Impacting a Woman’s World:
Identifying the Factors that Influence Female Advancement in the Workplace

A collaborative thesis submitted to the Miami University
Honors Program in partial fulfillment of the
requirements for University Honors

By

Laura Elizabeth Barnett

and

Justine Kelly Lelchuk

May, 2006
Oxford, Ohio
ABSTRACT

Impacting a Woman’s World: Identifying the Factors that Influence Female Advancement in the Workplace

By
Laura Elizabeth Barnett
and
Justine Kelly Lelchuk

The present paper investigates the factors that influence female advancement in the workplace by comparing achieved and less achieved women in the workplace in order to understand how to aid other women interested in reaching an esteemed level in their places of employment. The purpose of this study was to explore and describe the aspirations, values, attributes, and actions of women currently serving as achieved women in the workplace. A triangulation of qualitative data, collection methods and data sources was utilized to assess what these women ascribe their achievements to in their careers. Among other factors, the results confirm that the achieved woman has higher self-esteem, higher self-efficacy, and more internal locus of control than the less achieved woman. The research also confirms that the achieved woman’s father has the most influence on her success. Additionally, the study’s results suggest that a female’s likelihood of becoming achieved is based on her ability to be independent rather than dependent, organized rather than disorganized, rational rather than emotional, energetic rather than apathetic, and self-assured rather than insecure. Taken together, the findings indicate the need for the creation of an information medium that communicates to young, ambitious women, helping them cultivate the qualities required to become achieved. Advance, a business plan idea created by the researchers and other team members, will become this print medium.
Impacting a Woman’s World: Identifying the Factors that Influence Female Advancement in the Workplace

By
Laura Elizabeth Barnett
and
Justine Kelly Lelchuk

Approved by:

Dr. Rose-Marie Ward, Advisor
Professor Janice Taylor, Advisor
Dr. Ann Fuehrer, Reader
Dr. Joseph Kayne, Reader

Accepted By:

Dr. Carolyn Haynes, Director,
University Honors Program
Acknowledgements

Miami University has created an environment that challenged us to further our learning experiences and develop passions we seek to pursue. It was through this University that we were connected with several faculty members who were integral in the success and completion of this thesis. Dr. Rose Marie Ward provided unconditional advice, aid, and assistance throughout the entire process, constantly pushing us to perform our best. Professor Janice Taylor offered supportive advising and an open door when we just needed to talk. Dr. Jay Kayne was vital in laying the foundation of our business plan, which ignited the motivation for this research. Additionally, he offered assistance with the research process as well as helpful feedback on the final piece. Dr. Ann Fuehrer, in conjunction with the Women’s Studies Program, gave both academic and financial support to help us complete our project. Dr. Timothy Greenlee lent us his knowledge and expertise regarding the data analysis portion of the research. Moreover, this thesis could not have been completed without the financial and emotional support of the Miami University Honors and Scholars Program. In particular, Jason Lanter and Paul Brown must be thanked for their help. The enthusiasm and capabilities of Miami never cease to amaze us.

From Justine:

My mom made me aware of a Ralph Waldo Emerson quote that states: “What lies behind us and what lies before us are tiny matters compared to what lies within us.” I am the person I am today mostly because of the strength and support my mom, dad and five sisters have given me these past twenty-one years. More to the point, over the past eight months, they have listened, discussed, comforted and humored me while I was entrenched in the reading, research and writing of this influential work on the advancement of women. The words “thank you” don’t seem to be sufficient for the help I received from my family.

Furthermore, I would like to acknowledge the professors and friends who took an active interest in this research. Whether it was sending articles and news clippings that related to the work or merely inquiring about new findings, their words and actions consistently rejuvenated and inspired me.

From Laura:

My parents have always given me the confidence to be who I am and do what I love. This thesis is a product of their encouragement. Throughout my life, my mother has shown me exactly what “work-life balance” is. She taught me how to enjoy life while accomplishing my goals. My father is living proof that “fathers have strong influences on their daughters’ success.” He is the source of my ambition. My parents’ phone calls, letters, articles, advice, opinions, and, above all, love, have shaped this document. I am blessed to be loyal supported by two marvelous people.

I would also like to acknowledge my loving boyfriend, Mark. He shared the excitement and frustration of the research process with me every step of the way. His support and encouragement are recognized and greatly appreciated.
# Table of Contents

I. Background and Purpose .......................................................................................................................... 1  
   A. Definitions  
   B. Problem Identification  
   C. Purpose of study  
   D. Objectives  
   E. Focus of Study  

II. Qualitative Process ................................................................................................................................. 5  
   A. Literature Review  
      i. General Overview  
      ii. From Education to Management – Where are women going wrong?  
      iii. In the Workplace – Gender Cultures  
      iv. Female Leaders  
      v. Importance of Women in the Workplace  
   B. In-Depth Interviews  
      i. Sampling Plan  
      ii. Education Environment  
      iii. Childhood-Family Environment  
      iv. Adult Family/Network History  
      v. Work History  
      vi. Current Work Situation  
      vii. Current Perspective In the Workplace  

III. Quantitative Process ............................................................................................................................... 31  
   A. Short Surveys  
   B. HBDI  
   C. Achieved v. Less Achieved Women Survey  

IV. Limitations ................................................................................................................................................. 39  

V. Results .......................................................................................................................................................... 41  
   A. Hypothesis, Findings, and Interpretations  
      i. Psychological Traits: Self-esteem, self-efficacy, locus of control  
      ii. Influencers  
      iii. Relationships with Family Members  
      iv. Marriage  
      v. Career Experience  
      vi. Personal Skills  
      vii. Personal Qualities  
      viii. Family Socioeconomic Status and Education  
      ix. Brain Dominance  
   B. Attainment of Objectives  

VI. Alternative Research and Viewpoints ...................................................................................................... 67  

VII. Conclusions and Recommendations ..................................................................................................... 70  

VIII. References ............................................................................................................................................... 73  

IX. Appendices  
   A. Interview Script  
   B. Short Surveys  
      a. Short Survey Results  
   C. HBDI  
      a. HBDI Assessment  
      b. HBDI Subject Results  
   D. Achieved v. Less Achieved Survey  
   E. Abbreviated Business Plan
Tables and Figures

Tables

Table 1; Overview of Subjects
Table 2; Persons with Most Influence on Decisions
Table 3; Persons with Most Influence on Success
Table 4; Marital Status of Women
Table 5; Discrimination of Women
Table 6; Number One Priority of Women
Table 7; Number Two Priority of Women
Table 8; Drivers of Female Advancement in the Career Place
Table 11; Variables Not Within Control of the Female
Table 9; Variables Within Control of the Female
Table 10; Variables Somewhat Within Control of Female
Table 12; Descriptors of the Advance Reader

Figure

Figure 1; Quadrants of Brain Dominance of Achieved Women
I. Background and Purpose

Definitions

*Achieved Woman:* The *achieved woman* is an individual who has developed a high level of expertise in her chosen career and has been able to climb up the promotional ladder. For the quantitative study, the parameters set to be an *achieved woman* were:

- Age: 30-60
- Individual Annual Salary: $\geq 80,000
- Education: $\geq$ Bachelors degree

*Less Achieved:* The *less achieved* woman is an individual who is either currently not in the workforce, or who is employed in the workforce and content with her status quo at the lower levels of the chain of command. For the quantitative study, the parameters set to be a *less achieved* woman were:

- Age: 30-60
- Individual Annual Salary: < $80,000

The researchers understand that “achievement” is not limited to this narrow set of criteria and only applied the salary and degree limitations when recruiting a large sample of women to participate in the quantitative portion of study.

*Advance:* Advance Her, LLC (“*Advance*”) is a business plan the researchers developed with other team members dedicated to providing its customers a top quality monthly women’s magazine and extensive online network. *Advance* is a magazine replete with a myriad of articles relating to different topics intended to help further women in the workplace and lifestyle. Article topics include fashion, lifestyle, business and career advice, in-depth news articles and professional profiles. Additionally, an online network of readers is tied to the magazine and will establish a national community of ambitious women.

Problem Identification

Although they have frequently been exposed to the common expression “it’s a man’s world,” Justine and Laura are incredibly fortunate to have been surrounded by capable and competent women and grown up in families where they were infused with the idea that success is not bound by gender. Nevertheless, they understand that this idea is not often supported by the reality of the workplace.

Through observation and experience, the researchers have been impassioned to make a difference in the lives of females by cultivating their confidence and ambition.
through their already existing talents. Laura and Justine have developed an opportunity for women to become cognizant of their talents and to learn how to use them to advance their careers, their lives, and the world around them. They both recognize that women have an innate competitive advantage in the workplace as it has been proven that females tend to be more collaborative and team-oriented in their leadership styles -- two necessities in today’s business culture. In addition, Laura and Justine believe that if women can gain the confidence to demonstrate their competence, they will encourage society to move forward in more positive directions.

One of the solutions Justine and Laura have created is a product and service that will promote lifestyle-enhancement for the ambitious woman. The industry for *Advance* is not merely the magazine market, but rather the market for building confidence and shattering glass ceilings. Women are seeking the means to further themselves in many different facets of life and currently do not have the monetary nor time resources to accomplish their goals. Therefore, women will welcome a multi-functional magazine and community that will become their own competitive advantage in today’s world— the woman’s world.

By researching the factors that influence female advancement, Laura and Justine hope to gain a perspective that will be useful to them in their new careers and invaluable as they further develop their own personal methodologies on how to disseminate this information and provide more actionable solutions with other girls and women.

**Purpose of Study**

The purpose of this study was to explore and describe the aspirations, values, attributes and actions of women currently functioning as achieved women in the
workplace. A triangulation of qualitative data, collection methods and data sources was utilized to assess to what these women attribute their achievements in their careers.

This inquiry was conducted to provide initial observations regarding women in upper-level leadership roles. Additionally, the study should generate further discussion and evaluation about how this information can be used by schools, administrators, and qualified women to identify the strengths that give women their support. It should also dismantle any existing barriers based on attitudinal or organization biases that prevent women from advancing.

Lastly, this study will help the researchers understand Advance’s target consumers (buyer and user), who are presumed to be 18-34 year-old ambitious women looking to ‘advance’ in all aspects of their lives, especially their careers. These women can be generalized as ‘young achievers,’ which is a life stage group of twenty-somethings who have recently settled into metropolitan or urban neighborhoods. Within this demographic and psychographic area there are approximately 12 million women within the United States.

**Objectives**

The research objectives of this study were to:

1. To determine what drives female advancement in the workplace.

2. To develop ways females can control the drivers of advancement in the workplace.

3. To gain a meaningful understanding of our target market, as it relates to Advance.

4. To develop actionable ways to use this research to aide our target market in career advancement.
Focus of Study

Because the qualitative study was an inductive inquiry, variables were not initially specified. Instead, six main topics of importance that consistently appear in the literature concerning women who have become successful in their careers were studied. The topics are: educational environment, childhood-family environment, adult family/network history, work history, current work situation and current perspective. In-depth personal interviews with nine women and then a survey distributed to 273 women explored these six topics. Analysis of data identified emerging patterns or common themes that possibly impact women achieving high-grossing positions in the workplace. When deciding the sampling plan for the survey, the researchers decided to compare achieved and less achieved women opposed to comparing achieved men and achieved women. Although there has been much literature comparing and contrasting the different genders within the workplace, this research focuses on identifying factors that influence women, absolutely, not relative to men. Although there are some studies and books that have been written stating that in order for a woman to succeed in the workplace she needs to take on masculine characteristics, the researchers did not want to take this approach when creating the survey.

By interviewing nine women first, a human element of inquiry was emphasized. Conducting qualitative then quantitative research takes a holistic approach that enables the researchers to understand the complexities of the whole by studying the individual first. In-depth, detailed, rich data are produced based on the interviewees’ personal perspectives and experiences and the survey respondents’ answers.
II. Qualitative Process

Literature Review

General Overview

From time immemorial, expressed in such stories as myths and the biblical Garden of Eden, issues of sex and gender have affected the life of every human being on the planet. At the start of the 20th century, the accepted notion of gender roles in Western culture was based on the doctrine of separate spheres. According to this ideology, because men and women have different natures, the roles they play in society should be radically different (Powell 3). Thus, it was viewed as natural for men to immerse themselves in business and commerce, whereas women concerned themselves with domestic pursuits. The belief that men and women should occupy different social roles was grounded in the fact that most women’s lives were dominated by their capacity to bear children (Korabik 5).

