's role in our society.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine if there is a need for curriculum development which would provide more appropriate educational experiences for females who aspire to management positions. The Miner Sentence Completion Scale was selected to measure the motivation to manage. The basis of this selection was explained in Chapter 2. A questionnaire was used to obtain both demographic information and biographical data related to functional specialty choice. In addition, six female students were interviewed to provide more insight into individual motivation.

DESCRIPTION OF THE INSTRUMENT

The Miner Sentence Completion Scale (see Appendix A) measures the motivation to manage. It is a 40-item instrument which yields two comprehensive scores and seven subscale scores (see Appendix B). The seven subscales represent the six role requirements and their accompanying motivation as described in Chapter 2. One of the six role requirements, competitive motivation, is divided into two subscales, resulting in seven subscales. One type of competitive motivation deals with extra-occupational or recreational activities. The other type deals with occupational or work-related activities. Each of the seven subscales has five stems. The stems were deliberately selected to make the theoretical variables operational, while at the same time hiding the true purposes of

the measure. In this sense, the Miner Sentence Completion Scale is a projective or indirect personality measure. The subscales are designated as Authority Figures, Competitive Games, Competitive Situations, Masculine Role, Imposing Wishes, Standing Out From Group, and Routine Administrative Functions.

CONSTRUCTION OF THE QUESTIONNAIRE

The questionnaire was designed to obtain both demographic information and biographical data related to functional specialty choice, such as commitment to functional specialty, work experience, and reason for selecting functional specialty (see Appendix C).

SELECTION OF THE SUBJECTS

The subjects of the study included juniors and seniors in the School of Business and Economics enrolled during the spring semester, 1977, at the University of North Carolina at Greensboro. Twenty-one classes were selected in which upper-level courses were taught. In 16 classes the test was administered by the researcher during the regular class period to those students who chose to participate in the study. The students also completed the questionnaire at this time. When most of the students had been contacted and it was no longer feasible to use a class period for the remaining few students, the tests and questionnaires were completed outside class by the students in five classes. The researcher read standard instructions to the students in 16 classes; the class instructor read the standard instructions to the students who completed the tests and questionnaires outside class. Two-hundred and

thirteen protocols were collected of which 192 were usable. Protocols were deemed unusable if they were completed by non-business students or by students who obviously did not accept the task seriously.

In an attempt to eliminate generalized answers by the students about functional specialty choice, the researcher suggested six functional specialties and left one blank for free choice. An examination of the curriculum suggested this would be sufficient. Initially, the students were classified by their functional specialty choice as follows: general management, accounting, marketing/merchandising, banking/finance, economics, and personnel. The students listing other functional specialties were too few in number to permit separate analysis. According to the Occupational Outlook Handbook¹¹⁰ and the Dictionary of Occupational Titles,¹¹¹ the qualifications and training for positions in the areas of banking/finance and economics are quite similar. The researcher decided to combine these two areas into the banking/finance functional specialty. Since only a few students chose the personnel functional specialty, it was excluded from the major analysis of the data; however, it was included to increase the power of the test relating to sex differences.

In summary, the study focuses on those students who were classified into the following functional specialties: general management, accounting, marketing/merchandising, and banking/finance. There was a

¹¹⁰U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, Bulletin 1875 (Washington: Government Printing Office, 1976), pp. 111-112.

¹¹¹U.S. Department of Labor, Manpower Administration, Bureau of Employment Security, Dictionary of Occupational Titles, Vol. 1 (Washington: Government Printing Office, 1965), pp. 233, 276.

combined total of 174 students in these functional specialties--104 males and 70 females. There were 18 students--5 males and 13 females--in the personnel functional specialty.

SCORING THE TEST

In order to reduce the chance of bias, a scoring system in which scorers were blind to subjects' names and demographics was used. A randomly selected sample of 35 protocols were also scored by another rater to check for inter-rater reliability. As may be seen in Table 2, inter-rater reliability was quite high. In fact, these reliabilities may even be considered unusually high for projective tests.

Table 2
Inter-Rater Reliabilities for MSCS Subscales

MSCS Subscales	r
Authority Figures	.93
Competitive Games	.94
Competitive Situations	.79
Masculine Role	.92
Imposing Wishes	.85
Standing Out From Group	.90
Routine Administrative Functions	.86
Total Item Score	.97

INTERVIEWS

Selection of Subjects to be Interviewed

After the tests were scored, six female subjects were selected to be interviewed. The selection was based on rare patterns obtained on the Competitive Situations subscale. This subscale was chosen because females have traditionally been considered to be noncompetitive. Generally, if a female is competitive, she is thought to be overbearing. A female may be negatively evaluated if she deviates from the expectations of her sex as indicated in a previously mentioned study.¹¹² Two females were interviewed who obtained positive rare patterns (approach motivation); two females who obtained negative rare patterns (avoidance motivation); and two females who obtained both positive and negative rare patterns (divided in motivation).

A questionnaire (see Appendix D) was constructed which was based in part on the following recommendation by Rosenkrantz and others:

Variations in family constellation, parental education, parental social class standing, and work history of the mother might be examined in future studies as factors which influence not only the extent to which characteristics and attributes of people are perceived as sex linked, but also the degree to which stereotypic traits influence self-concepts.¹¹³

The questionnaire included both biographical and career-related questions. The questionnaire was designed to provide more insight into

¹¹²Inge K. Broverman and others, "Sex-Role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology, XXXIV (February, 1970), 6.

¹¹³Paul Rosenkrantz and others, "Sex-Role Stereotypes and Self-Concepts in College Students," Journal of Consulting and Clinical Psychology, XXXII (June, 1968), 294.

the social and cultural processes of sex-role identification in addition to the personal characteristics of the subjects in relation to competitive motivation. The interviews were conducted to elicit facts, opinions, and attitudes which would provide more knowledge about individual motivation.

In summary, the following instruments and techniques were used to collect the data of this study: (1) the Miner Sentence Completion Scale was used to measure the motivation to manage; (2) questionnaires were used to obtain both demographic and biographical data related to functional specialty choice; (3) interviews were conducted to provide more insight into individual motivation.

The analysis of the data and an interpretation of the major findings of the study are presented in Chapter 4.

CHAPTER IV

ANALYSIS OF THE DATA

This study was an investigation of the motivation of college business students to manage. A sentence completion test was used to measure the motivation to manage. The subjects were classified by sex and functional specialty by means of a questionnaire. In addition, six female students were interviewed. This chapter presents (1) an analysis and interpretation of the data relating to the motivation to manage and (2) the data collected through the interviews and a discussion of the responses.

A two-way analysis of variance was performed on the subscale item scores, the item score totals, and the rare score totals. Chi square was the statistic used as a test of significance between male and female rare scores on the subscales and among the functional specialty rare scores on the subscales. The analysis of variance was inappropriate for the subscale rare scores because they were scored either plus or minus. They were categorized as no rare, negative rare, positive rare, or mixed rare (both plus and minus). Since a total rare score could be produced (the sum of the positive rares minus all negative rares), the analysis of variance was appropriate for the rare score totals. The .05 (or below) level of significance was regarded as sufficient for this study; however, anything up to the .10 level was regarded as sufficient if it added meaning to the interpretation of the data. The statistical analysis was performed by the Triangle University Computer Center using the Statistical

Analysis System for the analysis of variance and the Statistical Package for the Social Sciences for the chi square treatment.

The major analysis of the data included the students who were classified into the following functional specialties: general management, marketing/merchandising, accounting, and banking/finance. There were 174 students in these functional specialties--104 males and 70 females. One of the initial functional specialties, the personnel functional specialty, produced cells too small to permit separate analysis (5 males and 13 females). However, these students were included in the chi square male-female comparison to increase the power of the test of sex differences. This treatment included 192 students--109 males and 83 females.

The following hypotheses were tested:

(1) There will be significant differences between males and females in the motivation to manage.

(2) There will be significant differences among the functional specialties in the motivation to manage.

