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**A career path study of women managers in the service industry
of higher education and women managers in the hospital
industry in the Midwest**

Patton, Karen Lynn, D.Ed.

Ball State University, 1991

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A CAREER PATH STUDY OF WOMEN MANAGERS IN THE SERVICE
INDUSTRY OF HIGHER EDUCATION AND WOMEN MANAGERS IN THE
HOSPITAL INDUSTRY IN THE MIDWEST

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for the degree
DOCTOR OF EDUCATION
by
Karen L. Patton

DISSERTATION CHAIRMAN: DR. THELBERT L. DRAKE

BALL STATE UNIVERSITY
MUNCIE, INDIANA
MAY, 1991

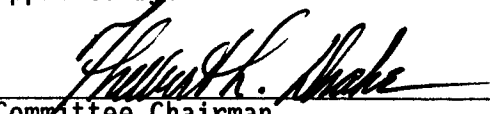
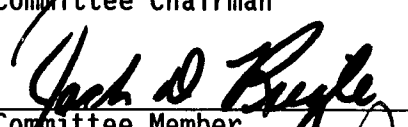
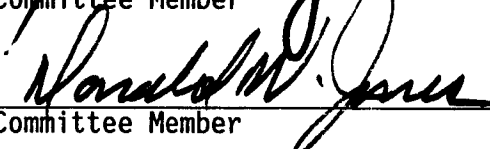

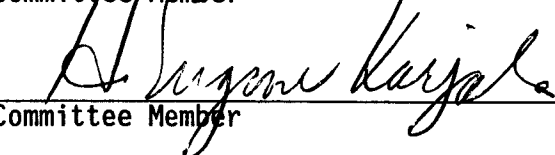
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Ball State University
Muncie, Indiana
May 1991

ABSTRACT

A CAREER PATH STUDY OF WOMEN MANAGERS IN THE SERVICE
INDUSTRY OF HIGHER EDUCATION AND WOMEN MANAGERS IN THE
HOSPITAL INDUSTRY IN THE MIDWEST

Karen L. Patton

ED.D.

Ball State University, 1991

Advisor Dr. Thelbert L. Drake

The purpose of the study was to examine the career paths of women managers in the service area of higher education and women managers in the hospital industry service area. A secondary purpose was to identify factors that influence the advancement of women managers in those areas.

This research outlined the career paths of women managers in the service industry in educational and in non-educational organizations. It identified encouragements and impediments to the promotion of qualified women in the areas of management within the service industry.

Findings from the study show that there is no significant difference between the career paths of women managers in higher education and women managers in the

hospital industry. There are no differences between the education, training, length of tenure, motivation for employment, mentoring, emotional support or career impediments of women managers in service area of both higher education and the hospital industry.

The following conclusions were drawn from the study:

1. Women in the service field of higher education and the hospital industry face very similar histories.

2. Entry into the profession can be found through a variety of sources and it is through the investigation of these sources that a woman will find entry into this field.

3. Very few women reported career impediments and many reported having the emotional support of family and friends.

4. The true reason why the experienced, educated, trained woman manager has not progressed up the career and salary ladder until the past several years has not been found. Both groups are being motivated by opportunity for advancement and salary.

5. Most women managers in the service have been the determinants of their own career advancement. The women desiring to become managers in the service field must realize that the future of her career and its advancement lies with her own decisions and her own initiative. The woman manager must be responsible for her own future.

ACKNOWLEDGEMENTS

I would certainly like to express my sincere appreciation to those who have encouraged me and shown me kindness through this endeavor. The patience of friends, colleagues and family as I toiled through this monumental project has been an inspiration to me.

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I would like to express my appreciation to the members of my doctoral committee. I do not feel they are merely members of a committee but friends I have made along the way. They have not hesitated to talk with me, lend very helpful suggestions to the project and even let me bother them at home. Their kind words of encouragement helped me get through the long days of work and study and work and class and work and writing. Everyone should have friends and colleagues such as these people: Dr. Betty Brown, Dr.

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CHAPTER I
INTRODUCTION

"The most important social development in our nation (in the 1980s)...will be the continuing rise to positions of power and influence of America's women," wrote Marshall Loeb in Money Magazine (1982). In its National Survey of Working Women, the National Commission on Working Women noted "Educational institutions are major employers of women in lower paying, lower-status jobs." (1979). For many years, women working in colleges and universities have been concentrated in menial positions such as cook, custodian, or housekeeper, the centers of service provided by the university to its students and faculty. As stated in "The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students":

...the vast majority of women employed on campus are in positions accorded little status (such as secretaries, clerical workers, cafeteria staff)...(women faculty and administrators)...may often be mistaken for support persons because these are common roles for women, and thus they may receive less respect from others on campus. (Sandler, 1986, p. 2)

Many books and articles (Alban, 1985, Hay, 1980, Stewart, 1982, Terbourg, 1979, Yost, 1985, Scollard, 1983, Shaevitz, 1984, Whitkin-Lanaich, 1984, Kanter, 1977, etc.) have been written about the woman manager in non-education fields. These works deal with the woman in the corporate

world, her successes and failures, the career path she followed to the top and some suggestions for further success. "Since the early 1970s, women have made tremendous gains in the business world. More women are in the work force, and women now comprise 33% of corporate middle management positions, compared to only 19% in 1972..." (Morrison, 1987).

When the subject of women managers in higher education has been discussed, it has usually been in reference to deans, program directors and other academic administrators, their support groups and career mobility from the classroom to the boardroom (Durnova, 1988, Sagaria, 1985, Tinsley, 1985).

Women are far more likely to be assistants to, assistants, or associates than they are to be directors, deans, vice presidents, provosts, or presidents. Women are more likely to be staff than line. Research also tells that most women administrators do "women's work" in higher education administration (Tinsley, 1985, p. 5).