During the 20th century, however, the industrial and technological developments of Western society freed women from the reproductive constraints of the past. Also, work restructured to be less dependent on men’s superior physical strength (Korabik 5). Thus, as the century advanced, North American women spent less of their lives rearing children and more in paid employment.

Yet, despite the sweeping societal changes that were taking place, the doctrine of separate spheres still remained. It has only been during the latter part of the century that the assumptions underlying this ideology have been questioned and new theories of sex and gender have been promulgated. Accompanying this altered viewpoint, dramatic
changes in society gender-role prescriptions as well as the composition of the workforce have occurred (Korabik 5).

The role of women in the workplace has been expanding steadily in recent years in most countries. For example, in the US, the labor force participation rate for women (i.e.: the proportion of all adult women who were employed or seeking employment) increased from 43% in 1970 to 60% in 2005 (Bureau of Labor Statistics, A-1). However, during the same period of time, the labor force participation rate for men decreased from 80% to 76%. As a result, the proportion of women in the labor force (i.e., the proportion of all adults employed or seeking employment who were women) increased from 38% in 1970 to 57.6% in 2005. In addition, the proportion of women executives, administrators, and managers in non-farm occupations (commonly known simply as managers) almost tripled between 1970 and 1998, increasing from 16% to 44%. This may also be because the ability to automate more work with computers and software and to transmit that work anywhere in the world can be done more efficiently now due to technological advancements. As Thomas Friedman notes in his book The World is Flat, most jobs in America are becoming automated or outsourced. In other words, the manufacturing jobs that were once dominated by the brawn and strength of males are becoming obsolete. It is now in the service-driven economy that the jobs that demand or encourage some unique human creative flair, passion and imagination are the ones giving women the potential to excel.

Despite these trends, the economic status of women in the workplace remains lower than that of men. According to the Bureau of Labor Statistics, women age 45+ still
make less than 75% of what men earn and hold barely 16% of the officer position at the 500 largest companies (Gordon).

From Education to Management: Where are women going wrong?

If life is supposed to be a continuous set of learning experiences, and women are proven to be better students than men, does it mean that our world is being transformed into a woman’s world? In high school, girls get higher grades in every subject, usually by about a quarter of a point, and have a higher median class rank. Girls also have much higher reading and writing scores on national assessment tests. Although boys still enjoy an advantage on math and science tests, the gap is smaller and closing (Brooks).

Differences between males and females are monumental in college. Because women are more likely to enroll in college and are more likely to submit more impressive applications, there are now hundreds of schools where the female to male ratio is 60 to 40. This year, 133 women will graduate from college for every 100 men (Brooks).

Research evidence suggests that these female graduates enter the workforce at levels comparable to their male colleagues and with similar credentials and expectations, but it seems that women’s and men’s corporate experience and career paths begin to diverge soon after that point.

It is evident that although managerial and professional women are at least as well educated and trained as their male counterparts and are being hired by organizations in approximately equal numbers, they are not entering the ranks of senior management at comparable rates (Davidson et al. 23).
In the Workplace – Gender Cultures

Equality audits illustrate how subtle the web of internal gender cultures is, and they show how all women operate strategically, to combat resistance to them as women, in order to be effective (Davidson et al. 65). At work, women have to manage gender, as well as perform their responsibilities.

Equality audits also reveal that it is common for male managers to believe that gender bias only exists in blue collar or male trades, that discrimination and job segregation are remnants of a bygone age, and that equality will come naturally through the mere passage of time (ibid). But since gender cultures such as the “Gentleman’s Club,” “Barrack Yard,” “Locker Room,” “Gender Blind,” “Smart Macho,” “Paying Lip Service,” and “Women as Gate-Keepers,” exist, it is evident that behavior is coded male or female (Davidson et al. 34). “Micro-inequities,” coined by Mary Rowe, are seemingly small, prejudiced events that are ephemeral, hard-to-prove, covert, unintentional and often unrecognized by the perpetrator. Rowe maintains that this type of subtle discrimination is the principal scaffolding for all segregation – gender, racial and otherwise – in the US (Gordon). While only 5% of women who aspire to senior positions see sexual harassment as a barrier, almost 50% see exclusion and gender stereotypes – pervasive forms of subtle discrimination – as barriers, according to a 2004 study from Catalyst, a NY based research and advisory organization.

Individual attitudes towards assertiveness are clearly influenced by the view that it is natural for men to be irritable and irascible, whereas women, no matter how pressured or tired, should conform to the gendered stereotype of being ‘sweet’ and ‘even-tempered.’ If a senior woman shows her emotions at work, her display of feelings is
likely to make her vulnerable, regardless of the type of emotion evinced. If a man reveals anger or compassion, his status is merely reinforced (Davidson et al. 39).

Many studies indicate that women have been largely excluded from ‘old boy’ networks, which traditionally are composed of individuals who possess power in the organization. While women have successfully formed their own networks, these networks do not necessarily provide access to the ‘old boy’ networks, the actual stockpiles of power (ibid).

Accordingly, it is also important for women to join male networks to a greater extent if they wish to become sufficiently visible to win organizational promotions. Finding a mentor has been suggested as one way to develop one’s political awareness in an organization, and many women who have secured high level positions acknowledge that they did so in part with help from their mentors (ibid). An example of how this tactic works is revealed by Sheila Baxter, Brigadier General: “My battalion commander was Lt. Col. Robert Bowles. He called me in one day and he said, ‘Lieutenant Baxter, I want you to give me your 20-year plan.’ And I said, ‘Sir, I don’t even know what I want to do in 20 minutes.’ But it focused me. I came back to him and I said, ‘Sir, I want to be like you.’ He said, ‘OK, we’re going to map it out five years from here, ten, fifteen, twenty in five year increments.’ He’s been my mentor since I was captain. He didn’t cut me any slack, and I thank him today.”(Kantrowitz)

Gender dynamics, frequently unnoticed by men, create psychological walls for women. They are also disastrous for organizations. Not only do they waste women’s energy and potential, they also damage and distort communication, which in turn affects performance and productivity. It should be noted, though, that gender stereotypes are
clearly not just perpetuated by men. Women in most organizations have positive or negative attitudes towards other women, especially those in ‘unusually senior’ positions (Davidson et al. 39).

Gender cultures tend to divide, as well as restrict women. Those women who have accepted ‘their place’ are sometimes not well disposed to those who are claiming new ground. And those senior women who don’t acknowledge the fact that most women are tied by children and lack of opportunities are not likely to be liked by women in more junior positions (ibid). Similarly, women who do not struggle against the age-old rhetoric that conveys that women’s roles are determined and unchanging cannot expect much support from those women who are attempting to transform social realities.

In the article, “Do Women Compete in Unhealthy Ways at Work?” the question is raised as to whether women are their own worst enemy. Women often shy away from direct conflict and instead engage in unhealthy competition – talking behind one another’s backs, sabotaging success, feeling threatened by other women – that can be detrimental to all women in the workforce (Armour). But perhaps this isn’t their own fault. “The Nice Syndrome” is a condition whereby girls are generally taught to get along and encouraged to be nice to others while boys are often encouraged to compete openly and vigorously (ibid). Women do compete, but they try to act as if they’re not competing. For this reason, females acquire a reputation for backstabbing. But it is not only the women’s reputations that are being looked at in a negative light. Being too nice might also be a detriment to female advancement. Women give more help to co-workers than men do but get less credit for it, and, moreover, the help women give to co-workers tends to be significantly underappreciated (ibid).
Although research tends to pit woman versus man, a more gender-sensitive perspective would acknowledge that women’s lives and personal characteristics are different. This perspective would also assert that women’s voices, views and rights should not in any way be dependent on their similarity to or difference from men.

The sole reason for this enduring dichotomy is that people have feared that women have not been acceptable in the public arena unless they were like men (Davidson et al. 32). Stopping gender-based exclusion is not about pretending women are all alike, but acknowledging that men and women are different, even in minor ways (Gordon). Democratic organizations will only develop when the power of gender cultures is acknowledged and challenged by both men and women.

**Female Leaders**

To acknowledge the distinctions between the genders, the first question one should ask is, “Do women lead differently than men?” Female leaders scored higher than male leaders in persuasive motivation, assertiveness, willingness to risk, empathy, flexibility and sociability, according to research from Caliper, a Princeton, NJ consulting firm. Furthermore, female leaders also have an inclusive, team-building leadership style of problem-solving and decision-making (Armour).

Conventional wisdom also shows that women are more intuitive and more collaborative when they lead (Kantrowitz). “Women do lead differently from men. I try to share a tremendous amount with my staffers. I feel everything: the tribulations of business, the responsibility to people who depend on me to feed their families,” stated Vera Wang, Fashion Designer.
Additionally, in the post-Katrina world, Mayor Gavin Newsom of San Francisco reasons that the public demands nothing less than the compassionate, collaborative and practical approach he gets from his women chiefs (Breslau). “America loves the macho guy with the cigar and the crew cut,” says Newsom. “But America also likes results. I’ve often sat in envy of the ability of women to multitask, put ego aside, not complain, and solve the problem.”

Rotter (1966) defined locus of control as the disposition to perceive the rewards that one receives in life either as a consequence of one’s own behavior or as the result of extrinsic factors. Those who believe that they exercise some control over their destiny are described as having an internal locus of control. In contrast, individuals with an external locus of control maintain that their rewards are controlled by luck, chance, fate or powerful others (White et al. 58). An internal locus of control demonstrates the propensity to influence one’s environment, which is a mark of initiative and competence (Shapero). In addition, individuals with internal locus of control tend to be more self-reliant and independent. These four attributes – initiative, competence, self-reliance and independence – are implied to be related to success at work (ibid).

It is noted, however, that there is not a one-to-one correlation between locus of control and achievement. Rather, it is suggested that locus of control plays a mediating role in determining whether a person becomes involved in the pursuit of achievement (White et al. 58). In a study researching the locus of control in working women, conducted using the breakdowns of “successful women,” “moderately successful women,” and “secretaries,” data showed that the successful women were significantly more internal than the secretaries (White et al. 62).
Two other attributes that are mentioned throughout the research of female leaders and achievers are confidence and self-efficacy. In a study conducted by Harvard Business School Professor McGinn, the professor notes, “The men seem to feel that they can start talking and eventually they’ll have to make a point. The women are slightly more likely to feel that they ought to have something valuable to say before they say it.” McGinn further states, “Confidence is the expectation of a positive outcome. If you think you’re going to be criticized and attacked if you don’t have all the facts, you hold back. If you hold back, you don’t try, and you don’t know how good your ideas are.”

The level of confidence one has determines the ability of an individual to step forward, contribute her knowledge, demonstrate her talent and forge a career that furnishes her with satisfaction and recognition.

Women with a lack of confidence tend to hang back, doubt themselves and miss out on opportunities to demonstrate their strengths and advance their careers. Especially in today’s workplace, one of the keys to success is the ability to let others know who you are, what you have to offer, and how you can make a difference in their organization (Williams 21).

Most women working in organizations have already had some degree of professional success. The areas in which most confidence questions arise today tend to be those associated with women taking on more visible assignments, reaching for new opportunities, transitioning to different careers, or accepting more senior leadership positions (ibid).
Self-efficacy, unlike confidence, is the expectation about whether one can successfully perform a given behavior. Possessing high self-efficacy is an important aspect of achieving success because it reflects faith and trust in one’s own abilities.

Much of the work in today’s world is project work – assignments that are often demanding and sometimes unpredictable. Such work requires initiative, persistence, and the ability to push through a project when support waivers or pressures increase (Williams 24). In this kind of work environment, self-efficacy becomes a required survival skill.

Not only do women lead differently than men, but the effect their leadership has on men has created unsettling findings in the world outside of work. The primal fear of single successful women is that the scent of male power is an aphrodisiac for women, while the fragrance of female power is not an attracting pheromone for men but is rather a turnoff. Women moving up still strive to marry up. Men moving up still tend to marry down. Thus, the two sexes’ going in opposite directions has led to an epidemic of professional women foregoing a married life with children (Dowd). Currently, 5% of 35-year old career women are childless. Additionally, the findings also disclose that among corporate executives who earn $100,000+, 49% of the women did not have children, compared with only 19% of the men (ibid).