(3) There will be a significant interaction between sex differences in the motivation to manage and functional specialty.

ANALYSIS AND INTERPRETATION

The hypotheses of this study related to overall differences; however, each subscale is analyzed separately in order to determine if significant differences exist on the individual subscales. These separate analyses make it possible to detect any specific motivational

differences which might have existed. The subscale analyses are presented and interpreted both individually and as they relate to the overall hypotheses.

Table 3 presents the mean scores for the following: (1) subscale item scores and item score totals for the males and females in each functional specialty, (2) combined male-female scores in each functional specialty, and (3) overall subscale item scores and item score totals for the males and for the females. Table 4 presents the analysis of variance of the subscale item scores and the rare score totals. Table 5 presents the chi square analysis of male-female rare scores. Table 6 presents the chi square analysis of functional specialty rare scores.

Authority Figures

In the analysis of variance of the Authority Figures subscale (Table 4), the main effect for sex was not significant at the .05 level of significance. The hypothesis that there will be significant differences between the males and females was rejected for the item scores on this subscale. The main effect for functional specialty was not significant at the .05 level of significance; therefore, the hypothesis that there will be significant differences among the functional specialties was rejected for the item scores on this subscale.

The chi square analysis of sex and rare scores on the Authority Figures subscale is presented in Table 5. The relationship between sex and rare scores was significant at the .021 level; therefore, the hypothesis that there will be significant differences between the males and females was accepted for the rare scores on this subscale.

Table 3
Mean Item Scores for the Males and Females

Functional Specialties	AF	CG	CS	MR	IW	SOG	RAF	Total
General Management								
Males	0.705	1.705	-0.977	0.000	0.750	0.568	0.477	3.227
Females	0.839	1.226	-1.258	-0.516	1.000	0.581	0.097	1.968
Total	0.760	1.506	-1.093	-0.213	0.853	0.573	0.320	2.707
Marketing/ Merchandising								
Males	0.900	1.100	0.200	-0.400	0.900	0.800	0.300	3.800
Females	1.000	2.300	-1.600	-0.200	1.100	1.100	1.000	4.700
Total	0.950	1.700	-0.700	-0.300	1.000	0.950	0.650	4.250
Accounting								
Males	0.625	1.917	-0.750	-0.208	0.292	0.625	-0.125	2.375
Females	1.158	0.368	-1.000	-0.368	0.474	0.474	0.421	1.526
Total	0.860	1.233	-0.860	-0.279	0.372	0.558	0.116	2.000
Banking/ Finance								
Males	0.423	1.385	-0.538	0.154	0.692	1.231	-0.154	3.192
Females	0.100	0.300	-0.600	-0.700	0.400	0.400	0.100	0.000
Total	0.333	1.083	-0.556	-0.083	0.611	1.000	-0.083	2.306
Totals								
Males	0.635	1.615	-0.702	-0.048	0.644	0.769	0.163	3.077
Females	0.843	1.014	-1.14	-0.457	0.786	0.600	0.314	1.957

Key

AF	Authority Figures
CG	Competitive Games
CS	Competitive Situations
MR	Masculine Role
IW	Imposing Wishes
SOG	Standing Out From Group
RAF	Routine Administrative Functions
RTOT	Rare Totals

Table 4
Univariate Analyses of Variance

Source	df	Mean Square	F
Main Effect			
Sex	1		
Authority Figures		0.404	0.13
Competitive Games		7.492	2.11
Competitive Situations		11.734	4.29*
Masculine Role		3.627	1.38
Imposing Wishes		0.237	0.09
Standing Out From Group		0.919	0.42
Routine Administrative Functions		2.569	0.76
Rare Totals		6.443	1.66
Functional Specialty	3		
Authority Figures		2.845	0.93
Competitive Games		4.096	1.15
Competitive Situations		2.475	0.90
Masculine Role		0.014	0.01
Imposing Wishes		2.993	1.09
Standing Out From Group		1.143	0.52
Routine Administrative Functions		1.980	0.59
Rare Totals		1.387	0.36
2-Way Interaction	3		
Sex X Functional Specialty			
Authority Figures		1.063	0.35
Competitive Games		9.188	2.58*
Competitive Situations		3.703	1.35
Masculine Role		1.381	0.53
Imposing Wishes		0.534	0.19
Standing Out From Group		1.613	0.73
Routine Administrative Functions		2.760	0.82
Rare Totals		3.155	0.81
Error	166		
Authority Figures		3.058	
Competitive Games		3.555	
Competitive Situations		2.737	
Masculine Role		2.624	
Imposing Wishes		2.745	
Standing Out From Group		2.194	
Routine Administrative Functions		3.369	
Rare Totals		3.886	

*Significant at the .05 level.

Table 5
Rare Scores Broken Down by Sex
on the MSCS Subscales

	AF	CG	CS	MR	IW	SOG	RAF
Negative Rare							
Male	37	17	34	17	40	26	30
Female	13	23	41	16	31	20	24
No Rare							
Male	62	82	36	75	43	59	60
Female	62	54	15	59	33	48	49
Positive Rare							
Male	10	7	20	16	21	21	19
Female	7	6	15	8	14	12	9
Mixed Rare							
Male	0	3	19	1	5	3	0
Female	1	0	12	0	5	3	1
χ^2	9.71**	6.34*	8.23**	2.13	0.34	0.86	2.88

* Significant at the .10 level.

** Significant at the .05 level.

Key

AF Authority Figures
CG Competitive Games
CS Competitive Situations
MR Masculine Role
IW Imposing Wishes
SOG Standing Out From Group
RAF Routine Administrative Functions

Table 6
Rare Scores Broken Down by Functional Specialty
on the MSCS Subscales

	AF	CG	CS	MR	IW	SOG	RAF
General Management							
Negative Rare	19	15	32	16	23	20	18
No Rare	50	53	19	49	34	38	44
Positive Rare	6	5	11	10	12	15	13
Mixed Rare	0	2	13	0	6	2	0
Marketing/Merchandising							
Negative Rare	6	5	7	3	8	4	3
No Rare	13	14	4	14	7	11	13
Positive Rare	1	1	7	3	4	4	4
Mixed Rare	0	0	2	0	1	1	0
Accounting							
Negative Rare	15	10	16	6	17	10	16
No Rare	21	27	8	30	18	27	20
Positive Rare	6	5	8	6	6	5	7
Mixed Rare	1	1	11	1	2	1	0
Banking/Finance							
Negative Rare	10	7	10	6	15	6	13
No Rare	23	27	14	26	10	21	20
Positive Rare	3	2	8	4	11	7	3
Mixed Rare	0	0	4	0	0	2	0
χ^2	7.04	3.62	11.63	4.43	9.72	4.05	6.37

* Significant at the .10 level.

** Significant at the .05 level.

Key

AF	Authority Figures
CG	Competitive Games
CS	Competitive Situations
MR	Masculine Role
IW	Imposing Wishes
SOG	Standing Out From Group
RAF	Routine Administrative Functions

A significant relationship existed because the males expressed stronger negative attitudes than the females toward authority figures. The males had 37 negative rares; the females, 13. Even though there were no significant differences in male-female item scores on this subscale, the females scored slightly higher than the males. The females had a mean item score of .843; the males, a mean item score of .635. This is consistent with Miner's findings that females have more favorable attitudes than males toward authority.¹¹⁴

The reason the item scores revealed no significant difference between the males and females is that of the 62 males with no rare scores, 43 of them had positive item scores. In addition, 10 of the males had positive rare scores. Positive rare scores are usually associated with high item scores. The mean item score of the males with positive rares was +3, which is considered high since the range is from +5 to -5. These positive scores, however, were offset by the negative scores. Although the females had fewer negative scores, their item scores were not high enough to make a significant difference. The low mean item score of the banking/finance females pulled down the overall mean item score of the females. The chi square analysis revealed that a significant number of the males scored negatively on the stems which produced negative rare patterns.