Most positions of upper management in higher education are filled by men. In 1986 Barbara K. Dopp and Charles A. Sloan commented, "Since 1950, the number of women in educational administration has declined as administrative positions have been redefined as management rather than teaching positions" (1986, p. 120). In an article "Men Still Dominate Higher Ed Despite Women's Gains," in the August, 1987, issue of Higher Education and National Affairs, the author observed that "Despite the significant gains women in

higher education have made in the last 15 years, women are still rarely viewed as leaders in what remains a male-dominated field, according to the Women's Research and Education Institute" (p. 3).

There are other women managers in higher education. They are the women managers of service staff who are in stereotypically female roles such as dining service, student center hotels, housing or custodial service. These managerial roles contrast to the previously mentioned highly visible academic roles of women administrators. The responsibilities of the woman who supervises service staff in higher education may include supervising a staff of dining service employees, as cooks, clerks, servers, student employees, housekeepers, movers, custodians, skilled trades employees or building services employees. The scope of the woman manager's responsibilities varies with the unique staff that she supervises, the organizational structure, and the work environment. Some members of the service staff lack any formal education beyond the primary grades and may be functionally illiterate, while others have continued their studies and have obtained advanced degrees and professional skill licenses.

The woman manager in the service areas of non-education institutions can be found in hospitals, often referred to as the "caretaker" industry. The woman manager in the service industry in non-educational arenas works with service staff

who have the titles housekeeper, cook, or janitor. The woman manager in the service industry in non-education will also find herself working between a labor staff which is often skill-oriented with less academic training and top executives who are highly educated and are concerned with the bottom line of financial forecasts and statements.

Statement of the Problem

Educational institutions have been a major employer of women within the service industry, and as the service industry continues to grow, it is predicted that the number of women in the labor force will also continue to grow. Research into the woman's relative position in management in the service industry and her career path will become of vital importance to this growing segment of our economy.

To date, the writer has found no research or documentation to offer to the woman manager in higher education a model for career advancement or promotion within the service industry in higher education. Research has been completed on women and manufacturing, women managers, comparison between women and men, and the overall work force, with small amounts of research being found on women in the non-educational service industry such as the hospital industry. If women are to advance into the management arena within the service area of higher education, then they must be made aware of successful career paths and factors influencing that success.

Purpose of the Study

The purpose of the study was to examine the career paths of women managers in the service area of higher education and women managers in the hospital industry service area. A secondary purpose was to identify factors that influence the advancement of women managers in those areas.

This research outlined the career paths of women managers in the service industry in educational and in non-educational organizations. In addition, it also should serve as an aid to educational institutions, organizations outside of education and the various women currently employed and those who desire employment in these areas to assess their own unique situations. It identified encouragements and impediments to the promotion of qualified women in the areas of management within the service industry.

The research questions compared selected factors of influence on the career paths of women managers in higher education and in the hospital industry, such as training, education attainment, organizational tenure, experience, mentors, career opportunities and possible career impediments. Answers were sought for the following research questions:

1. What differences are there between the career paths of women managers in the service industry of higher

education and women managers in the hospital industry?

2. What differences are there between the following possible influential factors of women managers in the service industry of higher education and women managers in the hospital industry:

- a. educational attainment?
- b. length of tenure in the institution?
- c. motivation for employment in this field?
- d. additional training required for this position?
- e. mentoring?
- f. emotional support?
- g. career impediments?

3. What differences are there in the perceptions of women managers in the service area of higher education versus women managers in the service area of the hospital industry (encouragements vs. hindrances in achieving career goals)?

Significance of the Study

Much research has been done on women and their places in the corporate world and top women administrators in higher education, while little research has been done on the women managers who supervise service staff within institutions of higher education and in the hospital industry. This study compared key factors which have contributed to the success of women managers of service

areas in the hospital industry with those that have contributed to the success of women managers in service areas in higher education.

As the service industry continues to grow, and as more women enter service-oriented positions than ever before, the woman manager must be prepared for career mobility. The resource of education, skill, ability and influence that is found in the woman manager of today must be used and not wasted if higher education is to function in an accountable manner. In addition, the perceptions that "women's roles in academe...are often not only stereotyped but devalued" (Climate, 1986) must be changed. This study highlighted what the career paths of the women managers of service operations in higher education and non-education have been and the skills and factors which may have influenced this progress.

Limitations of the Study

The following limitations apply to this study:

1. The study was confined to women managers in higher education and the hospital industry who directly manage service staff in either the dining service, housing division, custodial service, physical plant or student center and who meet the following criteria:
 - a. Holds a position above entry level.
 - b. Is salaried.
 - c. Has the authority to select and terminate the employment of her own staff.
 - c. Has budgetary responsibility.
 - d. Regularly has discretion over her own time.

- e. Spends no more than 20 percent of her time performing non-managerial functions.
 - f. Is identified by her company as having primarily managerial responsibilities.
 - g. Is considered promotable from this position (Mertkowski, 1982).
2. Questions in the instrument survey were limited to characteristics identifying education, training, experience, position tenure, previously held positions, and modes of encouragement, including mentors and factors of impediment.
 3. The study was limited to twenty-six colleges and universities in the Midwest Region of the Association of Physical Plant Administrators which consists of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin with a 12,000+ full-time equivalent student enrollment. This limitation was set to increase the likelihood of the college and university having women managers who meet the above criteria.
 4. The hospitals in this study were limited to one hundred twenty-five hospitals in the Midwest Region of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin (which corresponds to the Midwest region of the Association of Physical Plant Administrators) that belong to the American Hospital Association, have been accredited by the Joint Commission on Accreditation of Hospitals and have a 70% occupancy rate. This limitation was set to make this study feasible after

consulting the enormous number of hospitals within this area.

Definition of Terms

SERVICE INDUSTRY: employment pertaining to custodial, housekeeping and dining services.

WOMAN MANAGER: a woman who is employed in service industries of higher education or the hospital industry who meets the following criteria: holds a position above entry level, is salaried, has the authority to select and terminate staff, has budgetary responsibility, regularly has discretion over her own time, spends no more than 20 percent of her time performing non-managerial functions, is identified by her company as having primarily managerial responsibilities and is considered to be promotable.