To compound these findings, a 2005 report indicated that a high IQ hampers a woman’s chance to marry, while it is a plus for men. The prospect for marriage increased by 35% for men for each 16-point increase in IQ; for women, there is a 40% drop for each 16-point rise (ibid). Additionally, while women desire slightly above the average intelligence percentile for a single date and want higher IQs from males with increasing
commitment, men have similar criteria for dates, and for long-term mates, but have considerably lower expectations of intelligence for sexual partners (Kenrick et al.)

The trend lines continue that highly educated women in many countries are increasingly dealing with this creeping nonchoice and end up on a path of delaying finding a mate and childbearing. Many women continue to fear that the more they accomplish, the more they may have to sacrifice.

**Importance of Women in the Workplace**

Women are gaining the necessary experience and paying their dues but are still encountering a glass ceiling. Supporting the career aspirations of talented and successful managerial women makes good business sense. By doing so, workplaces will be obtaining the best people for leadership positions, providing female role models for younger high-potential women, ensuring that companies’ opportunities for women will be noticed by both women graduates in recruiting situations and women customers, and guaranteeing that all ranks of management will be filled with strong executives, from all backgrounds (Davidson et al. 4).

**In-Depth Interviews**

**Sample Plan**

In-depth interviews with nine women who have reached a point of expertise in their careers were conducted. Participants of this study were recruited through personal and professorial contacts as well as through the Miami University Alumni Association. In order to have a diverse sample, women between the ages of 20-65 were interviewed, and a broad range of careers were sought after (i.e. legal, publishing, education, corporate, etc.).
In addition to the interviews, each participant was asked to take the HBDI on-line assessment as well as two questionnaires in order to determine levels of self-esteem and locus of control. Eliciting themes from each transcript and each assessment helped the researchers understand how important genetics, the role of mentors, and the role of parents and family, amongst other variables, played in giving the interviewees the qualities required to advance in the workplace.

Nine women who reached a high-level of rank in their career were selected, and subsequently agreed to be interviewed in person by the researchers, at their place of work. The interviewers traveled across the country, conducting these one-hour interviews, in order achieve a sample with no geographical bias.
Subject Profiles

Subjects ranged in age from 23 to 65.

Table 1; Overview of Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title/Place of Employment</th>
<th>Salary</th>
<th>Hours/wk</th>
<th>Education</th>
<th>Married</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chief Executive Officer Museum</td>
<td>~$250,000</td>
<td>55</td>
<td>BA, Other</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Partner Law Firm</td>
<td>$900,000</td>
<td>55</td>
<td>BA, JD</td>
<td>Married</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Rabbi Synagogue</td>
<td>$115,000</td>
<td>50</td>
<td>BA, Other</td>
<td>Married</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Trader Stock Exchange</td>
<td>$70,000</td>
<td>46</td>
<td>BA</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Consultant Investment Firm</td>
<td>~$300,000</td>
<td>55</td>
<td>BA, MA, MBA, PhD (abd)</td>
<td>Divorced, Remarried</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>President University</td>
<td>$345,000</td>
<td>85</td>
<td>BA, MA, PhD</td>
<td>Divorced, Remarried</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Vice President, Publisher Magazine</td>
<td>$465,000</td>
<td>60</td>
<td>BA</td>
<td>Divorced, Remarried</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Executive Automotive Co.</td>
<td>~$300,000</td>
<td>60</td>
<td>BA, MA, MBA, Other</td>
<td>Married</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Vice President Consumer Products Co.</td>
<td>~$600,000</td>
<td>60</td>
<td>BA</td>
<td>Divorced</td>
<td>2</td>
</tr>
</tbody>
</table>

The interview script designed used the framework of the Sonnenfelt and Kotter (1982) model of career development. The organization of the interview script did not correspond exactly to the nine components of the model in order to achieve a more natural, conversational sequence. The data from the interview collected are reorganized and discussed under the following headings with a few quotes from the women at the end to elucidate certain facts.
Educational Environment

Education is said to be strongly linked to type and extent of occupational participation. Therefore, the level and subject of education as well as grade point averages were investigated. Additionally, data was collected on who financed the individual’s education and whether most of her post-secondary peers attended college.

Looking into the educational backgrounds of these achieved women, the researchers perceived that it is evident that active learning played a major role in helping the achieved women attain their current positions. All of the women interviewed obtained at least a bachelors degree, financed mostly by their parents, and over half of them have earned additional degrees of higher education, financed individually.

Childhood-Family Environment

The objective in this area was to obtain some biographical data on the parental occupations and educational backgrounds in order to establish the social class of the women while they were growing up. In addition, this section focused on the qualitative nature of the parent-child relationship as well as any parental influences.

All of the women interviewed came from two-parent households with no history of divorce in which the majority of the women’s mothers and fathers both held at least bachelors degrees. Moreover, each woman’s father worked while she was growing up with over half the women living in a double-income family. Most women reported that they grew up in the mid-upper class or when they were younger that they were “poor,” but by their adolescent years had moved to the upper bracket.

- “So I would say this is an easy environment from which to be successful because the standard was that’s what you’re going to do.”
• “Regarding the socio-economic matter, my parents were always very well off and we had an easy life.”
• “So [my parents] went from having $200 to being extremely comfortable and I grew up in that, so I guess you can say we went from dirt poor to upper middle class.”

In terms of familial relationships, the interviewees were asked about their relationships with their parents. Although the findings for the relationships the women had with their mothers ranged from not great to very good, the responses the women had regarding their relationships with their fathers were all incredibly positive.

• “Very very very very close. He is our life, and without him, we’re lost.”
• “It was great. It was absolutely great.”

To complement these responses, when questioned who in the woman’s family had the most influence on her decisions, half of the respondents distinctly stated their father, while the other half indicated various other family members.

• “My dad. I would always, growing up, come to him with business questions, and I respect his business acumen. I always respected the way he treated people and his values and I think I try very hard to model that.”
• “I think because he had two daughters he was always very open with us about having to rely on ourselves. Never be dependent on someone else.”

A recurring theme that was mentioned in a few of the women’s accounts was the notion of constant travel. Usually, due to a father’s occupation, at least one-third of the women relocated geographically many times in their youth.

• “I moved from Zambia to the United Kingdom and then finally to the United States.”
• “We moved from Germany to India to England to West Virginia.”
Adult Family/Network History

Family aspirations and responsibilities were explored in this section. Patterns of timing of marriage and childbirth were investigated with particular attention to priorities of family and work roles. Issues of compromises and conflict within self and between spouses was explored and satisfaction with current “at-home” situations was looked into.

While growing up, eight of the nine women desired to have a family while all of the women desired to have a life partner or spouse. Of the women interviewed, all were married or soon to be married, with the exception of the one woman under the age of 30. Three of the married women had been divorced once before, each alluding to her desire to further her achievement in her career as the crux of the divorce.

- “So what I didn’t realize is that my life partner required a great deal of equity. And I think now the greatest variable in marriage is not love at first sight, it is equity. And it’s sort of an impassionate view of the world, but marriage won’t last if there isn’t equity.”
- “While he wasn’t able to talk about it, he had ego issues. And as long as my level wasn’t above his and my salary was below his things were great in the marriage. It was at the point where my level went ahead and my salary went ahead that there started to be a lot of conflict.”

Additionally, of the women married who wanted to have a family, the average number of children per woman was two. It is important to note that the women who did decide to have children waited until they were firmly settled into their career prior to having children – most of the women waiting until they were in their mid-thirties.

- “Long time afterwards. I started at [company] in 1989 and I met my husband in 1998, we got married in 1999 and I had my first child in 2002. So, I can’t do the math, but around 13 years.” … I don’t think you should wait like I waited, not
like I was waiting, it was just when I met my husband. I didn’t have time, I was here [at the office]. So my view is that you should just go ahead and have children and you have to find how to make it work. It definitely can work, but it just takes a lot more effort.”

- “I was well into my career, so I had children in my thirties. Thirty-two and thirty-four.”
- “Well, I considered that I started my career as a Masters student, and I was 22 then, and I had my first child, my only child at age 36. So I didn’t get around to that too quickly!”

In order to further themselves in their careers, most of the women stated that moving from one location to another, because of their careers or post-graduate schooling opportunities, was a necessity. One woman indicated that the reason it took her so long to achieve her current high-ranked position was that she didn’t relocate.

- “I was in San Diego for 2 years, then to Berkeley, then to Israel, then back to LA for 2 years, then back to Israel for about a year, then to New York for 9 years then back to here in LA for the last 5.”
- “I think you have to move in order to be a success. And I guess ‘have to’ is a little strong. I think if the company that you work for has opportunities in other places you’re probably going to move around as part of learning more about the corporation.”
- “I should have left Ohio State when I got my doctorate. I was told to do that – not that people didn’t advise me to—but I was in this place-bound marriage. So I lost about 8 years in this career trajectory by not immediately taking an assistant professorship after my doctorate.”

Many of the women cited that the birth of their children affected their career by changing their priorities or immediate goals. Most women were able to euphemize their children’s birth, but the undertone was that the birth of their children had a negative
impact on their career path. A minority of the women stated that it really didn’t affect their career because they were able to take breaks after each pregnancy.

- “I could not work the ten hour days I used to. And prioritizing what I did was certainly different because I wanted to spend my time differently.”
- “It made it much more difficult to juggle being the kind of mother I wanted to be and to give the amount of time that needs to be devoted to being a law firm partner in New York City. And so there has been a lot of stress and pressure on me.”
- “Even though I was contemplating having children, I turned down some remarkable career opportunities which would require me to travel one-third of the time. So [having children] took a career that was flying up and bent it horizontally.”

For the women currently involved in significant relationships, questions were asked pertaining to the major compromises that had to be made in order to achieve their current positions. Most women identified either relocation or flexibility issues as sources of compromise. The one married woman who never wanted children, and doesn’t have children, stated that her lack of children was the reason why she and her husband never really had to make any significant compromises.

- “Well, I made a big compromise by allowing myself to be a place-bound professional. Huge compromise. So [my peers] were advancing, and I wasn’t – so eventually I had to play catch up.”
- “He likes to cook. So, I don’t think I could have done these things without a husband who was willing to take care of the children, cook, do laundry, clean the house and do what everyone needed and then divvying up with him with what I call ‘losing our roles.’”
- “We basically made no compromises. And neither of us wanted to have children – and it’s a unique relationship for that reason. Nobody had to stay home and not
travel if the other career required a lot of travel to get somewhere. Neither one of us had that issue, so because we have no children neither of us had to really make any compromises.

Work History

This section was concerned with obtaining information about career trajectories. The women were asked to describe their career decision-making story. This story included the timing of career moves and the motivations behind the decision-making process. Discrimination within any organization at which the woman had been employed was discussed in order to determine any exterior hindrances to her career path. Additionally, questions were posed regarding the expectations and goals the women had formulated and how these compared to their current positions and the realities they were living.

Because each of the women is employed in a different industry, the career decision-making stories were incredibly unique. However, a uniform answer did exist when questioned about the reason for the next career move.

- “Always more – more status, more money.”
- “There was always a salary increase.”

It is interesting to recognize that although almost every woman related a story in which she was discriminated against (either because of her gender, race or sexual orientation), almost none of the women actively recognized the discriminatory behavior as a form of discrimination.

- “I think there is an element, that is, I think it’s always there. And is it discrimination? That’s always a touchy subject. Is it strictly because I was a woman? Eh, I don’t know.”
• “We’re not talking about sexual harassment, right? That’s a different thing? I mean, I have been sexually harassed several times in different conditions. I don’t know what to say about that.”

Moreover, most of the women dealt with these gestures or words by not confronting the perpetrators. When they looked at the circumstances in hindsight, they conveyed that they would have altered the way they handled the situations; however, since most of the incidents happened as they were moving up the chain of command, they didn’t want to jeopardize their careers at the time of their occurrence.

• “I didn’t say a word. I think I should have said something. I think that in retrospect, being more mature now, I would have gone to the partner afterward and would have said something. But I guess I was just so upset and thought at the time, ‘Oh, I’ll just find another job,’ and here I am, 12 years later.”