¹¹⁴John B. Miner, "Motivation to Manage Among Women: Studies of College Students," Journal of Vocational Behavior, V (October, 1974), 248; see also John B. Miner, "Motivation to Manage Among Women: Studies of Business Managers and Educational Administrators," Journal of Vocational Behavior, V (October, 1974), 205.

Inspection of the data revealed that the males were very negative toward federal judges, top management, and policemen. They were only somewhat negative toward their fathers and doctors. Since most of these students probably have had only limited or no direct contact with federal judges, top management, or policemen, it is interesting that they were so negative toward these authority figures. Since this study dealt with managerial motivation, the negative attitudes toward top management were of particular concern. Even some of the students who chose the general management functional specialty expressed negative attitudes toward top management. Since all of these students plan business careers, it is very probable that they will come in contact with top management either directly or indirectly. It is very important that these students develop favorable attitudes toward their superiors. If a person does not have a good relationship with his superiors, it is unlikely that he will progress very rapidly in an organization.

Since the females were more positive than the males toward authority figures, there is an indication that they are more accommodative and tend to avoid controversy with superiors. Even though these characteristics may be considered stereotypic of females, in this case they are desirable traits and could certainly contribute to managerial success.

The analysis of the interaction effects of sex differences in the motivation to manage and functional specialty produced an F-ratio which was not significant at the .05 level of significance (Table 4). The hypothesis that there will be a significant interaction between sex

differences in the motivation to manage and functional specialty was rejected for the item scores on this subscale.

Competitive Games

In the analysis of variance of the Competitive Games subscale (Table 4), the main effect for sex was not significant at the .05 level of significance. The hypothesis that there will be significant differences between the males and females was rejected for the item scores on this subscale. The main effect for functional specialty was not significant at the .05 level of significance; therefore, the hypothesis that there will be significant differences among the functional specialties was rejected for the item scores on this subscale.

The chi square analysis of sex and rare scores on the Competitive Games subscale is presented in Table 5. The relationship was significant at the .096 level; therefore, the hypothesis that there will be significant differences between the males and females was accepted for the rare scores on this subscale. The females had significantly more negative rares than the males. Inspection of the data revealed that the females with negative rares were emphatically opposed to participating in games and sports. Most of them thought that they were a waste of time.

Although the difference between the male-female item scores was not significant, it is probably due to the fact that the marketing/merchandising females scored higher than the other groups. The analysis of variance combined all the female scores and all the male scores to test for sex differences. This one high score pulled up the overall score of the females. When the males and females were divided into the functional

specialties to test for interaction effects, the differences became evident.

Although this type of competitive motivation deals with extra-occupational or recreational activities not connected with the job, it does provide information about the desire to compete. It is not surprising that the males were more competitively motivated than the females. Many women do not participate in games and sports after they leave high school or college, and they did so then only because it was a requirement. Even if they enjoy athletic events as spectators, it is usually because of some male influence. This can be traced to the social conditioning of males and females. Many women who participate in sports are considered to be masculine. Perhaps societal attitudes are changing because of the passage in 1972 of Title IX of the Educational Amendments which states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied benefit of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance."¹¹⁵ This law has had an impact on the athletic programs in educational institutions. According to William L. Russell, there has been a tremendous increase in the participation of females in athletics.¹¹⁶

If females have experiences which expose them to clearly competitive activities, certain benefits can be derived. These benefits could

¹¹⁵U.S. Congress, Title IX, Educational Amendments, 1972, Pub. L. 93568, 40 Fed. Reg. 24142 (1975).

¹¹⁶Based on personal interview with William L. Russell, Physical Education Coordinator, Winston-Salem/Forsyth County, North Carolina, School System, October 6, 1977.

result from experiences related to being a member of and learning how to work with a team, working toward a goal, striving for success, and developing discipline. An assumption is that the derived benefits can carry over into other competitive situations, such as the job. This does not imply that all females who are exposed to competitive activities will automatically become competitive or even that they should become so. The female who aspires to a management position, however, should realize that there is a strong competitive element built into managerial work, and her chances of success will increase if she is favorably disposed toward competition. If she has the opportunity to engage in competitive activities, she can decide whether or not she enjoys competition. Participation in such activities should give the females who are favorably disposed an opportunity to develop or increase this type of motivation.

The analysis of the interaction effects of sex differences in the motivation to manage and functional specialty produced an F-ratio which was significant at the .05 level of significance (Table 4). The hypothesis that there will be a significant interaction between sex differences in the motivation to manage and functional specialty was accepted for the item scores on this subscale. The mean item scores by sex and functional specialty for the Competitive Games subscale are presented in Table 7. The mean item scores are presented in Figure 4 to illustrate the interaction effects between sex differences in the motivation to manage and functional specialty.

In all the functional specialties except one--marketing/merchandising--the males scored higher than the females. There was quite a difference between the mean item scores of the accounting males and females

Table 7

Mean Item Scores by Sex and Functional Specialty
for Competitive Games Subscale

Sex	Functional Specialty			
	General Management	Marketing/ Merchandising	Accounting	Banking/ Finance
Males	1.70	1.10	1.91	1.38
Females	1.23	2.30	.37	.30

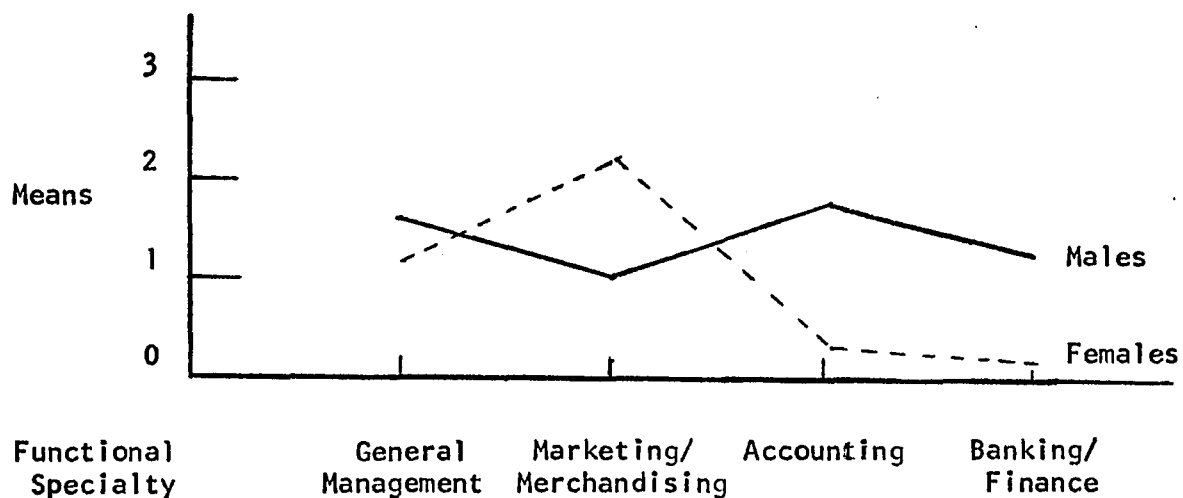


Figure 4

Interaction Effects Between Sex and Functional Specialty
on Competitive Games Subscale

and between the mean item scores of the banking/finance males and females. There was only a slight difference between the mean item scores of the general management males and females. The marketing/merchandising females scored not only higher than their male counterparts, but also higher than any of the other male and female groups. Since this subscale deals with participation in games and sports, this indicates that the marketing/merchandising females are more competitive than any of the other groups in extra-occupational or recreational activities.

The nature of the interaction between sex and functional specialty was unexpected. The researcher anticipated that the interaction would occur between the males and females in the general management functional specialty. It was assumed that since management is not a chief function of the other functional specialties, the male-female mean item scores would be closer together in these groups. The researcher also thought that the males would score higher than the females in each functional specialty; however, the marketing/merchandising females scored higher than the males.