HIGHER EDUCATION: institutions of learning beyond the high school level.

NON-EDUCATION: those places of employment that offer a service in the form of "caretaking" of those unable to care for themselves such as hospitals.

MIDWEST REGION: as described by the Association of Physical Plant Administrators: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin.

Methodology and Procedures

The sources of data for this descriptive research were obtained through mailed questionnaires, a sample of which is shown in Appendix A. Names of possible participants, who

are employed in the service sector of education, were obtained from a preliminary letter of inquiry mailed to Directors of the Physical Plant, Housing, Dining Services and the Student Centers of the twenty-six member colleges and universities (see Appendix B) in the Midwest Region (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin) of the Association of Physical Plant Administrators who have a 12,000+ full time equivalent student enrollment. The letter of inquiry (see Appendix C) asked the Director of the Physical Plant, Director of the Dining Service, Director of Housing and Director of the Student Center to submit names of individuals who meet the following criteria:

1. Holds a position above entry level.
2. Is salaried.
3. Has the authority to select and terminate the employment of her own staff.
4. Has budgetary responsibility.
5. Regularly has discretion over her own time.
6. Spends no more than 20 percent of her time performing non-managerial functions.
7. Is identified by her company as having primarily managerial responsibilities.
8. Is considered promotable from this position (Mertkowski, 1982).

A similar letter of inquiry was also mailed to the Directors of Dining and Custodial Services in the one-hundred and twenty-five hospitals (see Appendix D) in the above defined Midwest Region which have a 70% occupancy rate and which are members of the American Hospital Association with Joint Commission of Hospital Accreditation in order to

obtain like information from the non-education service sector.

As names were received from these initial sources they were divided into two groups: women managers in education and women managers in the hospital industry. From the letters of inquiry a total of one-hundred and fourteen names was received from universities and colleges and one-hundred and six were received from the hospital sector. All of the names received or the total population was included in the final survey. (Introductory letter, Appendix E) The instrument was constructed specifically for the study. The data-collection instrument used with women managers was validated by sampling five women managers in higher education and five women managers in the hospital industry. The sample was selected to reflect a woman manager from the Physical Plant, Dining Services, Housing Services and the Student Center of the university setting and the Dining and Custodial Service areas of the hospital industry.

The collected data were organized in tables according to the frequency and percentage. Recommendations, implications and suggested areas for further research were based on the recorded data. Descriptive research methodology was used to report contrasts and comparisons of the two populations and other significant findings.

Organization of the Study

This study was presented in 5 chapters, a bibliography and an appendices. Chapter I included an introduction, statement of the problem, purpose of the study, significance of the study, limitations of the study, methodology and procedures, the definition of terms and the organization of the study. Chapter II contained a review of the literature related to the woman manager. Areas that were presented are:

Women in the work force, the economy and society
Statistical history related to the employment of
women

Women in higher education

The service industry

Women in management and as managers

Women and career development

Chapter III consisted of the presentation of methods and procedures used to conduct the study.

Chapter IV contained a report of the data and attendant analysis.

Chapter V included summaries, conclusions and recommendations of the study.

An appendix and selected references were attached.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

A purpose of the study was to identify the career paths of women managers in the service area of higher education and women managers in the hospital industry service area. The research will aid educational institutions, hospital sectors and the women currently employed or those desiring to be employed in these areas to assess their own situations. The research identified encouragements and impediments to the promotion of qualified women in the areas of management within the service industry.

Information reported from the study was based upon the perceptions of seventy-nine women managers employed in the service area in higher education institutions and sixty-six women managers employed in the service area of the hospital industry.

Much research has been done about women and their status in the work force. It is an underlying assumption of recent research that all women and men receive an equal education because they are in the same classroom using identical texts. This blindness to gender ignores the topic of women's education and ignores female students' experiences. It also ignores the need for integrating preparation for the public and private processes of society for both men and women (Tetreault & Schmuck, 1985)

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

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The literature review was divided into six sections:
Women in the work force, the economy and society
Statistical history related to the employment of women
Women in higher education
The service industry
Women in management and as managers
Women and career development

Women in the Work Force, the Economy and Society

"One of the richest underutilized resources in America is the talent of its women. And this nation has for many years squandered this talent in a shameful fashion." -
Hurbert Humphrey (Adler, 1986, p. 3). Stromberg and Harkness commented on the lack of utilization of women's talents in their research of the history of women and work. Colonial women worked mainly in the home while their husbands tilled the fields. However, when a factory system was established in the textile industry, women and girls comprised the majority of this industrial work force. As industrialization grew, men were drawn into the paid labor force at a faster pace than women. Married women contributed to the economic welfare of their families by producing goods and services for their families' own consumption and by earning money for work performed in their homes. It was because of financial need that a minority of married women, particularly those from the black and

immigrant communities, sought employment outside their homes (1978).

"Social scientists have called the movement of women into the work force one of the most significant social changes since the Industrial revolution" (Fitzgerald & Shullman, 1984, p. 65). "...women have consistently played a major role in the American economy. ...women now constitute 43% of the entire labor force of the Nation, and are responsible for nearly 60% of its growth since 1970" (Committee on the Career Advancement of Minorities and Women, 1986).

However, as Sokoloff observed, the status of women has not been considered equal to male workers:

despite the huge increase in female employment over the 20th century, women continue to be recruited primarily into low status, low paid, sex segregated service sector jobs, lacking job security, adequate benefits or job mobility and discouraging women's full-time, year-round and continuous attachment to particular jobs in the labor force. Thus, women are described as being employed in the secondary as opposed to primary labor market, a structural condition of a dual labor market economy that is disadvantageous to women (1982, p. 4).

Stromberg and Harkess concluded:

lower earnings and higher unemployment rates will probably continue to plague the female work force as long as occupational segregation by sex persists. For this reason, the goal of equal employment opportunity is crucial to the economic welfare of women. Although it is not possible to predict exactly what the distribution of female employment would be if there were complete equality of opportunity in the labor market, it can reasonably be expected that women would be

much more evenly distributed through the occupational structure (1978, p. 55).