The women were asked to compare their current career situation to what they initially thought it would look like when they started to think about their career at the outset. Although some women had an incredibly narrow and focused picture of what their future would be like and others had a more vague, broad perspective, the fact is that all the women had some sort of vision of their future. All of the women had set some type of goals for themselves to reach and accomplish.

• “Well, I knew that I wanted to be CEO of a company. But I thought it was going to be like Texaco or something multi-national. So it’s certainly not Texaco. It’s almost like if you’ve ever gone back to elementary school and it was so much smaller than you ever remember it being… I think I always envisioned feeling really proud of what I do, always wanted to enable people around me to be enjoying themselves and feeling satisfied with what they do.”
“I kind of laugh, because my goal wasn’t that I was going to become a great publisher or a great doctor or a great anything like that. I was going to become a glamorous professional living in a beautiful apartment in New York City or Paris or something – but I didn’t know what that would be, but I wanted that lifestyle.”

Current Work Situation

This part of the interview yielded more fact-based responses dealing with the individual’s occupation, income, work hours (please see Table 1) as well as relationships and the treatment of women within the workplace environment. Another factor that was taken into consideration in this portion was how the women viewed their self-confidence in their careers.

A description of the women’s relationships with subordinates, associates and managers produced very similar results among the nine women. The overwhelming response from these women was that they truly valued relationships with their coworkers and tried to nurture these relationships through an “open-door” policy or by doing other small tasks to show that they really cared about the others with whom they worked. Also, most of the women spoke about how they used discussion to work out issues with which they were dealing.

- “I love learning and I think we learn best by being with other people. So I think I look for collaboration as much as possible. That is a key word.”
- “I’m always a very open door person and I believe that I will always try to get the other person’s work done first so they can continue with their day. And that is part of the reason why I do work so late – it’s because my work begins when everyone else leaves.
- “I’m very gregarious. I’m very outreaching.”
- “So I have always tried to maintain good relationships with people who are senior to me, people who are at my level, or people who are beneath. I think I have very
good relationships with associates here, so I think people feel I am one of the partners who people feel more comfortable with.”

- “I am sort of a nurturer of the senior staff, almost as if I was a head person. Somehow I have fallen into that role, I don’t know exactly why.”

In terms of the overall treatment of women within the workplace, the elicited responses were not homogenous, but rather seemed to correspond to the stereotypes associated within the designated field. The women who worked in industry predominantly represented by males focused more on the leaps and strides that had taken place within the firm since they had first joined; however, they were still able to recognize that changes such as flex scheduling still had to be implemented and encouraged in order to increase the desirability of the occupation to females. Yet, in over two-thirds of the women spoken to, a disparity between men and women was indicated.

- “When I got here, a woman told me during my interview that women are second class citizens here… And because I am the only woman of four [professionals] there are sometimes that sexual jokes are made, and I sit there. Not because I’m offended, but because I want to teach them that it’s wrong. There are times that a woman will be shut down in a way that a man never would.”
- “I think, if anything, the women who make it through are very respected because there are so few women and because it is such a different work place that the men I work with are really impressed and really respect the women in the job.”
- “I was the first woman hired at [Company] in engineering. I was very unique so the treatment was, sort of like a prized doll…Today, if I just take the product side of the business, we have about 20% women. And that is now much more the norm. I think with that comes a different need to control flex schedules.”
- About 13% of our partners are women. The issue is that there aren’t that many women who come up for partner. And the reason that is, is because they leave.
Women can choose, you know, once they get married and have their first child. It’s hard, it’s hard to have a child and be an associate.”

- “There is no difference in how women or men are treated; it’s almost a women-centric company.”
- “I think it’s who you are. And I really would say right now, there is a lot of equality. There is still a glass ceiling, but I think it’s breaking.”

A self-rating question was asked of each woman regarding her concept of self-confidence within her career. This personality trait was further investigated by means of a survey relating to self-confidence that will be discussed in a later section. All but one of the women’s self-assessments of their confidence were incredibly positive. Yet, even the one woman who was exceedingly hard on herself had absolutely no justification for her outlook, given her work history and time commitment to the firm she had become established at.

- “I keep thinking they’re going to fire me any day now. I don’t know anything; I’m going to get that pink slip one day.”

Current Perspective

Included in this last section of the interview, women revealed to the interviewers their career aspirations, personal definitions of success and the most influential factors that have allowed the women to reach their current positions.

Because of the varying stages these women are at both professionally and personally, there were a multitude of answers relating to their futures. Some women looked forward to taking a year off and spending time with their children, whereas others just wanted to keep on building their current organizations or wanted to assist in creating and building a different organization.
Neither looking up the dictionary definition of “success” nor receiving any prompts from the interviewers, most of the women linked making a difference with their definition of success. Additionally, the emotions of contentment, happiness and passion were entwined in their descriptions.

- “Making a difference. Whether it’s people, results of a company or personal.”
- “Being surrounded by people who totally love you and you love them. Being content with yourself and who you are.”
- “Aligning yourself with who you are and doing what you want to do. And then being passionate about every step. Success is a journey.”
- “Moving the dial. Moving an organization forward – thinking about it then doing it.”
- “Make a huge difference, really change the world.”

The skills women reported as having contributed to their success were quite varied, yet most of the attributes they listed pertained to working well in teams, being flexible, having passion and being empathetic.

- “Having an analytical mind and working with individuals at their levels.”
- “Works well with others, is fair and open-minded.”
- “Listening, concerned, flexible, knows herself.”
- “Understands organizations and how to move them.”
- “There was this article that said that individuals with high Emotional Quotients, EQs, actually ended up being more successful in life and in their careers than the people with high IQs and that was because people with high EQs know how to read people, they get along with people, they’re easy going, they can emotionally connect with people… So I think the best skills that I bring to my job are knowing how to interact with people and manage people in such a way that makes them feel good at what they do.”
Although much time was spent at the beginning part of the interviews focusing on the women’s childhood family environment and familial relationships, when questioned about the individual persons in the women’s lives who had most influenced their success, more often than not a boss or mentor was mentioned. Moreover, most of the women indicated that these supervisors were male.

- “There were great managers along with way who would give me great insight. The people who helped me the most were people who would say, ‘You know what, if you want to get better, here is what you can do,’ even though you just want to shut your ears and go, ‘I don’t want to hear that.’”
- “I think it was really mentors and networking, and truly having those mentors and looking for those mentors and networking with people who were aligned with where I was going and would help me along the way.”
- “Probably the most important was Jerry, my senior [position] at my first [job]. I also had a mentor named Wally in school who believed in me.”
- “My two female bosses, both really really strong and wonderful women who are still my good friends and mentors.”
- “A lot of my mentors. And a lot of my mentors are male, because that’s who were there, and they mentored and modeled both good and bad. I’ve a lot of things I don’t do because I saw this guy do this and it was so jerky and stupid that I don’t ever want to do that, so you can learn from good and bad.”

The final question asked to the achieved women was, in effect, a very broad inquiry into what they thought had been the most influential factors (inclusive of people) throughout their lives allowing them to reach the point of success they had attained. All but one of the women cited family members, spouses and essentially a strong support system for her achieved status. The woman who didn’t speak of a support network focused on her own desires and ambitions.
• “I think having come from a large family had its strengths. I think it taught me how to deal with other people and how to interact with other people.”

• “Obviously my parents … and then the people I met at [college]. They really showed me that there are so many things to do, and so many fun, and exciting way to live your life, and still feel like you made something of it.”

• “Coming from a loving family with parents who are happy.”

• “My husband said, ‘You know, you have a problem. You don’t know how good you are relative to all the other people you’re watching and admiring. You don’t understand, people don’t come along that often that can put it all together.’ And I know he was telling me, ‘You can do this.’”

• “My dad. My dad. Oh absolutely, my dad.”

• “There was a time I considered leaving, being a stay-at-home mom, changing careers. I think a big factor is that I have chosen to stay without interruption… I’ve always liked the motto, ‘lead, follow, or get out of the way.’ It’s one that I’ve always followed.”

Conclusions of Qualitative Process

After reviewing the literature associated with this topic as well as conducting nine in-depth interviews, the researchers sought parallel, comparable feedback as well as many dissimilar responses concerning achieved women in the workplace. In order for any conclusive inferences to be established about achieved women in the workplace, it was deemed necessary by the researchers to administer a survey to a larger sample.
III. Quantitative Process

Throughout the research process, there was an emphasis placed on quantitative data in order to triangulate the results to see if they supported the observations and hypotheses from the qualitative research process. There were three portions of the study that focused on gathering quantitative data:

1. Two short surveys measuring locus of control and self-esteem given to the nine women who were interviewed.
2. The Herrmann Brain Dominance Instrument (HBDI) given to five of the nine women who were interviewed.
3. A survey that sampled 74 achieved women and 199 less achieved women.

The following section details each of these quantitative endeavors.

**Short Surveys (Appendix B)**

**Purpose**

Based on findings from the literature review, some of the factors that are thought to affect female career advancement are locus of control and self-esteem (Shapero, Williams 23). In order to measure these attributes and confirm or deny the validity of the hypotheses, the researchers used pre-developed surveys to measure these attributes with the interviewees already considered to be achieved. The results of the surveys were hypothesized to show that achieved women have an internal locus of control and high self-esteem.
Sampling Plan

The sample was restricted to the nine women who were interviewed. Of the nine who were interviewed, eight\(^1\) responded and the results were gathered. The findings were used to develop the researchers’ hypotheses for the achieved versus less achieved woman survey.

Survey Design

The locus of control scale used is a pre-developed scale borrowed from Jerrold S. Greenburg’s text, *Comprehensive Stress Management*. This scale is used to determine whether a person exhibits an internal locus of control, perception of having control over the events that affect one’s life, or external locus of control, perception that one has little control over events that affect one’s life. The person taking the survey was given twenty pairs of statements and asked to choose which statement she agreed with more. One statement was associated with internal locus of control, and the other with external. A person who scores above 10 was considered to have an internal locus of control.

The self-esteem scale used is also a pre-developed scale created by Stanley Coopersmith, Ph. D. borrowed from the *Comprehensive Stress Management* text (Greenburg 125). This scale is used to measure how high a person’s self-esteem is. By definition, self-esteem is, simply, how highly one regards oneself. The woman taking the survey was given ten statements and was asked to respond with “like me” or “not like me.” By answering these ten statements, a general measurement was inferred about her social, work, and family self-esteem. A lie detector test was integrated into the scale in order to determine whether or not the women within the sample were telling the truth.

\(^1\) Due to the small sample size, no conclusions, key findings or recommendation were formulated based on these results.
The locus of control scale warranted credible results. The self-esteem scale was found to be forceful in nature with only two options, “like me” and “unlike me.” The self-esteem scale was revised before being integrated into the more significant, achieved versus less achieved woman survey. Each scale provided further insight into the mind of the achieved woman; however, neither of the scales contributed significantly to conclusions.

Data Collection/Coding

The data collection and coding process was done manually. The women’s names remained anonymous and the answers to the two surveys were coded as the pre-developed surveys suggested, inserted into excel, and averages were derived.

HBDI

Purpose

The Herrmann Brain Dominance Instrument (HBDI) is an on-line assessment that asks respondents certain questions about themselves in order to reveal their preferences in terms of learning and communication styles. The HBDI is a tool that can verify or reject the hypothesis that achieved women frequently engage common parts of their brains; simply put, they think alike. By having the interviewees take the HBDI assessment, the researchers would be able to tell if any common brain dominance stood out.

Sampling Plan

Due to the intricate nature, and expensive price, of the HBDI, the researchers were only able to invite the sample of nine interviewees to complete the assessment. Of the nine, five completed the assessment.
Survey Design

The HBDI is a proprietary instrument that separates the brain into four quadrants, A, B, C, and D. Each quadrant represents the type of thinking performed by that part of the brain.

*Quadrant A*: Problem solving, analytics, technical, mathematics, logical.

*Quadrant B*: Organization, administrative, conservative, controlled, planning.

*Quadrant C*: Interpersonal, emotional, musical, spiritual, talker.

*Quadrant D*: Artistic, holistic, imaginative, synthesizing, conceptualizing.