Competitive Situations

In the analysis of variance of the Competitive Situations subscale (Table 4), the main effect for sex was significant at the .04 level of significance. The hypothesis that there will be significant differences between the males and females was accepted for the item scores on this subscale. The main effect for functional specialty was not significant at the .05 level of significance; therefore, the hypothesis that there will be significant differences among the functional specialties was rejected for the item scores on this subscale.

The chi square analysis of sex and rare scores (Table 5) was significant at the .042 level. The hypothesis that there will be significant differences between the males and females was accepted for the rare scores on this subscale.

Both the males and the females had negative mean item scores on this subscale; however, the females were significantly more negative than the males. Almost half of the females had negative rare scores. Miner also found a negative trend on this subscale in his study of male and female college students.¹¹⁷ Inspection of the data revealed that the females were very negative about being interviewed for a job and final examinations. There was a combined total of 31 mixed rares for the males and females. Both males and females seemed to follow a consistent pattern in their divided motivation. They were positive about getting ahead and arguing for a point of view and negative about being interviewed for a job, running for political office, and final examinations.

The analysis indicated that the females tend to avoid direct competition with peers much more than the males do. This reinforces the finding on the Competitive Games subscale that the females are not as competitive as the males. There seems to be a definite relationship between the two types of competitive motivation. One might conclude that if competitive behavior is expressed in extra-occupational activities, it will be expressed in job-related activities also. Perhaps the females of this study have not been given the opportunity or

¹¹⁷John B. Miner, "Motivation to Manage Among Women: Studies of College Students," Journal of Vocational Behavior, V (October, 1974), 246.

encouragement to be competitive. Whatever the reason, in general they do not meet the role requirement of competitive motivation. Since there is a strong competitive element built into managerial work, it is assumed that the effectiveness of these females will be reduced when faced with a competitive situation.

The analysis of the interaction effects of sex differences in the motivation to manage and functional specialty produced an F-ratio which was not significant at the .05 level of significance (Table 4). The hypothesis that there will be a significant interaction between sex differences in the motivation to manage and functional specialty was rejected for the item scores on this subscale.

No significant differences between the males and females and no significant interaction effects were found on the following subscales: Masculine Role, Imposing Wishes, Standing Out From Group, and Routine Administrative Functions. No significant differences were found among the functional specialties on any of the subscales. There were no overall differences between the males and females or among the functional specialties in the motivation to manage.

Although no significant differences were found on the remaining subscales, the item scores can provide information about the managerial profiles of the students. These subscales are presented with a brief interpretation.

Masculine Role

Both the males and the females had negative mean item scores on this subscale. It seems that only two of the stems might possibly

pertain to females; therefore, the negative finding was expected. Also two of the stems dealt with the personal appearance of males. Almost all the males scored negatively on these stems. This was expected because the attire for college students is somewhat different from the attire expected in an office. Overall, the stems of this subscale were not very appropriate for male or female college students.

Imposing Wishes

The females had a slightly higher mean item score than the males on this subscale. This indicates that the females are somewhat more favorably inclined toward directing or controlling the behavior of others, telling others what to do--in other words, having power over others.

Standing Out From Group

The males scored slightly higher than the females on this subscale. The males are somewhat more favorably inclined toward being placed in a unique or highly visible position.

Routine Administrative Functions

The females scored slightly higher than the males on this subscale. The females are somewhat more conscientious about taking care of routine matters.

Since there were no significant differences between the males and females on these subscales, an assumption can be made about the non-significant results. The assumption is that the students as a whole have had experiences associated with these subscales which have produced positive emotions. Of course, this is with the exception of Masculine

Role which was determined to be inappropriate for these students. As a basis for comparison, Miner found significant differences between the male and female business majors (males scoring higher) on the Masculine Role and Imposing Wishes subscales. He did not find significant differences on the Standing Out From Group or the Routine Administrative Functions subscales. As in the present study, the females scored higher on the latter subscale.¹¹⁸

The following managerial profiles of the males and females of this study are drawn as a result of the findings:

The females are more likely to achieve success because of their willingness to satisfy the demands of their superiors, their desire to control or direct others (subordinates), their favorable attitudes about being different from their group, and their favorable attitudes about dealing with superiors and subordinates and about drawing attention to themselves. However, when faced with competitive situations involving equal relationships (peers), these females will have difficulty. As a result, their chances of promotion in an organization will be diminished.

The males are more likely to achieve success because of their competitive motivation, their desire to control or direct others, their favorable attitudes about being different from their group, and their favorable attitudes about attending to routine matters. They will experience difficulty, however, in their relationships with their superiors. As a result, their chances of promotion are reduced considerably.

¹¹⁸ *ibid.*

The profiles reveal that, overall, the females of this study are not less motivated to manage than the males. They expressed positive attitudes toward most of the role requirements associated with a managerial position. In fact, in some instances their attitudes were more positive than those of the males.

INTERVIEWS

Six female subjects who obtained rare patterns on the Competitive Situations subscale were selected to be interviewed (see Appendix E for complete responses to the interviews). The basis for the selection was explained in Chapter 3. Two females were interviewed who obtained positive rare patterns (approach motivation); two females, who obtained negative rare patterns (avoidance motivation); and two females, who obtained both positive and negative rare patterns (divided in motivation). The interviews were conducted to elicit facts, opinions, and attitudes which would provide more knowledge about individual motivation.

The students who scored positive rares are designated as P-1 and P-2. The students who scored negative rares are designated as N-1 and N-2. The students who scored mixed rares (both positive and negative) are designated as M-1 and M-2.

Student Profiles

Student P-1 is a 21-year-old American Caucasian classified as a junior. She chose marketing/merchandising as her functional specialty. She indicated that there are 5 chances in 10 that she will accept a job in that area, and she has had work experience in that area. She chose

marketing/merchandising because she finds that area interesting and challenging. Her father is a restaurant manager, and her mother is an office manager. Her item score total was +10, and her rare score total was +1.

Student P-2 is a 20-year-old American Caucasian classified as a junior. She chose marketing/merchandising as her functional specialty. She indicated that there are 5 chances in 10 that she will accept a job in that area. She has had no work experience in that area. She chose marketing/merchandising because she finds that area interesting and challenging. Her father was a college instructor and a snack shop owner, but is disabled now. Her mother is a cafeteria supervisor. Her item score total was +20, and her rare score total was +3.

Student N-1 is a 21-year-old American Caucasian classified as a junior. She chose accounting as her functional specialty. She indicated that there are 9 chances in 10 that she will accept a job in that area. She has had no work experience in that area. She chose accounting because she finds that area interesting and challenging. Her father is a truck driver, and her mother is a registered nurse. Her item score total was +1, and her rare score total was -3.

Student N-2 is a 20-year-old American Caucasian classified as a junior. She chose accounting as her functional specialty. She indicated that there are 9 chances in 10 that she will accept a job in that area. She has had no work experience in that area. She chose accounting because she thinks employment opportunities are good in that area. Her father is a parts manager, and her mother is a teletypesetter. Her item score total was +6, and her rare score total was 0.

Student M-1 is a 20-year-old American Caucasian classified as a junior. She chose general management as her functional specialty. She indicated that there are 9 chances in 10 that she will accept a job in that area. She has had no work experience in that area. She chose general management because she finds that area interesting and challenging. She does not know her father's occupation because her mother and father are divorced. Her mother is a factory worker. Her item score total was -5, and her rare score total was -5.

Student M-2 is a 20-year-old American Caucasian classified as a junior. She chose general management as her functional specialty. She indicated that there are 9 chances in 10 that she will accept a job in that area. She has had no work experience in that area. She chose general management because she finds that area interesting and challenging. Her father works for a large company in management, and her mother is a craft shop owner. Her item score total was -1, and her rare score total was 0.

Summary of Responses

Responses which were of particular relevance to the study are summarized, and conclusions are drawn about the interviews as a whole.

The questions relating to the education and the influence of the parents revealed several interesting responses. Four of the mothers continued their education beyond high school; three of the fathers did. Only one of the students said that she resembled her mother in temperament. That student described her mother as being domineering. She scored a positive rare. Three of the students said that their mothers

had influenced them more; two said that both their fathers and mothers had; and only one indicated that her father had influenced her more.