"It definitely appears in the American work force that there is an incredible pool of women executives that (is) undertapped" ([Bomberger] Schramm, 1990, p. 1). "It is an interesting commentary on the American work force that in education, one of the few professions in which women have historically dominated in terms of numbers, women are outnumbered by men four to one at the administrative level" (Lynch, 1990, p. 1).

Only by understanding the way in which 20th century male-dominated monopoly capitalism has worked can observers explain women's simultaneously 'permanent' and 'marginal' position in the labor market today. Clearly, women are permanent members of the labor force in that over two-fifths of workers are female. Without women, the economy would fall apart. On the other hand, women's recruitment into increasingly fragmented, low wage, less than year-round and full-time jobs created by the drive for profits and control-conditions which destabilize the work relationship-- maintains and reinforces women's marginal relationship to the labor market in a variety of ways. In fact, it is argued, the way in which women have been employed in the labor force over the course of contemporary U.S. monopoly capitalism has been to incorporate them structurally so they remain in a reserve of labor for capital at the same time that they are employed in wage labor and continue to have

primary responsibility for the home and family (Sokoloff, 1982).

Hutt differentiated assumptions about men and women in the work force. One such assumption was that women were naturally more suited for work roles involving nurturance rather than for roles involving manipulation of objects or data. Another assumption was that work for men is serious, involves making a living, and enhances self-esteem. For women work was seen as a hobby, an emotional outlet, a luxury, and was subordinate to child-rearing, family needs, and their husbands' desires. Other data suggested that in most respects women have work motivations similar to those of men, experience similar--and perhaps added--work frustrations, desired the same rewards, and possessed the same interests and aptitudes, with the possible exception of muscular strength (1983). Traditional views such as "mothers, not fathers, are responsible for child care and homework" (Kreps, 1984, p. 12) and "the reluctance of the male-dominated work force to recognize women as a resource" (Bomberger, 1990, p. 1) are often blamed for a difference in labor market treatment of men and women.

"Almost all cultures differentiate between male and female roles. Societies expect women to behave in certain ways, and men, in others. In many cultures the traditional female role supports attitudes and behaviors that contradict, or at least fail to support, those of

traditional managers" (Adler, 1986, p. 19). "In country after country, the proportion of women holding managerial positions falls short of that of men. Corporations, it appears, have systematically ignored women as a potential resource. In all countries, the higher the rank within the organization, the fewer women one finds there. In some countries the percentages, though small, have increased over the last decade, but in none have they approached equality" (p. 18). "Reasons for the paucity of women in management are fairly similar worldwide; cultural sanctions, educational barriers, legal restrictions, corporate obstacles, and women's disinterest in pursuing traditional managerial careers" (p. 25). "National governments, through legislation, and private corporations, through policy, are changing the role of women in management" (p. 27).

"The fact that women are under-represented in administration has been explained by factors associated with early socialization experiences which render women less interested in administration and by factors in the institutional fabric of the organizations" (York, Henley, & Gamble, 1985, p. 1). "For women, their role as wife and mother is still in conflict with their aspirations in the business world. And it is those stereotypes--of a woman as wife and mother--that are often hardest to overcome because they are an ingrained part of society" (Schramm, 1990, p. 4).

"It is a widely held view that women are disadvantaged in achieving management positions" (Women's Path to Management in the Hotel and Catering Industry). Factors underlying the increases of women in the area of management world wide include: "expansion of the service sector, declining fertility rates, increased availability of part-time work, extension of higher education to women, and changing attitudes toward women's role in society" (Adler, 1986, p. 8).

Some areas that have been attributed to the women's lack of progress into management positions and discussion of these areas are:

1. Grades: "Grades seem important to female students more as proof of their ability, than as a determinant of future plans. Danzinger hypothesized that women's perceptions of their ability and potential for achievement are strongly influenced by social class of family, not by actual academic achievement" (Brizzi, 1986, p. 228).

2. Life experiences: "...the same types of life experiences are predictive of subsequent managerial success for college-educated women and men" (Ritchie & Boehm, 1977, p. 363). "Based on aggregate data, women describe themselves and are described by men as having self-concepts that are not suitable for management. ...women who do choose nontraditional careers fail to receive support for their choice or are actually discouraged from pursuing their

choice by members of the family and by vocational counselors" (Terborg, 1977, p. 658). "The traditional sex-role training that women receive within this society leaves women, as a group, poorly equipped for the leadership roles in our business and industrial organizations" (Moore & Rickel, 1980, p. 331).

3. Biographical Data: "Korman (1968) concluded that biodata seemed to have useful predictive value for first-line supervisors but less value for higher level positions" (Ritchie & Boehm, 1977, p. 363).

4. Work environment: "Riger and Galligan (1980) proposed that the lack of women in the managerial ranks is as much caused by the nature of the work environment faced by women who aspire to managerial careers, as it is to the personality characteristics and behavior patterns of women" (Tharenou, 1988, p. 7). "Length of tenure with the organization is the best predictor of number of promotions for both males and females. Length of tenure, however, accounts for almost twice the variance in number of promotions for males (42.3 percent) than females (32.1 percent)" (Stewart & Gudykunst, 1982, p. 594). According to F. Ortiz, (Digest, 1990, p. 2) "...the problems for women are not the formal, tangible barriers like education or certification, but the intangible, informal ones that require an aspirant to be accepted as 'one of us' by those already at the apex of the organization."

Kreps argued that today "there is no longer any justification based on education or experience for excluding women from top policy positions. Indeed, far more women now play key roles than is generally recognized. In government, where all fortunes are subject to the political winds, there is nevertheless a group of women who help to make decisions on a wide range of domestic and international issues" (1984, p. 13).