The assessment asks questions about biographical information, handedness, favorite school subjects, work elements, personal descriptors, hobbies, energy level, motion sickness, and introversion/extroversion in order to show which quadrant of the brain people show preference for (see Appendix C for a complete list of questions). The online questionnaire takes approximately 40 minutes to complete. The instrument was developed by Ned Herrmann, a General Electric employee who pioneered the study of the brain in the field of business. Specifically, he developed a test to monitor how individuals’ thinking preferences, or brain dominances, affect the way they work, learn, and communicate. C. Victor Bunderson, Ph.D, an expert on educational measurement and psychometric methods, has validated the HBDI as a “reliable measure of human mental preferences when applied in a professional way, interpreted in conformity with the four-quadrant model, and scored with the approved scoring method.”

Data Collection/Coding

Since the HBDI is a proprietary instrument, the algorithms that convert the answered questions into brain dominances are known only by Hermann International.
The responses were given to the researchers in the form of a piece of paper that assigned a numeric value to each quadrant of the brain: the higher the number, the stronger the brain dominance in that quadrant. The numeric values assigned were also represented visually by being mapped out on a two dimensional axis which showed the relationship between all four quadrants (see Appendix C).

Scores range from 0 to 130. A score of 67 or above represents a “primary” score, which indicates a distinct preference for the types of activities relevant to the quadrant. A score of 34-66 represents a “secondary” score, which indicates thinking modes that are comfortable and available when necessary. A score of 34 or less represents a “tertiary” score, which indicates a lack of interest in that mode of thinking.

**Achieved v. Less Achieved Women Survey** (Appendix D)

**Purpose**

A ten minute survey was designed to further understand and explore the differences between the achieved and less achieved woman. In order to truly appreciate who the achieved woman is and how she operates, she had to be compared to other, less achieved, women. This research model allowed the researchers to compare and contrast the psychological and personal differences between these two groups in order to uncover what makes achieved women different from so many other women. Finding these differences brought the researchers to actionable conclusions that have verified and facilitated the goals of the research as well as provided results that steer the Advance reader, and other interested women, in the “achieved” direction.
Sampling Plan

Two distinct samples were derived using the profile of the achieved woman that was uncovered in the in-depth interview phase of the research:

1. *The Achieved Woman, 74 survey respondents*
   - Age: 30-60
   - Individual Annual Salary: ≥ $80,000
   - Education: ≥ Bachelors degree

2. *The Less Achieved Woman, 199 survey respondents*
   - Age: 30-60
   - Individual Annual Salary: <$80,000

The researchers realize that defining these two samples based on age, salary, and highest degree is rather narrow. “Achievement” is by no means restricted to these criteria. In fact, the researchers promote that achievement is a much more qualitative endeavor, based on opinions, emotions, and lifestyles of women. However, for the purposes of extending the qualitative study into a quantitative study, defining a specific, demographic-oriented sample was necessary. This was necessary due to the nature of our recruiting process. Zoomerang is an on-line a market research firm that specializes in recruiting samples of people, developing surveys, and deploying the surveys to samples of respondents. This company was responsible for recruiting respondents and based on this demographic information.

Survey Design

While the design of the survey was original, Zoomerang assisted the researchers in the process. By using the company’s software, a customized, online survey was developed. Once completed, Zoomerang deployed the 51-question survey to a pool of respondents that fit the profile of the women in the sample.
The researchers developed the questionnaire using findings and hypotheses from the literature review, in-depth interviews, smaller surveys, and HBDI assessment. The survey followed the general outline of the in-depth interview script. Questions from the script were altered to ask more specific questions and create multiple-choice responses. In addition, three psychological scales were placed in the survey to measure locus of control, self-esteem, and self-efficacy.

The locus of control scale, as described above, is a pre-developed scale borrowed from Jerrold S. Greenburg’s text, *Comprehensive Stress Management* (128). This scale is used to determine whether a person exhibits an internal locus of control or external locus of control. For the purpose of this survey, in the interest of time, the person taking the survey was given ten, instead of twenty, pairs of statements and asked to choose which statement she agreed with more.

The self-esteem scale used in the prior questionnaire was discarded and Rosenberg’s self-esteem scale was implemented. Developed in 1965, this is the most widely recognized self-esteem scale within the psychology community. The scale is a ten-item Likert scale with items answered on a four point scale.

The third scale was used to measure self-efficacy. Self-efficacy is an individual’s estimate or personal judgment of his or her own ability to succeed in reaching a specific goal. The researchers chose to use a 20-item occupational self-efficacy scale (OSES) developed by Betz and Hackett (1981) to measure perceptions of self-efficacy with respect to career responsibilities of twenty commonly known occupations. The instrument was originally developed to test the hypothesis that the under-representation of women in many male-dominated career fields was due, in part, to women’s low
expectations of career-related self-efficacy (Betz). The OSES is a reliable and valid measure of global occupational self-efficacy.

**Data Collection/Coding**

As a service, Zoomerang was able to complete the data collection and coding on the majority of the data with their software technology. Coding for the nominal, non-numeric data, was done manually using different scales varying with the number of responses. The data was returned to the researchers in excel spreadsheet format and from there, SAS, a statistical analysis program, was used to analyze the data.
IV. Limitations

Qualitative research is a type of descriptive research with a smaller sample size but more depth than a survey. Qualitative methods such as the IDIs conducted with the nine women are more sensitive to and adaptable to the many mutually shaping influences and value patterns that may be encountered in interpreting and understanding multiple, constructed realities. The limitations of the qualitative research are that the findings were restricted to the nine women participating in the study. Additionally, the findings from the women’s responses are “real” insofar as the participants perceived and defined reality. Lastly, because there was neither anonymity nor deception employed in the qualitative research, the women being interviewed were met with face-to-face and had prior knowledge of the topic being investigated. This may have caused some of the women to tailor their responses due to a social desirability to have their lives viewed in a certain light. Additionally, there may have been a schism between the way an individual perceives her words and behaviors and the reality of her words and behaviors. However, since the researchers were only interviewing these women and not the individuals surrounding them or influenced by their actions, they could only take the responses at face value.

Even though a sample size of 273 women was polled, the way in which the sample was recruited may have hindered some of the findings. Due to monetary and time restraints, the market research firm employed to distribute the survey needed specific data to delineate an “Achieved” and “Less Achieved” woman. Thus, the women were separated according to age, education, and personal income. The researchers recognize
that there are women who may fit the characterization of one of those two categories without having met certain criteria, yet a specific cut-off had to be decided.

Another limitation regarding the quantitative research is that, again, deception was not employed and thus the women taking the online survey knew what the intended efforts of the research were prior to responding to questions. This could have caused a social desirability in the women to answer the questions how they believed they ought to respond to them instead of revealing what they actually thought. Additionally, because this is research involving human subjects, none of the questions in the survey could be made mandatory. Therefore, although many of the data sets received from respondents were complete, on occasion a few questions were left unanswered.

Another inherent limitation to the market research was that the team conducting the research had 100% of its members as females who view themselves as women who would like to become achieved. The team’s composition may have unintentionally led to a bias towards the outcomes of the research, thereby affecting both the development and implementation of the research tools.
V. Results

The results from the survey warranted findings that were able to both confirm and deny the hypotheses of the drivers that affect female advancement in the career place. After studying the results of the survey, the researchers were able to uncover many variables that have an affect on female career advancement. Those variables are: psychological traits, influencers, relationships with family members, marriage and children, education, career experience, personal skills, personal qualities, and brain dominance. Each of the variables opens a path to achieving the four objectives acknowledged in the beginning of the study. Below are the findings and interpretations related to each variable. Directly following is an analysis of how these findings relate to the desired objectives.

Hypotheses, Findings, and Interpretations

Psychological Traits: Self-Esteem, Self-Efficacy, Locus of Control

Hypothesis

Ho: The achieved woman has a higher self-esteem, higher self-efficacy, and more internal locus of control than the less achieved woman.

Finding

- The achieved woman (Mean = 34.068) is more likely than the less achieved woman (Mean = 30.935) to have a high self-esteem (T = 4.49, p = <.0001).
- The achieved woman (Mean = 8.74) is more likely than the less achieved woman (Mean = 7.6) to have an internal locus of control (T = 3.11, p = .0023).
- The achieved woman (Mean = 104.58) is more likely than the less achieved woman (Mean = 89.13) to have a high self-efficacy (T = 4.84, p = <.0001).
Interpretations

Findings suggest that self-esteem, self-efficacy, and locus of control work together to drive women towards achievement.

It is agreed upon that self-esteem and confidence are important qualities for reaching career achievement; therefore, it comes as no surprise that the achieved woman exudes higher self-esteem than the less achieved woman (Williams 23). If career achievement and confidence are directly correlated, it can be assumed that high self-esteem is an absolute characteristic of not only achieved women but all high-quality leaders. Self-esteem comes packaged with other psychological indicators that hold equal importance. High self-efficacy is a derivation of self-esteem, defined as the expectation that a person can successfully perform a given behavior. Possessing high self-efficacy is an important distinction that separates the achieved woman from the less achieved woman; this characteristic reflects her faith and trust in her own abilities (Williams 26). If women hold back due to a lack of confidence in their abilities, and don’t try, then they will never know how good their ideas are (McGinn 67). Women with an internal locus of control typically have high self-efficacy. The belief that one has the ability to perform a certain behavior will transfer over to taking control of the actions required. For example, if a woman believes that she has the ability to successfully complete a project, she will likely assume control over the project’s outcome. This assumption of control, as findings show, is more likely to be possessed by achieved women. It is within this relationship between actions and outcomes that self-esteem, self-efficacy, and locus of control work together to drive achievement.
In order to reach achieved status, women need to utilize high self-esteem, believe in their abilities to perform, and assume control over decisions and situations. These are the attributes of true leaders; without them, achieving career advancement will be difficult, if not impossible.

**Influencers**

**Hypothesis**

*Ho: The achieved woman’s father will have the most influence on her decisions and her success.*

**Findings**

- The largest majority of achieved women, 36%, said that their mothers had the greatest influence on their decisions. The largest majority of less achieved women, 34%, said that their significant other had the most influence on their decisions.

*Table 2: Persons with Most Influence on Decisions*

<table>
<thead>
<tr>
<th></th>
<th>Achieved (%)</th>
<th>Less Achieved (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mother</strong></td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td><strong>Significant Other</strong></td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Father</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Older Sis</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Younger Brother</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Younger Sis</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Grandma</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Older Brother</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

- The largest majority of achieved women, 27%, said that their fathers had the greatest influence on their success. The largest majority of less achieved women, 30%, said that their significant other had the greatest influence on their success.
Table 3: Persons with Most Influence on Success

<table>
<thead>
<tr>
<th></th>
<th>Achieved (%)</th>
<th>Less Achieved (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Father</strong></td>
<td>27.0</td>
<td>17.3</td>
</tr>
<tr>
<td>Mother</td>
<td>18.9</td>
<td>17.9</td>
</tr>
<tr>
<td><strong>Significant Other</strong></td>
<td>16.2</td>
<td>29.6</td>
</tr>
<tr>
<td>Other</td>
<td>6.8</td>
<td>16.8</td>
</tr>
<tr>
<td>Friend</td>
<td>6.8</td>
<td>6.6</td>
</tr>
<tr>
<td>Mentor</td>
<td>6.8</td>
<td>2.0</td>
</tr>
<tr>
<td>Manager</td>
<td>5.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Academic Teacher</td>
<td>2.7</td>
<td>1.5</td>
</tr>
<tr>
<td>Younger Brother</td>
<td>2.7</td>
<td>0.5</td>
</tr>
<tr>
<td>Grandpa</td>
<td>2.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Older Sis</td>
<td>1.4</td>
<td>2.0</td>
</tr>
<tr>
<td>Grandma</td>
<td>1.4</td>
<td>1.5</td>
</tr>
<tr>
<td>Younger Sis</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Spiritual Counselor</td>
<td>0.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Older Brother</td>
<td>0.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Interpretations**

The researchers originally inferred that fathers would be significant influences on the achieved woman’s life due to observations during the IDIs. Psychologists agree that positive reassurance from both parents allows a woman to cultivate confidence in herself and her abilities (Kluger 50). Both parents play significant roles in igniting children’s desires to achieve; they instill confidence, encourage risk taking, and are accepting of failure (Eisenberg 59). However, fathers play a unique role in the lives of their daughters. Fathers have the ability to eliminate insecurities that men can inflict upon women. Fathers act as male influences with the ability to build confidence in their daughters by respecting them, acknowledging their talents, and helping them understand how to, non-romantically, interact with other males. Understanding how to interact with other males in the workplace is pertinent to career success. Due to societal stereotypes, women without strong male role models may subconsciously fall into the roles of wives, lovers, maids, or daughters (Gordon 77). Women, who view themselves as equals to their male
co-workers, will have an advantage at reaching high levels of rank in the workplace. The way to cultivate this attitude of equality is to build relationships with men that are non-romantic, non-flirtatious, and non-subservient.