The question about how the students spent their leisure time revealed one particularly interesting answer. One of the students who scored a negative rare (N-1) said that she spent her leisure time participating in competitive activities such as basketball and softball. Since these types of activities are related to the Competitive Games subscale, her score was checked on this subscale. She had a negative rare score on this subscale also. Even though she participates in competitive activities, she does not express a liking for competitive behavior. It seems significant to note that she scored a mixed rare on the Standing Out From Group subscale. She scored negatively on the stems which clearly drew attention to herself and placed her in a highly visible position. It could be that she just enjoys participating in group activities but does not necessarily enjoy the competition which might make her stand out from the group. She wants to be an accountant, but if she can't, she wants a management job working with people. The fact that she didn't know much about what is required for preparation for a management position indicates that she does not know the requirements of a managerial job. It seems that she would enjoy working with people, but not in a controlling or directing position as a management job would require. Her managerial profile seems to indicate this.

Most of the students were encouraged by their parents to be competitive. None were discouraged from being competitive. All of them indicated that they were competitive to some degree. None was opposed

to females in general being competitive; in fact, most of them were very positive about it.

All but one of the students hope to obtain a managerial position. Only two of the students--the ones who scored positive rares--had held jobs with managerial aspects. It seems significant to point out that these students had high item score totals. One had a +10; the other had a +20 which was the highest score of the study. All of them felt that the opportunities are good for women who aspire to management positions. Most of them attributed this to the laws and the women's liberation movement. None of them expressed any concern about competing with a man in the business world. Some suggestions in relation to preparation for a management position included role playing, in-depth discussions, and on-the-job training or practical experience. Some of the responses revealed that some of the students were unsure of managerial role requirements.

In general, the responses indicated a positive attitude toward competition. No stereotypic influence or attitudes were discernable. It seems that two factors could have contributed to this observation: the work history of the parents, with some of the mothers holding managerial or supervisory positions; and the educational background of the parents. Since the two students who scored positive rares and had high item score totals had held jobs with managerial aspects, it seems that experience and exposure to the managerial role requirements do increase managerial effectiveness as measured by the Miner Sentence Completion Scale. Since some of the students were unsure about

managerial role requirements, it is possible that they have not been exposed to these requirements in the business program.

The analyses of the data in this chapter are summarized as follows:

1. There were no significant differences between the males and females on the item score totals or the rare score totals; therefore, the hypothesis that there will be significant differences between males and females in the motivation to manage was rejected. When the subscales were analyzed separately, however, several significant differences were found.

2. There were no significant differences among the functional specialties on the item scores or the rare scores; therefore, the hypothesis that there will be significant differences among the functional specialties in the motivation to manage was rejected.

3. There was no interaction in the analyses of the total scores; therefore, the hypothesis that there will be a significant interaction between sex differences in the motivation to manage and functional specialty was rejected. When the subscales were analyzed separately, however, a significant interaction was found on one of the subscales.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was an investigation of the motivation of college business students to manage. The purpose of the study was to determine if there is a need for curriculum development which would provide more appropriate educational experiences for females who aspire to management positions.

The following hypotheses were tested:

(1) There will be significant differences between males and females in the motivation to manage.

(2) There will be significant differences among the functional specialties in the motivation to manage.

(3) There will be a significant interaction between sex differences in the motivation to manage and functional specialty.

The subjects of the study included college business students at the junior and senior levels. They were classified by their functional specialty choice. The Miner Sentence Completion Scale was used to measure the motivation to manage. An analysis of variance was performed on the subscale item scores, the item score totals, and the rare score totals. Chi square was the statistic used as a test of significance between male and female rare scores on the subscales and among the functional specialty rare scores on the subscales. A questionnaire was used to obtain both demographic information and biographical data related to functional specialty choice. In addition, six female students

were interviewed in order to provide more insight into individual motivation.

There were no significant differences between the males and females on the item score totals or the rare score totals; therefore, the hypothesis that there will be significant differences between males and females in the motivation to manage was rejected. When the subscales were analyzed separately, however, significant differences were found. There was a significant difference between the male-female item scores on the Competitive Situations subscale. There was a significant relationship between male-female rare scores on these subscales: Authority Figures, Competitive Games, and Competitive Situations.

There were no significant differences among the functional specialties on the item scores or the rare scores; therefore, the hypothesis that there will be significant differences among the functional specialties in the motivation to manage was rejected.

There was no interaction in the analyses of the total scores; therefore, the hypothesis that there will be a significant interaction between sex differences in the motivation to manage and functional specialty was rejected. When the subscales were analyzed separately, however, a significant interaction was found on the Competitive Games subscale.

CONCLUSIONS

Based on the statistical analysis and the interviews, the following conclusions were drawn about the male and female college students included in this investigation:

1. When the overall managerial motivation of the males and females was analyzed, no significant differences were found. This indicates that there is no need for curriculum development which would provide more appropriate educational experiences for the females. However, when each of the seven motivations was analyzed separately, significant differences were found. In these instances a need for curriculum development is indicated not only for the females, but also for the males.

- (a) Since the females scored very negatively on the subscales of the Miner Sentence Completion Scale which dealt with competition, they would benefit from curricular experiences which would strengthen their competitive motivation.
- (b) Since the males scored very negatively on the subscales which dealt with authority figures, they would benefit from curricular experiences which would encourage more positive attitudes toward authority.

2. The males and females were quite similar in the following motivations: masculine role, imposing wishes, standing out from group, and routine administrative functions. No need is indicated for curriculum development to change these motivations.

3. The functional specialties were quite similar in managerial motivation. The different functional specialties did not tend to attract students having somewhat different levels of managerial motivation. There is no indication that management programs should be designed for any particular functional specialty.

4. Since some of the students interviewed were not aware of the role requirements of the management function, there is an indication that they have not been exposed to these requirements in the business program.

Implications

According to the review of related literature, many employers think that women are inherently unsuited and unmotivated to hold positions of responsibility. The hypothesis that there would be significant differences between males and females in the motivation to manage was based on these general feelings. The findings of this study reveal that the females are not less motivated to manage than the males. Therefore, the finding of no significant difference for this hypothesis is a significant finding in terms of the general feeling that prevails about women in management positions. Many of the attitudes toward women have been attributed by the writers to societal norms instead of evidence based on facts. In light of the findings of this study, employers should re-examine their attitudes and give more credence to women who aspire to management positions. This study should dispel some of the myths regarding the motivation of women to hold management positions.

Educational institutions can play a major part in preparing women for management positions. This study reveals that females may not possess the competitive motivation required in a management position. Role-playing situations involving males and females would be an excellent way to expose students to the type of competition which is generally encountered in a managerial position. As indicated in one study, antipathy toward women in management was greater among male students than among male executives.¹¹⁹ In role-playing situations, males and females could

¹¹⁹Douglas C. Basil, Women In Management (New York: Dunellen Publishing Company, Inc., 1972), pp. 16-17.

dispel current myths related to sex-role differences while at the same time developing confidence in themselves.

The males were negative toward authority figures. They were especially negative toward federal judges, top management, and policemen. This researcher feels that this finding could be a result of the social climate related to a variety of recent events. The object of the test was to include a wide range of authority figures in order to draw general conclusions about the overall attitudes toward authority. Perhaps other authority figures would have been more appropriate; however, it should be pointed out that the females were not so negative toward these authority figures. In any event, this finding should be interpreted in the light of societal attitudes in general about these authority figures. If, in fact, the males are as negative toward authority in general as indicated in the findings, steps should be taken to help them improve their attitudes since good relationships with superiors are essential to effective managerial performance. Role-playing situations could take them through the various organizational levels of a business. They could be exposed to a variety of situations in which they could begin as subordinates and work up to positions of authority. In this way, they should develop a better understanding of the importance of positive attitudes toward authority and its relationship to success in an organization. The researcher does not advocate that one should agree with everything that a superior does or says. It would be only natural to question some things. However, to question or disagree is not necessarily associated with a negative attitude in general. In fact, it could be associated with a

positive attitude. If a person is negative toward authority in general without substantial reason, however, his chances of success are reduced in many situations. A better understanding of what actually goes on in a business organization--for instance, how and why decisions are made--could contribute to the development of positive attitudes.