Various researchers have found the differences between male and female workers narrowing in some ways. "Women today feel free to express what we'd seen as male qualities: goal-orientation, competitiveness, the ability to conceptualize, the aggressive pursuit of responsibility," reported Felice N. Schwartz, president of Catalyst, a New York research firm on corporate women..." (DeGeorge, 1987, p. 72). "Research contributes to the growing body of evidence that occupationally atypical women look more like their male colleagues than 'traditional' women on traits which appear to make the atypical women adaptive to the performance requirements of their profession [e.g. Bachtold, 1976; Bartol, 1976; Morrison & Sebald, 1974; Orcutt & Walsh, 1979; Wetheim et al., 1978; Wolfe & Betz, 1981]" (Shann, 1983, p. 352). Marshall observed that young women entering employment recognize that their predecessors had to copy male style of managing; now they are questioning the need

for copying and looking for alternatives (1985). Other researchers found differences in career concerns for females: "Experts in the area of career development have pointed out that there is currently no clear theory of female career development and that females present a different--and perhaps more complicated--set of career concerns than males [Fitzgerald & Crites, 1980; Herr & Cramer, 1979]" (Hutt, 1983, p. 240). Women "do seek to excel at what they try and wish to be respected for their opinions and advice. They seek challenging work that requires skill, leadership, and the opportunity to plan ahead and make one's own decision" (Moore & Rickel, 1980, p. 324). "However, women must realize that change occurs slowly--that it takes time to acquire the proper credentials to obtain executive positions." "In 1984 (Sutton & Moore, 1985), 33 percent of all managerial and administrative positions were held by women. This marks a dramatic change from 20 years ago when women accounted for only 14 percent of these positions" (Childress, 1986, p. 45).

Summary

Women have always been contributors to the work force, from pioneer times to the present, regardless of the society or culture researched. As more women are entering previously male-dominated employment fields, woman's influence on the economy and society's influence on her are coming under more severe scrutiny. As the working woman

exerts her influence on the work force, economy and society, she is compared to her male counterpart in every area from early social development to her on-the-job managerial style. These factors have been examined to discover why women have been excluded from top policy positions. The career development of women managers is being studied so that success stories from the past twenty years can be examined and where appropriate repeated.

Statistical History

The 1970s and increased demand for service brought about many dramatic changes for the working woman. "During the 1970s 90% of all new jobs to women were in the service industries; and by 1979, more than 4 out of every 5 (81%) of all employed women worked in service producing industries" [Service Producing Industries, 1981], (Sokoloff, 1982, p. 16). "Within the service sector, women tend to be concentrated in specific industries that have traditionally employed them. For example, in January 1973, women made up 46% of the employees in retail trade, but only 23% in wholesale trade; more than 80% of the workers in hospitals; and 61% of the employees in elementary and secondary schools, but only 42% in colleges and universities" (Stromberg & Harkess, 1978, p. 41). In 1977 "Kanter estimated that in over half of U.S. companies, women held 5% or fewer of first level supervisory jobs, and in three-fourths of U.S. companies, women held 2% or less of middle

management level jobs, and none of the top level management jobs" (Moore & Rickel, 1980, p. 318).

In some industries women have made some progress, but their rise to management positions has been uneven in other industries.

In a 1977 survey carried out by HCITB, Tier I, 45% of managers in the hotel and catering industry were women. ...comparing more than favorably with incidence of women in the working population as a whole at that time (41%), and office managers (19.8%). However, women represent a very high proportion of the total work force in the hotel and catering industry - 73% at the time of this survey and thus one might expect to see more women in management positions. Comparing sectors of the industry, 59% of managers in industrial catering and 70% in other private institutions such as schools, university halls of residence and nursing homes were women, while only 29% of managers in restaurants and 38% of managers in hotels were women (Women's Path to Management, 1984).

"Between 1972 and 1980, the number of female managers and administrators more than doubled (1,410,000 to 2,852,000), while the number of male managers and administrators increased by only 22% (6,621,000 to 8,067,000)" (Forbes & Piercy, 1983, p. 38). In 1978, women made up 69% of those in specialized food service occupations, and 190,000 or 35% of restaurant, cafeteria and bar managers" (Women in Management a Rule, Not Exception at AMI, 1979, p. 93). In a 1976 study of managerial women the following data appeared:

Two distinct career types emerged...self-made women and professionals. The professionals...were managerial women with advanced formal education-at least one university degree or technical diploma. They were relatively young, with a mean age of 36

years. They had been in the work force for an average of 12 years, 7 in their present company and 3 in their current job. The self-made women...were older averaging 41 years of age. They possessed little formal education and had come up 'the hard way' after long years of dedicated service to the organization. Their careers were company-dependent. Self-made women averaged 19 years of experience, 12 in their present company and 5 in their current job (Symons, 1986, p. 381).

Baron reported in 1978 that 55% of women managers were under the age of 40. Ninety percent of these women had been in their management jobs for less than six years with 65% of them having started in a non-management position. Fifty-one percent of the women were married, and 59% have no children. Eighty-seven percent of the respondents had more than a high school education, and 53% had degrees above high school level (p. 53). In 1979, Sokoloff reported that more than half of all adult women (N=43 million) were employed, and almost three-fourths of all women were employed full-time (1984). She reported changes between 1950 and 1980, when overall employment increased 114% in the U.S. and service industries skyrocketed. She also found that employment in service trades (such as hotels and motels, laundry services, beauty shops and janitorial services) increased 228%. "By 1980, the labor force had shifted to 7 out of 10 workers being employed in service production [Montagna, 1977; "Service Producing Industries...", 1981]" (p. 4). "In a 1983 survey, Forbes & Piercy related the ages of executive women ranged from 25 to 92, with a mean of 52.8 and a median of

55. Only one out of six is under 40, while more than two-thirds (68.8%) are over 50 and one out of eight is 70 or older" (p. 40).

Forbes and Piercy reported differences between younger and older female management:

One-third of the female executives have an undergraduate degree and about one in five (18.2%) have graduate degrees. The nearly one-half (48.1%) who do not have a degree are concentrated in the over 50 age groups... The younger executives tend to be more highly educated. Of those under 40, three out of four (78%) have at least an undergraduate degree and more than one-third (35%) have a graduate degree. The typical female executive is in her mid-fifties and was born in a large city in the Northeast or North Central region of the country (1983, p. 41).