Another reason why fathers may have the influential hand in their achieved daughters’ success is that they act as role models for their career-minded daughters. Due to the father’s function as the primary career holder for the household (93% of the fathers of achieved women have had full-time careers for the majority of their lives, compared to 33% of mothers) daughters grew up admiring his accomplishments.

Curiously, fathers have influence over their daughters’ success, but mothers hold the primary influence over their daughters’ decisions. This may seem surprising at first, but after analyzing the roles that the mother and the father each play, it makes more sense. While the achieved woman was growing up, her father went off to work each day. It was her mother who was involved in day-to-day conversations, events, and most relevantly, decisions. This dynamic of motherly involvement has carried on throughout adulthood. The achieved woman emulates her father and looks to him for self-assurance, but she trusts her mother with her more “hands-on” decision-making needs.

Less achieved women attribute influence on decisions and success to their significant other. In relationships, it is common for many types of insecurities to develop -- insecurities that do not exist with family members (i.e. fathers). Allowing a significant other to influence the less achieved woman’s decisions and success can lead these women to develop the perception that their opinions and thoughts are of lesser value. Perhaps this is a function of the less achieved woman’s lower self-esteem, lower self-efficacy, and more external locus of control. She may be less confident in herself and her abilities, and
she may not be willing to take responsibility for her decisions and/or achievements. Findings also reveal that the less achieved woman is, in fact, more of a dependent person than an achieved woman. Perhaps being influenced by her significant other is an example of the less achieved woman’s expressing a dependency that the achieved woman does not display. Perhaps having a non-romantic influence leads women to higher levels of achievement.

**Relationships with Family Members**

**Hypotheses**

*Ho: The achieved woman is more likely than the less achieved woman to have close relationships with her father and mother and more distant relationships with her partner and children.*

*Ho: The achieved woman is less likely than the less achieved woman to be married.*

**Findings**

- The achieved woman (Mean = 3.98) is more likely than the less achieved woman (Mean = 3.6) to have a close relationship with her father (*T* = 2.15, *p* = 0.01).
- The achieved woman (Mean = 4.7) is more likely than the less achieved woman (Mean = 4.4) to have a close relationship with her sons (*T* = 3.47, *p* = .0007).
- The achieved woman (Mean = 4.4) is more likely than the less achieved woman (Mean = 4.3) to have a close relationship with her partner (*T* = 2.55, *p* = .0117).
- There was no significant difference found in the closeness level of the achieved woman and the less achieved woman with their respective mothers and daughters.
Interpretations

Correlated to the findings on influence is the revelation that the achieved woman has a closer bond with her father than the less achieved woman. Evidently, achieved women have fathers who influence their success in many different ways. When the daughter admires the father and the father instills confidence in his daughter, a relationship is formed that has powerful life repercussions for the female child. During the IDIs that were conducted, the majority of the women spoke most positively about their relationships with their fathers. All findings support the conclusion that a father has a significant impact on a woman’s propensity to become achieved.

Unexpectedly, research revealed that the achieved woman was more likely than the less achieved woman to have a close relationship with her sons and partner. It was assumed that since achieved women are employed full-time and consequently are not home as often as the less achieved woman, their absence from the home would have a negative impact on relationships in the home. Apparently that is not the case. Findings show that the achieved woman is closer than the less achieved woman to all men (father and sons) in her immediate family. This result is probably due to the observation, previously stated, that the achieved woman is seemingly more comfortable interacting with men in a non-romantic way because of the experiences she has had with men in the workplace. Perhaps an achieved woman’s ability to relate to male family members impacts her career achievement. Women choose to have positive relationships with men in the workplace as well as the home. During the IDIs, the majority of the women indicated that many of their bosses and mentors who influenced their successes were male.
The achieved woman is also likely to have a closer relationship with her partner than the less achieved woman. This is, again, surprising because it was assumed that since the achieved woman spends less time in the home, those intimate relationships would be compromised. Since this is not the case, perhaps it can be assumed that the achieved woman applies her same achieved mind-set to the relationship she has with her partner, constantly focusing and improving upon it in order to reach a high level of achievement in her romantic life.

Research suggests that a woman’s ability to build relationships with males can have an impact on her achievements.

**Marital Status**

**Hypotheses**

*Ho: Fewer achieved women would be married than less achieved women.*

**Findings**

- 89% of achieved women are married, 74.5% of less achieved women are married

**Table 4; Marital Status of Women**

<table>
<thead>
<tr>
<th>Type of Woman</th>
<th>Single (%)</th>
<th>Married (%)</th>
<th>Living w/Partner (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>4.05</td>
<td>89.19</td>
<td>6.76</td>
</tr>
<tr>
<td>Less-Achieved</td>
<td>19.5</td>
<td>74.5</td>
<td>6</td>
</tr>
</tbody>
</table>

**Interpretations**

These results are contrary to our original inference that a career-focused woman would be less likely to marry. According to a research study in the *New York Times*, a high IQ hampers a woman’s chance to marry; for each 16-point increase in IQ there is a 40% drop in the likelihood of marriage. The achieved women sample is made up of intelligent women with a bachelor’s degree or higher. Within this sample, 84.19% of
achieved women are married, indirectly contradicting the *New York Times* research. With contradictory findings, there are no certain conclusions in this realm of study. Perhaps marital status has less of an impact on career advancement than previously assumed.

**Career Experience**

**Hypotheses**

*Ho: The achieved woman will be more likely than the less achieved woman (with a career) to be satisfied with her career.*

*Ho: The achieved woman is likely to work more than a 40 hour per week.*

*Ho: The achieved woman is more likely than the less achieved woman (with a career) to be discriminated against.*

**Findings**

- The achieved woman (Mean = 3.9) is more likely than the less achieved working woman (Mean = 3.55) to be more satisfied with her career (*T* = 2.36, *p* = .0095).
- The achieved woman (Mean = 47.162) is likely to work more than 40 hours per week.
- More achieved women were discriminated against sexually, by race, gender, and sexual orientation than the less achieved women.

**Table 5; Discrimination of Women**

<table>
<thead>
<tr>
<th>Type of female</th>
<th>Sexually (%)</th>
<th>Race (%)</th>
<th>Gender (%)</th>
<th>Sexual Orientation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>37</td>
<td>28</td>
<td>55</td>
<td>4</td>
</tr>
<tr>
<td>Less Achieved</td>
<td>32</td>
<td>26</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>
Interpretations

Despite the long hours she is working each week, the achieved woman is satisfied with her career. The satisfaction the achieved woman has attained through her career is expected due, in part, to her high level of rank. People tend to measure satisfaction by achievement, and the achieved woman certainly has experience with that. Satisfaction can also be attributed to the high self-esteem of the achieved woman. Confidence allows women to step forward, contribute their knowledge, demonstrate their talent, and shape a career that gives them satisfaction and recognition. Less achieved women can still achieve fulfilling careers but may not reach the same high of levels of rank due, in part, to the fact that they do not possess as much confidence as achieved women.

Although Williams states that confidence is one of the crucial aspects of a successful career, it should not be forgotten that terms such as ‘confidence’ and ‘competence’ should not be used synonymously. In a study undertaken to determine whether or not breadth of experience and student levels of confidence were indicators of competency on standardized simulator performance-based assessments, it was proven that the students’ levels of confidence in the performance of specific skills and customer management problems were correlated to their experience in these areas (Morgan et al. 535). This indicates that an individual’s confidence will increase if she feels comfortable, capable, and competent at performing a given task.

Satisfaction and discrimination, surprisingly, do not correlate. Discrimination was experienced by a significant number of achieved and less achieved females. The discrimination experienced by achieved women could be due, in part, to the glass ceiling effect. The achieved woman, in pushing harder to get higher, in transgressing boundaries,
experiences discrimination from all angles. Mary Rowe’s micro-inequities, such as the “Gentleman’s Club” and the “Locker Room,” create a gender bias that forces the achieved women to advance to the front lines where she is fired upon with all the weapons in the arsenal of discrimination (Davidson et al 34). While the less achieved woman may be more content with her current position, not encroaching on pre-established boundaries, maintaining the status quo, the achieved woman focuses on advancing. Trying to move forward creates resistance for the achieved woman. Whereas only 5% of women who aspire to senior positions see sexual harassment as a barrier, almost 50% see exclusion and gender stereotypes – pervasive forms of subtle discrimination – as barriers (Gordon 77). This insight is consistent with the research findings presented here: 55% of achieved women have experienced gender discrimination compared to 36% of less achieved women. Consequently, if women plan to climb the ladder, they must be forewarned and forearmed, prepared for the upward battle they will most assuredly undertake.

**Personal Skills**

**Hypothesis**

*Ho: The achieved woman will have a stronger ability to lead, communicate, relate to others interpersonally, innovate, work on teams, work with technology, and take initiative.*

**Findings**

- The achieved woman (Mean = 4.12) is more likely than the less achieved woman (Mean = 3.58) to have a stronger ability to lead others (T = 4.16, p = <.0001).
• The achieved woman (Mean = 4.26) is more likely than the less achieved woman (Mean = 3.87) to have a stronger ability to communicate with others (T = 3.89, p = .0001).

• The achieved woman (Mean = 4.05) is more likely than the less achieved woman (Mean = 3.79) to have a stronger ability relate to others interpersonally (T = 2.32, p = .0217).

• The achieved woman (Mean = 4.22) is more likely than the less achieved woman (Mean = 3.99) to have a stronger ability to work on teams (T = 2.72, p = .0073).

• The achieved woman (Mean = 4.24) is more likely than the less achieved woman (Mean = 3.84) to have a stronger ability to take initiative (T = 3.95, p = .0001).

• The achieved woman (Mean = 3.92) is more likely than the less achieved woman (Mean = 3.5) to have a stronger ability to innovate (T = 4.01, p = <.0001).

• The achieved woman (Mean = 3.7) is more likely than the less achieved woman (Mean = 3.4) to have a stronger ability to perform technical computer skills (T = 2.3, p = .023).

Interpretations

There is no doubt that achieved women have proficiencies that add credibility to their achieved status. The abilities listed above can be subsumed by the all-encompassing concept: talent for leadership. This is an aptitude that women, when tested, were found to score significantly higher on than men (Gordon 77). A woman’s ability to lead contributes significantly to her likelihood of becoming achieved.

One fundamental aspect of leadership is possessing an understanding of people and how to communicate with them. The achieved woman communicates, relates to
others, and works on teams more effectively than the less achieved woman. In essence, the achieved woman is a gifted leader while the less achieved woman is not. Female leaders/achieved women have an inclusive, team-building leadership style that is more intuitive and collaborative (Armour, Kantrowitz). During the IDIs, several respondents attributed a portion of their success to their high emotional quotient (EQ), which relates heavily to the ease with which an individual can interact with and communicate with others. The mayor of San Francisco commends his women chiefs for their constant focus on communication (Kantrowitz). The achieved woman understands people and, therefore, is able to thrive in the workplace.

Another aspect of leadership possessed by the achieved woman is the ability to take initiative and be a self-starter. Due to her high self-confidence (also a component of leadership) she is able and willing to take that first step to start projects, ask for promotions, and get ahead. She is motivated and has the ability to motivate others. The less achieved woman does not equal the achieved woman in this way.

Lastly, another attribute of leadership is the ability to be future-focused. The achieved woman is innovative, which means she focuses outwards on how to drive the business full speed ahead. There is no such thing as a good, stagnant leader. Leaders move, change, and affect things. The achieved woman has this talent. She knows that if she’s not moving ahead, she’s falling behind.