Although a number of factors qualify a person for a management position, the desire to manage has to be one of the most important aspects. If a person is not motivated to manage, chances of success in a managerial position are diminished, regardless of other qualifications.

In summary, the researcher feels that (1) more credence should be given to women who aspire to management positions; (2) educational institutions can play a major part in developing managerial motivation in students; and (3) role-playing situations could help the males and females better understand and develop the motivations required for a management position.

RECOMMENDATIONS

Based on the conclusions, the following recommendations were made:

1. Educational institutions should provide more in-depth educational programs designed to expose students to the managerial role requirements.

2. Educational programs should focus particularly on experiences which would

- (a) strengthen the competitive motive in females since managerial work has a strong competitive element as far as peers are concerned and

(b) change the males' attitudes toward authority since good relationships with superiors are essential to effective managerial performance.

3. Educational programs in management should not be designed for one particular functional specialty, but for all students who hope to obtain a management position, regardless of functional specialty choice.

4. Since this investigation resulted in no overall differences between males and females in the motivation to manage, employers should not assume that females are inherently less motivated to manage than males and seriously consider them as a source of potential managerial talent if they are otherwise qualified.

5. Further research should be conducted in the area of managerial motivation of male and female college business students in order to determine their specific needs and to design a curriculum which would fulfill these needs.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Babbie, Earl R. The Practice of Social Research. Belmont, California: Wadsworth Publishing Company, Inc., 1975.
- Basil, Douglas C. Women in Management. New York: Dunellen Publishing Company, Inc., 1972.
- Campbell, David P. Handbook for the Strong Vocational Interest Blank. Stanford: Stanford University Press, 1971.
- Deaux, Kay. The Behavior of Women and Men. Belmont, California: Wadsworth Publishing Company, Inc., 1976.
- Miner, John B. Studies in Management Education. New York: Springer Publishing Company, Inc., 1965.
- National Business Education Association. Business Education Yesterday, Today, and Tomorrow. Fourteenth Yearbook. Reston, Virginia: National Business Education Association, 1976.
- Purpel, David E., and Maurice Belanger, eds. Curriculum and the Cultural Revolution. Berkeley: McCutchan Publishing Corporation, 1972.
- Schwartz, Eleanor Brantley. The Sex Barrier in Business. Atlanta: Bureau of Business and Economic Research, School of Business Administration, Georgia State University, 1971.

B. DISSERTATIONS

- Bennett, Walter W. "Institutional Barriers to the Utilization of Women in Top Management." Unpublished Doctoral dissertation, The University of Florida, 1964.
- Bryce, Rose Ann. "Characteristics of Women Holding Executive, Managerial, and Other High-Level Positions in Four Areas of Business." Unpublished Doctoral dissertation, Colorado State College, 1969.
- Dawkins, Lola B. "Women Executives in Business, Industry, and the Professions." Unpublished Doctoral dissertation, The University of Texas, 1962.

- Doll, Paddy Ann. "A Comparative Study of Top Level Male and Female Executives in Harris County." Unpublished Doctoral dissertation, University of Houston, 1966.
- Hancock, Wilma L. Bergman. "An Analysis of the Impact of Federal Laws and Regulations on Opportunities for Women in Management." Unpublished Doctoral dissertation, Mississippi State University, 1973.
- Holley, Leta F. "Women in Executive and Managerial Positions in Omaha, Nebraska." Unpublished Doctoral dissertation, University of Colorado, 1960.
- Ledbetter, Roger B. "Current Attitudes Held by Selected Top Corporate Management Regarding the Role of Women as Executives." Unpublished Doctoral dissertation, United States International University, 1970.

C. GOVERNMENT PUBLICATIONS

- Equal Employment Opportunity Commission. Ninth Annual Report. Washington: Government Printing Office, 1974.
- U.S. Congress. Title IX, Educational Amendments, 1972. Pub. L. 93568. 40 Fed. Reg. Washington: Government Printing Office, 1975.
- U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Bulletin 1875. Washington: Government Printing Office, 1976.
- U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Careers for Women in the Seventies. Washington: Government Printing Office, 1973.
- U.S. Department of Labor, Employment Standards Administration, Women's Bureau. The Economic Role of Women. Washington: Government Printing Office, 1973.
- U.S. Department of Labor, Employment Standards Administration, Women's Bureau. "Women Managers." Washington: Government Printing Office, 1973.
- U.S. Department of Labor, Manpower Administration, Bureau of Employment Security. Dictionary of Occupational Titles. Vol. 1. Washington: Government Printing Office, 1965.
- U.S. Department of Labor, Workplace Standards Administration, Women's Bureau. Underutilization of Women Workers. Washington: Government Printing Office, 1971.

D. PERIODICALS

- Bass, Bernard M., Judith Krusell, and Ralph A. Alexander. "Male Managers' Attitudes Toward Working Women," American Behavioral Scientist, XV (November-December, 1971), 223, 235.
- Broverman, Inge K., and others. "Sex-Role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology, XXXIV (February, 1970), 5, 6.
- Burkhead, Marie. "Underrepresentation of Women in University-Sponsored Management Development Programs," The Journal of Business Education, XLVII (December, 1972), 109, 110.
- Buzenberg, Mildred E. "Training and Development of WOMEN Executives: A Model," Collegiate News and Views, XXIX (Fall, 1975), 19, 22.
- Church, Olive. "Easier and Better Teaching IS Possible," Business Education Forum, XXX (May, 1976), 16.
- Day, David R., and Ralph M. Stogdill. "Leader Behavior of Male and Female Supervisors: A Comparative Study," Personnel Psychology, XXV (Summer, 1972), 353, 354, 359.
- Duckett, Nancy L., ed. "A New Program Just for Women," Open Door, X (Winter, 1974), 16.
- Guyton, Theodore. "The Identification of Executive Potential," Personnel Journal, XLVIII (November, 1969), 866, 867.
- Hulbert, J. E. "Sex Discrimination in Vocational Office Occupations Programs," Business Education Forum, XXXI (December, 1976), 11, 12.
- Korman, Abraham K. "The Prediction of Managerial Performance: A Review," Personnel Psychology, XXI (Autumn, 1968), 307, 319.
- Martin, Claude R. Jr. "Support For Women's Lib: Management Performance," The Southern Journal of Business, VII (February, 1972), 27.
- Miner, John B. "Motivation to Manage Among Women: Studies of Business Managers and Educational Administrators," Journal of Vocational Behavior, V (October, 1974), 197, 205, 207, 207-208.
- Miner, John B. "Motivation to Manage Among Women: Studies of College Students," Journal of Vocational Behavior, V (October, 1974), 241, 242, 246, 248, 249.
- Miner, John B. "The Early Identification of Managerial Talent," Personnel and Guidance Journal, XLVI (February, 1968), 586.

- Miner, John B. "The Managerial Motivation of School Administrators," Educational Administration Quarterly, IV (Winter, 1968), 42, 43, 44, 45, 46, 55-56.
- Miner, John B. "The Real Crunch in Managerial Manpower," Harvard Business Review, LI (November-December, 1973), 146, 154, 157.
- Miner, John B., and Norman R. Smith. "Managerial Talent Among Undergraduate and Graduate Business Students," Personnel and Guidance Journal, XLVII (June, 1969), 999.
- Miner, John B., and others. "Role Motivation Theory of Managerial Effectiveness in Simulated Organizations of Varying Degrees of Structure," Journal of Applied Psychology, LIX (February, 1974), 32.
- Peck, Willard W. "Moving Women Into the Executive Suite," Management World, III (July, 1974), 10.
- Prather, Jane. "Why Can't Women Be More Like Men?" American Behavioral Scientist, XV (November-December, 1971), 172, 181.
- Rosenkrantz, Paul, and others. "Sex-Role Stereotypes and Self-Concepts in College Students," Journal of Consulting and Clinical Psychology, XXXII (June, 1968), 287, 293, 294.
- Schein, Virginia Ellen. "The Relationship Between Sex Role Stereotypes and Requisite Management Characteristics," Journal of Applied Psychology, LVII (April, 1973), 99.
- Veatch, Linda. "Management, You're in Charge," Business Education Forum, XXX (April, 1976), 24, 25.
- Zaffarano, Joan. "Suddenly Women Are In A Hurry," Administrative Management, XXXV (January, 1974), 20-21, 21.