In 1985 the U.S. Department of Labor reported "the number of women in the civilian labor force in 1985 at 5.1 million with 31.5 million women holding full-time, year-round jobs" (1988, p. 1) In contrast to the 1980s, Adler found in her research of the previous two decades that:

fewer than a fifth of the working women in most countries held administrative, executive, or managerial positions: 20.9% in France (1961), 20% in Germany (1965), 15.8% in the United States (1967), 12.3% in Denmark (1960), 9.5% in Canada (1961), 9% in Sweden (1965), 8.6% in Belgium (1961), 7.5% in the United Kingdom (1966), 6.7% in Norway (1965), and 4.1% in the Netherlands (1960). By 1975, 26% of the American women working in banks were managers; by 1982, American women occupied 27.9% of all managerial and administrative positions. Top management positions still elude women; even American women represent only 5% of top executives (1986, p. 11).

Forbes, Piercy, and Hayes described women in management in 1988 as having changed from their earlier counterparts:

Female executives are younger than five years ago. While in 1982, only 32% were under 50, in 1987 this had increased to 49.3%, and those over 60 had decreased from 36.7% to 25%. This provides a much larger promotable pool from which to select women for advancement into more senior positions. Increases ranged from over 50% for executive vice presidents to more than 25% for managers. This reflects an extension of the cadre of promotable female executives. The significant change is away from the manufacturing sector, with continued movement into the service industry (p. 6).

They also found decreases in the average age of women in management in the service industry of 5.5% or greater and the 1987 average age was well below 50. These changes supported the argument that the earliest breakthroughs would be in service industries and that the opportunities for rapid advancement would be much greater in the service sector.

The U.S. Department of Labor "Facts on U.S. Working Women, Women and Workforce 2000", Fact Sheet No. 88-1, January 1988 reported additional expected changes by the year 2000:

More than 53 million women age 16 and over comprise 45% of the total labor force. It is projected that women's share of the labor force will increase to 47% in 2000. Women will be the major source of new entrants into the labor force over the next 13 years. They will account for 63% of the net labor force growth or 13.2 million women by 2000. The three broad occupation groups with the most highly trained workers, (executive, administrative, and managerial; professional specialty; and technician and related support) will account for 40%, or 8 million, of the job growth between 1986 and 2000.

As David R. Bomberger, president and chief operating officer of Paul Harris, Inc. pointed out: "Among the 10

largest companies headquartered in the Indianapolis area, only 25 of 278 of their officers, senior management and directors are female -- about 9% of the total" (Schramm, 1990, p. 1). A survey by Fortune magazine in July (1990) reported that of the nation's 4,012 highest-paid officers, 19 were female, 0.4% of the total.

Summary

Women represent a very high proportion of service workers, where they have been traditionally employed in high numbers. However, the number of women managers in the service sector does not proportionately compare to this high number. In the late 1970s and early 1980s the number of women managers increased at a faster rate than their male counterpart. These women were typically 'new' managers with 6 or fewer years in their current positions and were under 40 years of age. Most of these women were highly educated and most were employed in the service sector. Women are predicted to increase their position in the labor force, to 65% of the labor force growth by the year 2000.

Women in Higher Education

The situation of women in higher education is probably the most researched among occupational groups of females in the professions. In 1972-73 a major effort was undertaken to investigate and to compile the data and analyses pertaining to all aspects of women in higher education (Stromberg & Harkess, 1978):

Several themes were evident and the most obvious and frequent is the woeful lack of information available about these 12.5 million women. This absence of data suggests an extremely unfortunate lack of concern. Not only have researchers overlooked the problems and needs of a sizable group of women workers, but also our ignorance in this area inhibits our understanding of many central social issues, including poverty, racial discrimination, and sexual discrimination. Our failure to explore fully the situation and needs of women in manual jobs is a virtual disregard of the lives of minority working women, since three out of five are employed in these occupations (p. 342).

Tinsley reported in 1985 that "...the advances that women and minorities have made in higher education in the past decade have come slowly, painfully, and grudgingly" (p. 10). "Many of the difficulties campus women face spring from the general discomfort that many men still experience when dealing with women as professional peers and women's consequent exclusion from collegial interchange. The discomfort of some men may make it difficult for them to mentor or sponsor women, so that women may be at a distinct disadvantage in professional advancement" (Committee on the Career Advancement of Minorities and Women, p. 8). Rush found a pattern in academia of women as "support" persons:

Many women with staff positions in the academic community find that the traditional feminine behavioral patterns they have established in their homes are keys to job success. These women most often are secretaries, bookkeepers, or administrative assistants. They follow the directives given to them by their predominately male employer: university faculty members, department heads, deans, vice presidents, and presidents. Academic men rely on the services of these women and display a certain attitude of

concern toward them that is analogous, to some degree, to the concern they feel about their families as fathers and heads of households (1987, p. 333).

Ernst reported statistics to support the role of women in higher education:

1. Of full-time faculty in higher education, 25% are women.
2. Women comprise 8% percent of all full professors, 16% of associate professors, 28% of assistant professors, and 29% of the instructors.
3. Women hold 18% of all deanships.
4. Six percent of the institutions that participated in the study had women as presidents.
5. Governing boards are comprised mostly of men (85%).
6. Members of search committees fear that women lack budgetary and fund-raising experience.
7. Married women who might otherwise apply for presidencies are unwilling to relocate.
8. Women lack a feminine counterpart to the informal but highly influential old-boy networks, to which women generally do not have access" (1982, p. 19).

Women are still concentrated in a limited number of fields and at lower levels. The pattern for women faculty and administrators has not changed for many years. The Committee on Career Advancement found that "the higher the rank, the fewer the women" (p. 2):

...the vast majority of women employed on campus are in positions accorded little status (such as secretaries, clerical workers, cafeteria staff) women faculty and administrators stand out even more sharply as anomalies. They may often be mistaken for support persons because these are common roles for women, and thus they may receive less respect from others on campus. Women's roles in academe, as elsewhere, are often not only stereotyped but women are also devalued. Numerous studies--many in academic settings--demonstrate how the gender of a person influences perception and evaluation of his or her behavior and achievements (p. 4-6).