**Personal Qualities**

**Hypothesis:**

*Ho: A female’s likelihood of becoming achieved will be dependent on her ability to be independent rather than dependent, organized rather than disorganized, rational*

Findings:

- A female’s likelihood of being achieved is dependent on her ability to be independent, rather than dependent ($X^2 = 3.957, p = .0467$).
  - 90% of achieved women would describe themselves to be independent, rather than dependent, compared to 80% of less achieved women.

- A female’s likelihood of being achieved is dependent on her ability to be organized, rather than disorganized ($X^2 = 4.77, p = .0289$).
  - 89% of achieved women would describe themselves to be organized, rather than disorganized, compared to 77% of less achieved women.

- A female’s likelihood of being achieved is dependent on her ability to be rational, rather than emotional ($X^2 = 7.37, p = .0066$).
  - 76% of achieved women would describe themselves to be more rational rather than emotional, compared to 58% of less achieved women.

- A female’s likelihood of being achieved is dependent on her ability to be energetic, rather than relaxed ($X^2 = 6.36, p = .0116$).
  - 62% of achieved women would describe themselves to be more energetic rather than relaxed, compared to 45% of less achieved women.

- A female’s likelihood of being achieved is dependent on her ability to be self-assured, rather than self-conscious ($X^2 = 11.972, p = .0005$).
76% of achieved women would describe themselves to be more self-assured rather than self-conscious, compared to the 53% of less achieved women.

- A female’s likelihood of being achieved is not dependent on her introversion or extroversion ($X^2 = .335, p = .5628$).
- A female’s likelihood of being achieved is not dependent on her ability to be rigid or flexible ($X^2 = 1.3, p = .2536$).
- A female’s likelihood of being achieved is not dependent on her ability to be conservative or risky ($X^2 = .198, p = .6564$).
- A female’s likelihood of being achieved is not dependent on her ability to be realistic or idealistic ($X^2 = .157, p = .6919$).

**Interpretations**

These findings help shape the image of the achieved woman. The previous section discussed skills of the achieved woman, this section points out her attributes. These attributes make it clear to see what features impact the achieved woman’s character and what does not. In order to be achieved, women do not need to be extroverted, flexible, risky, or realistic. They do, however, need to be independent, organized, rational, high energy, and self-assured.

It comes as a surprise that risk and flexibility are not attributes that achieved women need to have. According to research from Caliper, a Princeton NJ consulting firm, female leaders scored higher than male leaders in their willingness to take risks and be flexible (Armour). Perhaps this shows that the conservative approach that achieved women take to their careers minimizes risk, thus, minimizing error. Calculated risk is the
“conservative” approach to risk taking. Flexibility is another attribute that, surprisingly, has little effect on women’s levels of achievement. The ability to adapt to an ever-changing workplace seems to be an obvious, but critical, faculty. Perhaps all women tend to describe themselves as flexible, which would explain the absenteeism of a dependence on flexibility for achieved women.

The qualities that do describe achieved women are all qualities that, again, make spectacular leaders. Leading without these qualities would make it extremely difficult to convince people to follow. If achievement is dependent upon these factors, it is essential for women interested in advancing in the career place to focus on developing these attributes.

**Priorities**

**Hypothesis**

*Ho: The achieved woman is more likely than the less achieved woman to place her career as her top priority. The less achieved woman is more likely than the achieved woman to place her family as her top priority.*

**Findings**

- Both achieved and less achieved women placed their families as their number one priority.
- 41% of achieved women placed their career as their number two priority, compared to the 18.5% of less achieved women.
- 47% of less achieved women placed their friends as their number two priority, compared to the 37% of achieved women.
Table 6; Number One Priority of Women  

<table>
<thead>
<tr>
<th></th>
<th>Achieved (%)</th>
<th>Less Achieved (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>76.7</td>
<td>80.5</td>
</tr>
<tr>
<td>Other</td>
<td>12.3</td>
<td>8.5</td>
</tr>
<tr>
<td>Career</td>
<td>6.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Hobbies</td>
<td>1.4</td>
<td>2.0</td>
</tr>
<tr>
<td>Friends</td>
<td>0.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Table 7; Number Two Priority of Women

<table>
<thead>
<tr>
<th></th>
<th>Achieved (%)</th>
<th>Less Achieved (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>76.7</td>
<td>80.5</td>
</tr>
<tr>
<td>Career</td>
<td>41.1</td>
<td>18.5</td>
</tr>
<tr>
<td>Friends</td>
<td>37.0</td>
<td>47.5</td>
</tr>
<tr>
<td>Hobbies</td>
<td>15.1</td>
<td>14.5</td>
</tr>
<tr>
<td>Family</td>
<td>5.5</td>
<td>5.0</td>
</tr>
<tr>
<td>Other</td>
<td>2.7</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Interpretations

Career ambitions do not get in the way of valuing family relationships. Both sets of women placed an unequivocal emphasis on their families. This tendency demonstrates the importance of family despite careers and status. However, it is significant to point out that 41% of achieved women placed their careers as their number two priority. Clearly, their career is a focal point of their lives.

The less achieved woman valued her friends as her number two priority. This ranking is due, in part, to the fact that 36.5% of less achieved women were unemployed. Such a finding can be interpreted to mean that the less achieved woman has more time to spend with her friends because of her less ambitious career focus. IDIs showed that achieved women feel stretched and pulled in too many directions, finding it hard to attain a work-life balance. Assuming all achieved women fight the same battle, there is not much time left in the day after working for nine or ten hours and spending time with the family to hang out with friends. Fraternizing, inevitably, is placed on the back burner. Marie Wilson, a supporter of female political candidates explains, “There is no real balance of work and family in America. You integrate work and family and do the best you can.” (Kantrowitz) Achieved men share this same struggle. In a public speech, Jeff
Immelt, CEO of General Electric, confessed that he had given up all ‘poker nights’ and ‘boys nights’ in order to reach the status he currently holds (Immelt).

Tradeoffs occur, sacrifices are made, and the conclusion is that women have to find a balance that suits their individual lifestyles and family needs.

Family Socioeconomic Status and Education

Hypotheses

Ho: The achieved woman is more likely than the less achieved woman to come from a family of high socioeconomic status.

Ho: The achieved woman is more likely than the less achieved woman to have a mother and father with high degrees of education.

Findings

- The achieved woman (Mean = 3.2) is more likely than the less achieved woman (Mean = 2.73) to have a family with a high socioeconomic status (T = 8.64, p < .0001).
- The achieved woman (Mean = 3.64) is more likely than the less achieved woman (Mean = 2.96) to have a father with a high degree of education (T = 3.1, p = .002).

Interpretations

It is commonly assumed that those who come from a high socioeconomic background have more privileges, and, therefore, are generally more likely to succeed. One study on “Why People are Most Likely to Succeed” confirmed that the “level of privilege into which their kids are born has a great effect.” On the whole, upper-middle class produces the greatest proportion of ambitious people (Kluger). The research
findings confirm this theory by showing that the achieved woman is more likely to come from a family with high socioeconomic status.

It is also commonly assumed that if parents are educated, their children will be too. Results show that the achieved woman is more likely than the less achieved woman to have a father with a degree of higher education, but not necessarily a mother. Perhaps this is another indirect way fathers have influence on their daughters’ success.

**Brain Dominance**

**Hypothesis**

*Ho: Achieved women would favor similar brain dominances.*

**Findings**

*Figure 1*; Quadrants of Brain Dominance of Achieved Women

*Extremely small sample size, 5*

**Quadrant A**: Problem solver, analytical, technical, mathematic, logical.
**Quadrant B**: Organized, administrative, conservative, controlled, planner.
**Quadrant C**: Interpersonal, emotional, musical, spiritual, talker.
**Quadrant D**: Artistic, holistic, imaginative, synthesizer, conceptualizing.
Interpretations

While the sample size is too small to draw conclusions, it can be inferred that achieved women tend to score relatively high in each quadrant, thus making them comfortable with all types of thinking. Quadrant C was given the highest score, which is not unique to achieved women. Data collected from Hermann International shows that all women, not just achieved, tend to prefer quadrant C-type thinking. To compare, men tend to favor quadrant A. Women, in general, also typically rate higher on quadrant B and less on quadrant A than this particular sample of achieved women. The interesting findings were within each woman’s individual assessment.

Each respondent’s thinking style correlated directly to what was required for her profession. For example, the woman who was a Rabbi scored a 116 in quadrant C, the quadrant that includes spirituality as an indicator. The woman who was a trader on the stock exchange scored a 92 in quadrant A, the quadrant for analytics. This outcome shows that there is no “ideal” brain dominance, but only appropriate strengths relative to a career. Achieved women follow paths to which their brain preferences lead them. It is impossible to say whether innate differences in the brain drive the ambitious behavior of women or whether learned behavior causes the limbic area to light up. But a number of researchers believe it’s possible for the non-ambitious, less achieved, to jump-start their drive, provided the right jolt comes along. Frequently, it's just about finding the right thing to focus ambition on and to discover where brain dominance is strongest (Kluger).

Attainment of Research Objectives

The research objectives of this study were:

1. To determine what drives female advancement in the workplace.
2. To develop ways females can cultivate the drivers that lead to female advancement in the workplace.

3. To gain a meaningful understanding of our target market, as it relates to Advance.

4. To develop actionable ways to use this research to aid our target market in career advancement.

After conducting an in-depth, holistic research study, each of the objectives initially formed was met. The information in this section explains how the outcome of the research ties to each objective.

Attainment of Objective 1: Drivers that Contribute to Female Advancement

While it cannot be concluded that the drivers listed below individually affect female career advancement, together they have proven to be consistent traits of achieved women. Therefore, with this research as support, the researchers are suggesting that the following variables constitute some of the many factors that influence female success and drive them straight to the top.
Table 8: Drivers of Female Advancement in the Career Place

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Research Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Self-Esteem</td>
<td>high self-esteem (T = 4.49, p = &lt;.0001)</td>
</tr>
<tr>
<td>High Self-Efficacy</td>
<td>internal locus of control (T = 3.11, p = .0023)</td>
</tr>
<tr>
<td>Internal Locus of Control</td>
<td>high self-efficacy (T = 4.84, p = &lt;.0001)</td>
</tr>
<tr>
<td>Healthy, positive relationships with other males in her life</td>
<td>27% of fathers had greatest influence on her success</td>
</tr>
<tr>
<td></td>
<td>close relationship with her father (T = 2.15, p = 0.01)</td>
</tr>
<tr>
<td></td>
<td>close relationship with her sons (T = 3.47, p = .0007)</td>
</tr>
<tr>
<td></td>
<td>close relationship with her partner (T = 2.55, p = .0117)</td>
</tr>
<tr>
<td>Satisfaction with career choice</td>
<td>satisfied with her career (T = 2.36, p = .0095)</td>
</tr>
<tr>
<td>Willingness to put in long hours</td>
<td>Average hours worked per week: 47.162</td>
</tr>
<tr>
<td>Willingness to push forward, through discrimination</td>
<td>55% had been discriminated against based on gender</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>stronger ability to lead others (T = 4.16, p = &lt;.0001)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>can communicate with others (T = 3.89, p = .0001)</td>
</tr>
<tr>
<td>Ability to can relate to others</td>
<td>can relate to others interpersonally (T = 2.32, p = .0217)</td>
</tr>
<tr>
<td>Ability to works well with others</td>
<td>ability to work on teams (T = 2.72, p = .0073)</td>
</tr>
<tr>
<td>Ability to innovate</td>
<td>ability to innovate (T = 4.01, p = &lt;.0001)</td>
</tr>
<tr>
<td>Technical skills</td>
<td>perform technical computer skills (T = 2.3, p = .023)</td>
</tr>
<tr>
<td>Take initiative</td>
<td>take initiative (T = 3.95, p = .0001)</td>
</tr>
<tr>
<td>Independent</td>
<td>90% would describe themselves as independent</td>
</tr>
<tr>
<td>Organized</td>
<td>89% would describe themselves as organized</td>
</tr>
<tr>
<td>Rational</td>
<td>76% would describe themselves to be rational</td>
</tr>
<tr>
<td>Energetic</td>
<td>62% would describe themselves to be energetic</td>
</tr>
<tr>
<td>Self-Assured</td>
<td>76% would describe themselves to be more self-assured</td>
</tr>
<tr>
<td>Prioritizes family as # 1, career #2</td>
<td>76.7% said family is #1, 40.1% said career is #2</td>
</tr>
<tr>
<td>Came from family with high SES</td>
<td>family with high socioeconomic status (T=8.64, p= &lt;.0001)</td>
</tr>
<tr>
<td>Educated father</td>
<td>father with a high degree of education (T = 3.1, p = .002)</td>
</tr>
</tbody>
</table>