E. REPORTS

- Galambos, Eva C. College Women and the Job Market in the South, 1980. Atlanta: Southern Regional Education Board, 1976.
- Galambos, Eva C. The Employment Outlook for Business and Management Graduates in the South. Atlanta: Southern Regional Education Board, 1975.
- North Carolina Commission on the Education and Employment of Women. The Status of Women in North Carolina. Raleigh: State Commission on Women, 1974.

Russell, William L. Personal Interview. Winston-Salem, North Carolina, October 6, 1977.

Seward, Doris K. Personal correspondence. July 15, 1975.

"The Five Most Common Problems Women Managers Face and What To Do About Them." The Business Woman's Letter. June, 1975, 1.

Uehling, Barbara. "Women and the Psychology of Management." Paper presented at the conference on "Women and the Management of Post-Secondary Institutions," Syracuse, New York, December, 1973.

APPENDIXES

APPENDIX A
THE MINER SENTENCE COMPLETION SCALE

Researcher's Instructions to the Students:

1. You do not have to write your name on the test. Names will not be used in the study--only the results. If you do write your name, you may be selected for an interview. Of course, the interview will be voluntary.
2. Make short sentences expressing your real feelings.

THE MINER SENTENCE COMPLETION SCALE

1. My family doctor . . .
2. Sitting behind a desk, I . . .
3. Shooting a rifle . . .
4. Being interviewed for a job . . .
5. Giving orders . . .
6. Brothers and sisters . . .
7. Athletic contests . . .
8. Wearing a necktie . . .
9. Decisions . . .
10. Running for political office . . .
11. When one of my men asks me for advice . . .
12. Country club dances . . .
13. Conducting a meeting . . .
14. Federal judges . . .
15. Getting ahead . . .
16. Dictating letters . . .

17. Punishing children . . .
18. If I were running my own business, . . .
19. Marriage . . .
20. If I were physically disabled, . . .
21. Top management . . .
22. Teaching a class . . .
23. Making long distance telephone calls . . .
24. Playing golf . . .
25. My education . . .
26. Getting my shoes shined . . .
27. If I am promoted, . . .
28. When playing cards, I . . .
29. Getting other people to do what I want . . .
30. My father . . .
31. Arguing for a point of view . . .
32. When driving a car, I . . .
33. Presenting a report at a staff meeting . . .

34. When running a race, I . . .
35. Writing memos . . .
36. Making introductions . . .
37. Final examinations . . .
38. Policemen . . .
39. Yacht racing . . .
40. Going to Sunday school . . .

APPENDIX B
RARE SCORE AND ITEM SCORE

RARE SCORE AND ITEM SCORE

Rare Score

The primary requirement of this scoring procedure is that patterns of responses given by a subject be compared against frequencies obtained from a normative group, to determine if a rare pattern (one occurring five percent of the time or less) is present. If, then, a subject gives responses matching a pattern which is rare in the normative group, he is considered to possess the characteristic measured by the particular items involved. . . . In scoring an individual record, all combinations of positive responses within each subscale are matched against these rare patterns to determine if any positive rares have been obtained. Similarly the negative responses are checked against the previously identified, rare negative patterns. In this manner it is possible to determine whether a manager is positively motivated with regard to each role requirement, or negatively motivated, or possibly ambivalent (both positive and negative rares). In many instances, of course, a rare pattern will not be identified; no statement regarding motivation can therefore be made from that particular subscale.

Since each of the seven subscales . . . may yield a positive or a negative rare, this procedure can produce a total score on the test ranging from +7 to -7 (the sum of the positive rares minus all negative rares). . . .¹²⁰

.....

The value of the Rare Score is inherent in the fact that it tends to cut through the more superficial content of responses to their real meaning. It gets at tendencies, and in this case motives, which are so dominant that they are manifested repeatedly in response to a variety of similar stimuli. At the same time it minimizes the influence that more conventional completions, which are given largely because of their social desirability or conforming nature, might have on the interpretations made. Thus, one would expect the Rare Score to maximize the validity inherent in a given measuring instrument. . . .¹²¹

¹²⁰John B. Miner, Studies in Management Education (New York: Springer Publishing Company, Inc., 1965), pp. 49-50.

¹²¹ibid., p. 51.

Item Score

The second type of total score, the Item Score, is much more conventional in nature. This measure has the distinct advantage that it does not require a normative sample. On the other hand it values common or popular responses equally with the more diagnostic rare responses, and thus presumably loses something in validity. Computation involves merely totaling all positively scored responses across the 35 items and subtracting the number of negatively scored items. The possible score range is thus +35 to -35, although with neutral scoring and the tendency for +s and -s to cancel each other out, the actual range is considerably less.

Subscale item scores may also be obtained by subtracting the total number of negatively scored responses within each set of five items from the number that have been scored positively. . . . Item scores derived from subscales are particularly suited to correlational procedures, since each separate item score can vary from +5 to -5, and some score in this range will be obtained from every record. This is in contrast to the rare patterns on each subscale, which occur relatively infrequently, and which can vary only in the sense of being plus or minus if they occur at all. For purely statistical reasons it is usually not possible to employ individual subscale rares in carrying out studies which relate Authority Figures, Competitive Games and the other subscales to external indexes, or in comparing subscale means in various groups. The subscale item scores on the other hand are quite appropriate for these purposes.¹²²

¹²² *ibid.*

APPENDIX C
DEMOGRAPHIC AND BIOGRAPHICAL QUESTIONNAIRE

DEMOGRAPHIC AND BIOGRAPHICAL QUESTIONNAIRE

Name _____
Last First Middle

Local Address _____
Street and No. City State Zip

Telephone _____ Age _____

___ Male
___ Female

Race: ___ American Caucasian
___ American Negro
___ Spanish-surnamed American
___ American Indian
___ Oriental American
___ Foreign student or student on
temporary visa
___ Other (please specify) _____

___ Junior
___ Senior

Area of interest (check one):

- ___ Accounting
- ___ Banking/Finance
- ___ Economics
- ___ General Management
- ___ Marketing/Merchandising
- ___ Personnel
- ___ Other (please specify) _____

Provided there are jobs available in your area of interest, what are the chances that you will accept a job in that area?

- ___ 9 chances in 10
- ___ 7 chances in 10
- ___ 5 chances in 10
- ___ 3 chances in 10
- ___ 1 chance in 10

Have you had any work experience in your area of interest? Yes ___ No ___

Why did you select your area of interest? (Please check the one that most applies.)

- ___ influenced by family
- ___ know and admire someone who works in that area
- ___ employment opportunities good in that area
- ___ chances for advancement good in that area
- ___ find that area interesting and challenging
- ___ chance of making a good salary
- ___ Other (please specify) _____

Father's occupation _____
Mother's occupation _____
Number of brothers _____
Number of sisters _____
Number of older brothers _____
Number of older sisters _____

APPENDIX D
INTERVIEW QUESTIONNAIRE

INTERVIEW QUESTIONNAIRE

1. What was the highest academic level completed by your father?
Your mother?
2. What are the outstanding personality traits of your father?
Your mother?
3. Which parent do you more closely resemble in relation to temperament?
4. Which parent has influenced you more?
5. Are you married?
6. How do you spend your leisure time?
7. Have your mother or father ever encouraged you to be competitive?
8. Has either one discouraged you from being competitive? If so, why?
9. Do you see yourself as a competitive person?
10. How do you feel about females who are competitive?
11. What are your career goals?
12. Do you hope to achieve a management position?
13. Have you ever held a job which had managerial aspects?
14. Do you feel that the opportunities are good for women who aspire to management positions? Why or why not?
15. How would you feel about competing with a man in the business world?
16. Would you suggest any changes in or additions to the curriculum in relation to preparation for a management position?