Tinsley found that at white coeducational institutions, the top three positions for women are director of the bookstore, director of library services, and director of affirmative action. Women were far more likely to be assistants to, assistants, or associates than they were to be directors, deans, vice presidents, provosts or presidents, more likely to be staff than line. Most women administrators did 'women's work' in higher education administration" (1988, p. 5).

The Committee on Career Advancement found that by 1980 women made up 52% of the total college student body. Women were 46% of all graduate students under 35 years old in 1980, compared with 32% in 1970. Among those 35 years old and over in 1980, 802,000 were female college students, compared with 405,000 males. Probably one of the major factors encouraging the increase in women's education was the fact that a large number of women had entered the work force and wanted to increase their chances for advancement in their chosen fields (1986).

Many reported that high-level administrators suggested to them that they needed to develop their skills further if they wished to advance. Lyman and Speizer concluded that men were hired for advanced positions because they showed potential for learning new skills on the job, while women were hired if they already possessed the skills needed for the new job (1980). Aisenberg and Harrington concluded that

colleges, by effectively excluding women's voices and visions, were failing to fulfill their primary mission-- generating and examining new ideas from all sources, ideas with all of their subversive power, power of creation, and power to change (1988).

Summary

Much research has been conducted on the situation of women in higher education. Women have made some important strides, even though slowly and at great sacrifice, in the academic arena. Women in higher education are most often hired for positions as assistant directors, assistant deans and other support and staff positions. The higher the rank, the fewer women. Women are the majority of college enrollees past the age of 35, almost twice the number of male enrollees. Women are looking for ways in which to increase their likelihood of advancement in their fields of employment.

Service Industry

The service industry has been a sector in which women have been able to move into management. A U.S. Department of Labor study on workers in 2000 reported:

The economy has long been and will continue to be dominated by the service producing sector. Almost all of the net increase of 21 million jobs between 1986 and 2000 will be in the service producing sector. By that year, 80% of all non farm wage and salary employment will be in the service producing sector compared with 75% in 1986. The increases in the services sector bode well for the future of working women. In 1986, 40.5 million women, or more than 4 out of 5, were employed in

the service producing industries. Women dominated many of the industries where growth is expected to be greatest. The occupation group with the greatest increase, 5.4 million, is service workers. This job category, dominated by women who accounted for 61% of the service jobs in 1986, is within the groups of jobs requiring the least skills (Women and Workforce 2000, Fact Sheet No. 88-1., January, 1988).

There are at least 3 ways in which the term 'service' employment is typically used. From the least to the most inclusive these are:

1. Service trends. In the Bureau of the Census listing of occupations, one of the major occupational categories is 'service' work. This category includes low status workers who provide services in the market, such as workers in the service trades: laundry worker, beautician, janitor, apartment superintendent, bartender, hospital aide, hospital attendant, cook, waitress, maid in hotel or motel, etc. Domestic workers in private households are usually classified separately but may be included in the general 'service' occupation category. This category does not include high status service workers such as doctors, lawyers, nurses, teachers, etc. who are instead classified as professional and technical workers not sales and clerical workers (U.S. Department of Commerce, 1979).
2. ...the majority of service jobs are those characterized by instability, little advancement, limited training, dead end nature of jobs, poor working

conditions, little job security, low pay, and the like, or what are called secondary as opposed to primary market jobs. Because 'the service industries' generally exhibit low productivity growth, less technological advancement, and have a high ratio of direct labor to machines; hence employment growth is not surprising, even during an economic contraction' [Bowers, p. 17]...these are cheap, labor intensive industries which help keep the economy going as the goods producing sector employment is held constant or contract.

3. Finally, there is almost no chance for mobility, decision making, and developing skills in these sectors. When we calculate the percent of supervisory workers in 1979, in these sectors only 1 in 10 workers have any such chance (Sokoloff, 1982).

In 1988, Robert J. Samuelson wrote in his article "The Squeeze on Services" that the "service sector suffers from an undeserved inferiority complex. It's viewed pejoratively as a collection of unskilled janitors and secretaries..."(p. 50). He went on to state that between "1981 and 1986, 9 of 10 new jobs were in services," this being supported by consumer spending. Samuelson predicted that in times of low employment "the service industries will have to pay higher wages and service firms must compete for workers with the higher-paying manufacturing sector (p. 50).

Summary

It is predicted that more women will be employed in the service sector than any other work group. The job category where the most women will be employed is within groups that require little skills. The service market is generally defined as workers in the service trades: beautician, aide, bartender, cook, waitress and maid. These positions are characterized by instability, low pay and advancement, limited training and decision making.

Women in Management and as Managers

Tharenou (1988), found in the research of Brown, 1979; O'Leary, 1974; and Terborg, 1977 that both male and female students and current managers perceived females "as being less capable and as having less desirable characteristics than males for managerial positions," and they perceived "successful managers as having masculine traits and perceived women as having feminine traits unsuitable for management" (p. 12).

Women represent over 50% of the world's population, yet in no country do they represent even close to half of the corporate managers. In recognizing their strategic importance, Fortune claimed that "the greater number of female managers in U.S. corporations constituted one of America's few remaining competitive advantages" (Adler, 1986, p. 3). According to Kanter (1977), women occupy roles in complex organizations that are different from those of

men. She stated: "Most women in business have found their management opportunities in low uncertainty, non-discretionary positions... in expert rather than decision-making roles. ... they are removed from the interdependent social networks of the corporation's principal operations" [p. 55] (Stewart & Gudykunst, 1982, p. 587). Adler found no systematic evidence proving women ineffective as managers. In entry and middle-level management positions, where one now finds women in sizable numbers in some countries, experience confirms their effectiveness. In upper-level management, the scarcity of women to date precludes judgment for or against their effectiveness (1986, p. 18).