Attainment of Objective 2: Ways to Control Drivers that Contribute to Advancement

With this rather lengthy list of drivers, it must be noted that some are a matter of circumstance, and some are a result of control. It is not possible to control each of these variables; however, by utilizing an internal locus of control, many of the variables can be directed by females who choose to do so.
Table 9; Variables Within Control of the Female

<table>
<thead>
<tr>
<th>Variables Within Control of Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with career choice</td>
</tr>
<tr>
<td>Willingness to put in long hours</td>
</tr>
<tr>
<td>Willingness to push forward, through discrimination</td>
</tr>
<tr>
<td>Leadership skills</td>
</tr>
<tr>
<td>Communication skills</td>
</tr>
<tr>
<td>Ability to can relate to others</td>
</tr>
<tr>
<td>Ability to works well with others</td>
</tr>
<tr>
<td>Ability to innovate</td>
</tr>
<tr>
<td>Technical skills</td>
</tr>
<tr>
<td>Take initiative</td>
</tr>
<tr>
<td>Independent</td>
</tr>
<tr>
<td>Organized</td>
</tr>
<tr>
<td>Rational</td>
</tr>
<tr>
<td>Energetic</td>
</tr>
<tr>
<td>Self-Assured</td>
</tr>
<tr>
<td>Prioritizes family as # 1, career #2</td>
</tr>
</tbody>
</table>

Table 10; Variables Somewhat Within Control of Female

<table>
<thead>
<tr>
<th>Variables Somewhat Within Control of Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Self-Esteem</td>
</tr>
<tr>
<td>High Self-Efficacy</td>
</tr>
<tr>
<td>Internal Locus of Control</td>
</tr>
<tr>
<td>Healthy, positive relationships with other males in her life</td>
</tr>
</tbody>
</table>

Table 11; Variables Not Within Control of the Female

<table>
<thead>
<tr>
<th>Variables Not Within Control of the Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Came from family with high SES</td>
</tr>
<tr>
<td>Educated father</td>
</tr>
</tbody>
</table>

Attainment of Objective 3: Understanding of Target Market, as it Relates to Advance

Advance’s target consumers (buyer and reader) are 18-34 year-old ambitious women who are looking to ‘advance’ in all aspects of their lives, especially their careers.

Previous research revealed demographic information about the Advance reader that seemed general and incomplete. The researchers’ marketing backgrounds have taught them always to put the consumer first. Therefore, it is an aim to have a holistic, inside-out
understanding of the Advance reader. (For demographic information on the Advance target market see Appendix E). Prior to conducting this research, it was known that the Advance target market aspired to become the achieved women. Thus, by spending the past eight months getting to know the achieved woman, the researchers have, in essence, been studying the Advance reader and who she hopes to be. From this research, a list of descriptors that illustrate the reader and/or the woman she hopes to become has been generated:

Table 12; Descriptors of the Advance Reader

<table>
<thead>
<tr>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Confident</td>
</tr>
<tr>
<td>Believes in her ability to succeed</td>
</tr>
<tr>
<td>Believes she has control over events in her life</td>
</tr>
<tr>
<td>Leader</td>
</tr>
<tr>
<td>Communicator</td>
</tr>
<tr>
<td>Relates well to others</td>
</tr>
<tr>
<td>Works well with others</td>
</tr>
<tr>
<td>Innovative</td>
</tr>
<tr>
<td>Tech-savvy</td>
</tr>
<tr>
<td>Self-starter</td>
</tr>
<tr>
<td>Independent</td>
</tr>
<tr>
<td>Organized</td>
</tr>
<tr>
<td>Rational</td>
</tr>
<tr>
<td>Energetic</td>
</tr>
<tr>
<td>Self-Assured</td>
</tr>
<tr>
<td>Family is #1 priority</td>
</tr>
</tbody>
</table>

Attainment of Objective 4: Actionable Ways Research Can Aid Target Market

A common struggle of women who strive to be achieved is the fear of not being able to have a satisfactory work-life balance. From the IDIs, literature review, personal insights, and research findings, the following are several work-life balance strategies that seem to perform best for achieved women:
• Working full-time until the children are young adults. In an IDI one achieved mother said, “I’ve been a maniac until now. But now, I have a young woman in the house and she needs me. And I’ve proven myself career wise; I have to be home.”

• Climbing the ladder as fast as possible, and then benefiting from a career that is less time-intensive. One achieved mother who was interviewed said, “I actually work less today than during the middle of my career. I leave most days between 5:00 and 5:30 because I cook dinner for the kids every night at about 6:00.”

• Sharing household and childcare responsibilities with the husband. In an interview, an achieved woman admitted, “I don’t think I could have done these things without a husband who was willing to take care of the children, cook, do laundry, and clean house.”

• Starting an entrepreneurial venture that allows a woman complete control and flexibility over her schedule. One of the researchers worked for a marketing firm owned by a woman who managed her company in a way that allowed her complete flexibility to be with her children.

• Choosing not to have children. One woman interviewed explained, “…neither of us wanted to have children, and it’s a unique relationship for that reason, nobody has to stay home…”

Beyond work-life balance, an action needs to be taken in the form of creating a print medium that communicates to young, ambitious women, helping them cultivate the variables necessary to become achieved. Advance, the magazine, will become this medium. The mission of Advance is to take a holistic approach to enhancing the lifestyles
of young professional women by delivering a quality publication that cultivates an extensive network of ambitious females, thereby giving women the confidence to advance in their careers and lives. Now that the researchers are aware of the drivers that influence female advancement in the career place and the descriptors of the Advance reader, they are more aware of the types of articles that will catch the attention of readers and cause them to purchase the publication (i.e. articles that focus on developing skills, building confidence, establishing priorities, building relationships, connecting with fathers, persevering through discrimination, etc.). Moreover, these types of articles will generate a loyal customer base, and, above all, provide women with the knowledge of the skills they need to advance in a woman’s world.
VI. Alternative Research

Within the realm of this study, the researchers have only revealed the tip of the iceberg on the intricate, complicated issue of female career advancement. Those interested in furthering the research have several alternate routes to consider.

Re-Slicing Data

In this study, the data was separated into two distinct groups: achieved women and less achieved women. Interesting findings could be found by mining the data in different and deeper ways. Looking at differences in achieved women with and without children may yield interesting results. Another way to mine the data would be to compare fully-employed less achieved women and achieved women (who are, by definition, fully employed). In the current sample, 36.5% of less achieved women generate $0 in annual revenue, meaning, they are unemployed. Comparing the other 64.5% who are to the achieved women could show differences that exist between women of different rank in the career place.

Achieved Men v. Less Achieved Men

Another, approach a researcher could take would be to administer the survey designed for the achieved and less achieved women and distribute it to a sample of achieved and less achieved men. Comparing and contrasting the two different samples would yield the different drivers and variables associated with each gender’s advancement in the workplace.

Nature v. Nurture

Through this research, the researchers were not able to identify if achieved women were born with high self-esteem, high self-efficacy, and an internal locus of
control or if they developed these traits over time as a result of their environment and career experience. A longitudinal study that tests these variables in women from childhood through maturity, as these individuals enter and navigate their careers, would complement the current research. This type of study might produce results disclosing whether self-esteem, self-efficacy, and locus of control are innate characteristics or if they are developed as a result of their environment and/or career experience.

Additionally, throughout the research process questions were raised regarding if it is the high self-esteem, self-efficacy and internal locus of control that drives a woman to become achieved or if it is fact that she is achieved that she acquires these attributes, or if it is a repetitive cycle. By discerning which variable influences the other, and figuring out the beginning point, a study answering this question could also produce results detailing if these attributes are innate or acquired.

**Father Figure v. Achiever**

Although most of the women questioned in the in-depth interviews and survey came from double-income households, the workforce of their parents’ generation did not have the high female participation rate currently experienced in the United States and salary discrepancies were even more drastic than they are today. Thus, even though the research concluded that 27% of achieved women stated their fathers as having the greatest influence on their success, it is hypothesized that perhaps it is not the father figure who influences success, but rather the individual who the child views as the “most achieved.” As more households become double-income households with women steadily climbing the promotional ladders, a study conducted testing this hypothesis could inform the public on the varying affects mothers and fathers have on their daughters and if it is
truly the male in the family who influences his daughter’s success or if it is the individual, female or male, who appears to be more achieved.

Lingering questions tend to surface with any dynamic research study. While many questions are answered, new ones are generated. As science probes deeper into the minds of achieved women by means of these alternative research methods, perhaps new paths will emerge for women who are less achieved and perhaps the route to success will become smoother and more accessible for the achieved woman who reads *Advance.*
VII. Conclusions and Recommendations

The purpose of this study was to explore the aspirations, values, attributes and actions of women currently serving as achieved women in the workplace in order to understand how to aid other women interested in reaching an esteemed level in the workplace. Fortunately, this research was successful in accomplishing this purpose. Through the integration and analysis of numerous literary sources, nine in-depth interviews, and survey responses from 273 women, the researchers have uncovered viable drivers of female career advancement. These drivers are categorized in the following way: psychological traits (self-esteem, self-efficacy, and locus of control), influential people, relationships with family members, marital status, education, career experience, personal skills, and personal qualities.

It should be noted that although the researchers amassed the women into two groups - achieved and less achieved - categorizing the women into their other multifaceted minorities and diversities would have yielded many more issues than the researchers were capable of dealing with. Thus, it is recognized that almost all women have had barriers placed in front of them while trying to advance in the workplace, yet the researchers are certain that the magnitude of these obstacles were most assuredly not the same.

While many interesting and fruitful findings were revealed in this study, several highlights should be underscored:

- Achieved women have high self-esteem, high self-efficacy, and an internal locus of control.
• A woman’s relationship with her father can have a significant influence on her success.

• Achieved women can be married and have close relationships with their partners.

• Achieved women do work long hours, but they are satisfied with their careers.

• Achieved women are competent and confident in their ability to lead, communicate, relate to others interpersonally, innovate, work on teams, work with technology, and take initiative.

• Achieved women are independent, organized, rational, energetic, and self-assured.

• Achieved women place their families as their top priority; career is secondary.

• Achieved women come from families of high socioeconomic status.

These key findings were used to develop actionable ways young ambitious females, Advance’s target market, can develop these skills. A summarized list of action items is as follows:

• Launch Advance. A magazine that communicates to young, ambitious women, helping them cultivate the variables necessary to become achieved.

• Find a work-life balance strategy that performs best. Examples of strategies are:
  (1) work full-time until the children are young adults; (2) climb the ladder as fast as possible and then benefit from a career that is less time-intensive; (3) share household responsibilities with the husband; (4) begin an entrepreneurial venture that allows complete control and flexibility; (5) choose not to have children.

With its relevant application through Advance, this research has proven to be compelling and practical. From the exploration, to the findings, to the action items, this
study has produced results that have uncovered a treasure of new knowledge about the achieved woman. This knowledge, if used properly, can propel society in a direction that will allow women to be cognizant of their talents and knowledgeable about how to use these talents to advance their careers, their lives and the world around them.

In closing, the researchers would like to challenge women to be informed and aware of the issues surrounding the topic of female advancement in the career place. It is through this awareness that meaningful change regarding female advancement can occur. The researchers recommend sharing this thesis with others, reading current events on the topic, generating dialogue, and above all, believing that women are talented, bright, and capable of conquering great heights.

Women have the power to generate waves in the workplace and expand horizons beyond those ever thought possible. The world is changing, shifting, waiting for women to utilize their talents; it is time to start living in a woman’s world.
References


Rotter, Julian B. “Generalised expectancies for internal versus external control of reinforcement.” *Psychological Monographs* 80: 609