APPENDIX E
RESPONSES TO THE INTERVIEWS

RESPONSES TO THE INTERVIEWS

The responses to the questions asked during the interviews are presented verbatim.

Question 1: What was the highest academic level completed by your father? Your mother?

- Student P-1: "Father completed high school; mother completed one year of college."
- Student P-2: "Father has a Master's in English; mother went to beauty school."
- Student N-1: "Father completed high school; mother, two years of college."
- Student N-2: "Father completed one year of business school; mother, one year of business school."
- Student M-1: "Don't know about my father. Mother and father divorced when I was eight years old. Mother completed the tenth grade."
- Student M-2: "Father completed technical institute; mother completed high school."

Question 2: What are the outstanding personality traits of your father? Your mother?

- Student P-1: "My father is friendly, irresponsible, wild. My mother and father are divorced. Mother is domineering."
- Student P-2: "My father has a special kind of charisma; popular with everybody; meets everyone; easy-going; never says a cruel word; too kind-hearted. Mother is quiet, easy-going; sits back and listens to Daddy talk; not as intellectual as my father, but she has it all together; smart lady; definitely strong willed."
- Student N-1: "Father is friendly, outgoing, smiling. Mother is not quite as outgoing, but friendly; quiet, compared to my father."
- Student N-2: "My father is quiet. My mother is patient and understanding."

Student M-1: "Don't know my father. Mother is domineering, headstrong, understanding but doesn't show it as much as she would like to; can't show feelings very well; pushed us to go as far as we could in school; kept family together; dominates too much. I'm devoted to her and feel as if I owe her something."

Student M-2: "Father is open-minded; easy to get along with; enjoys company of my friends; liberal. Mother is industrious, open-minded, creative."

Question 3: Which parent do you more closely resemble in relation to temperament?

Student P-1: "Mother."

Student P-2: "Daddy--we're both nuts."

Student N-1: "Neither."

Student N-2: "Father."

Student M-1: "I must be like my father, because I'm not like my mother."

Student M-2: "Father."

Question 4: Which parent has influenced you more?

Student P-1: "Mother."

Student P-2: "Both have influenced me in a different way; mother, in practical things, and father, in how to enjoy life."

Student N-1: "Mother."

Student N-2: "Combination."

Student M-1: "Mother."

Student M-2: "Father."

Question 5: Are you married?

Student P-1: "No."

Student P-2: "No."

Student N-1: "No."

Student N-2: "No."

Student M-1: "No."

Student M-2: "No."

Question 6: How do you spend your leisure time?

Student P-1: "Relaxing, sleeping."

Student P-2: "Talking, reading; mostly talking on the hall to people."

Student N-1: "Sports, basketball, softball."

Student N-2: "Play piano, organ; athletic functions; belonged to lots of clubs in high school; group activity work."

Student M-1: "Listen to music; read novels; crewelwork."

Student M-2: "Needlework, television, party."

Question 7: Have your mother or father ever encouraged you to be competitive?

Student P-1: "Both have."

Student P-2: "Yes, I had to be competitive because I have two brothers."

Student N-1: "No, they might encourage the boys, but not me."

Student N-2: "Not specifically."

Student M-1: "Yes, very much so; pushed to do well."

Student M-2: "Yes."

Question 8: Has either one discouraged you from being competitive? If so, why?

Student P-1: "No, I don't guess so."

Student P-2: "No."

Student N-1: "No."

Student N-2: "No."

Student M-1: "No."

Student M-2: "No."

Question 9: Do you see yourself as a competitive person?

Student P-1: "Yes, definitely."

Student P-2: "Yes, definitely."

Student N-1: "It depends on the situation. I used to be competitive in high school."

Student N-2: "Yes."

Student M-1: "Depends on the situation; not in sports; on tests, yes."

Student M-2: "In some ways; not generally a competitive person; in certain situations I am."

Question 10: How do you feel about females who are competitive?

Student P-1: "I think it's natural more so now than ever. They have more responsibility as far as jobs and sports are concerned. They have to be to keep up. I think the woman's role has changed. Not a housewife anymore. Becoming more of themselves personally. To make anything of yourself, you have to be competitive."

Student P-2: "I admire it in them. It takes a lot of guts to be competitive. A woman should go out and get what she wants."

Student N-1: "Generally, I don't mind at all."

Student N-2: "I'm neutral--it doesn't matter."

Student M-1: "Women should do what they can do, not just what people expect of them. They shouldn't push too much, though."

Student M-2: "I admire them."

Question 11: What are your career goals?

Student P-1: "Own a gift store. I want to be my own boss in other words."

Student P-2: "Traveling, writing for television news media, public relations, management position."

Student N-1: "I want to be an accountant. If I can't be an accountant, I want a management job working with people."

Student N-2: "I want to be an accountant. I'm not sure about the CPA. I'm going to try it, but it's not that important. I'm afraid I might not pass it."

Student M-1: "I want to own a record or music store."

Student M-2: "My main goal in life is to work at IBM in management."

Question 12: Do you hope to achieve a management position?

Student P-1: "Yes."

Student P-2: "Yes."

Student N-1: "Yes."

Student N-2: "I don't know; I've thought about it."

Student M-1: "Yes, in my own place. I wouldn't want to work for someone else."

Student M-2: "Yes."

Question 13: Have you ever held a job which had managerial aspects?

Student P-1: "Yes, I'm the dorm counselor in a freshman dorm this year. I was head cashier at a clothing outlet and trained new employees."

Student P-2: "Yes, I was assistant manager at my father's snack bar. I didn't feel right telling my peers what to do, so I suggested."

Student N-1: "No."

Student N-2: "No."

Student M-1: "No."

Student M-2: "No."

Question 14: Do you feel that the opportunities are good for women who aspire to management positions? Why or why not?

Student P-1: "Yes. The main reason is because of EEO. Companies have to employ so many. I've just been brought up all my life that females are more responsible than males. I think women are trying harder now because they have more opportunities. They know they can accomplish more."

Student P-2: "The opportunities are better than they have been because of quota of women. I don't know whether it's qualifications or quota."

Student N-1: "Yes, because of the women's lib movement."

Student N-2: "Yes, right now more so than for men. Women want better jobs. The laws have helped. A lot of women are promoted to management positions because they are qualified; some, to meet quota."

Student M-1: "More so now than they were because of women's lib movement, tokenism, quotas. Many are hired for one position but do lower level tasks."

Student M-2: "The opportunities are getting better. Women are realizing that the opportunities are there and that they have just as many opportunities as men do."

Question 15: How would you feel about competing with a man in the business world?

Student P-1: "I'm already doing it. I don't mind it."

Student P-2: "It's fine with me."

Student N-1: "I can compete."

Student N-2: "It's no different than if it were a woman."

Student M-1: "No difference if I'm as qualified."

Student M-2: "I wouldn't object to it."

Question 16: Would you suggest any changes in or additions to the curriculum in relation to preparation for a management position?

Student P-1: "I don't think I'm prepared for a management position. I would suggest role-playing and real discussions about management problems."

- Student P-2: "I haven't been taking business courses that long. Some courses don't seem very helpful, though, in relation to management positions."
- Student N-1: "I don't know that much about it but would like work experience."
- Student N-2: "I'm not familiar with what is required; no suggestions."
- Student M-1: "I've had one management course. No suggestions except more in-depth discussions."
- Student M-2: "We need a few more management courses, on-the-job training, practical experience."