Adler found in further research that top management's attitude is one of the most important determinants of women's corporate progress. In a 1982 survey in the United States, Adler reported that men held considerably more traditional views toward women in management than did women, and that male business students had the same reservations as top corporate executives concerning women's ability to combine management with their 'primary responsibilities to the family.' Corporate barriers to women, especially to women entering top management, persist" (p. 23).

Hunsaker and Hunsaker concluded that:

As managers, women are responsible for accomplishing tasks with and through other people. Consequently, there is no longer a clear-cut definition of performance, outcome, or the reward

process. Now the essential variables are more ambiguous. It is not always clear what needs to be done to motivate others, how to measure results, or how to spend time effectively at any given moment. Work such as planning and evaluation is not tangible; and the security of performing mixed, routine tasks has changed to a game of chance--with big risks, but also big rewards (1986, p. 5).

Schein (1978) found that middle-line male and female managers believe that successful managers and men possess leadership ability, competitiveness, objectivity, aggressiveness, forcefulness, ambition, and desire for responsibility, but women do not. Thus, to 'think manager' means to 'think male.' Because of this perception, Schein concluded that women 'may be excluded from what may be one of the most significant components of successful power acquisition--the development of informal/influence relationships' (Stewart & Gudykunst, 1982). Tharenou found that female managers, in comparison to male managers, demonstrated and were described by subordinates and superiors alike as having similar leadership styles, as utilizing similar leadership strategies and processes, and as being as successful and effective in terms of performance. However, Powell found important differences between the economic roles played by women and men. Men still hold almost two-thirds of all management positions in organizations. He observed that in organizations with predominantly female employees, the leaders were typically male. Women have not gained access to the highest

management positions in American corporations. In 1986, only two of the 500 largest industrial and 500 larger service companies had a woman chief executive (1988).

Church and Alie also found differences in the type of work done by managers. They found that in managerial work differences were dependent on the organizational level, the authority, dominant management style, the nature of the business itself, and the external environment. Upper level managers were found to make most strategic and policy formulation decisions. These managers dealt with broad issues and relatively long time goals. Lower-level managers were often constrained by the authority and influence of upper-level managers (1986).

Childress concluded that managers must display strengths in the areas of organizing and planning, analyzing, communicating, decision making, and enhancing interpersonal relations (1986). Church and Alie observed that personality characteristics tend to vary with management level. Middle managers prefer sensing, the gathering of information used in problem solving and decision making through reliance on one or more of the senses. In contrast, upper-level managers prefer intuition, or a reliance on ideas and associations with previously gathered information" (1986, p. 40). Moore and Rickel concluded that women as a group who were employed in nontraditional business positions were more achieving, em-

phasized production more, saw themselves as having characteristics more like managers and men, and saw no self-characteristics which conflicted with those ascribed to male managers. They also found that business women considered the domestic role as less important, had fewer children, and fewer children living at home" (1980, p. 317).

In comparing men and women managers, Marshall concluded:

women are seen as different and judged against two conflicting standards. They are compared to men, and their achievements and style found wanting if they do not correspond to men's. There is weighty literature on leadership for example, which tries to argue that women are so like men that they will make good managers, but never proves totally convincing. Secondly, women managers are compared with stereotypes of femininity and found wanting if they are not caring, supportive, deferential, etc. (1985, p. 170).

Fitzgerald and Shullman felt 'a manager is a manager is a manager' even though women must confront the different ideas that exist on how women managers should behave. There is evidence men and women managers approach management differently even though their superiors and subordinates seem to believe that there should be differences (1984).

"Both masculine and feminine traits should be encouraged in the development of female managers" (Henderson, 1984, p. 7).

"The best managers combine traits that have traditionally been labeled masculine and feminine" (Brandehoff, 1985, p. 23).

On the basis of research done on biographical data by Ritchie and Boehm (1977), "...the assumption that the same kinds of experiences and interests that characterize successful managers of one sex are also predictive of success for the other" (p. 367). A study by Ritchie and Moses (1983) fortifies the idea that successful women managers are quite similar with the same management potential as their male peers who use the same techniques. Differences in management potential are far more attributable to individual rather than sex differences. Marshall observed that women who adopt dominant stereotypes of management characteristics and behavior, they reaffirm organizations' imbalance towards male values. These organizations remain hostile environments for women (1985). The imbalance subtly discourages the development of women managers, although attitudes have improved somewhat in the last twenty years (Fitzgerald & Shullman, 1984). Childress asserted that women must accept the realization that they have the potential to become powerful within the organization; women are employees just like men, with potential to become that which they desire - powerful or powerless within the organization" (1986, p. 46).

The research of women and their roles as managers has encompassed many facets of the working woman. The role of women as managers has been stereotyped to coincide with traits generally attributed to women in general. Women

managers have been described as conservative, having low self-confidence, unwilling to assume risks, being very inflexible and noncompetitive (Tharenou, 1988). In a survey by Fitzgerald and Shullman, (1984) women were described as being temperamentally unsuited for managerial positions because they were not hard-nosed enough for success and if they were, everyone disliked them. Because of these exhibited traits many female managers find success in the welfare sector (Women's Path to Management, 1984) where most of their subordinates are women whom they are more suited to manage [White et al, 1982b] (Conroy & Tharenou, 1986).

Male managers who have had extensive training and experience have had unfavorable attitudes toward women managers (Goering, 1987) thus contributing extensively to the lack of attainment of managerial roles for women, especially in organizations which have a high male to female employee ratio (Conroy & Tharenou, 1986). A woman manager's effectiveness within this type of organization is greatly reduced by the lack of supervisory support and encouragement (VanFleet & Saurage, 1984). Kanter found that women managers were sometimes excluded from informal but important meetings and if included were expected to act dutifully as the token woman or exception to the rule that women do not belong in management (Rubenstein, 1981).

Moore and Rickel, (1980), Rynes and Rosen, (1983) as well as many previous researchers have found there is no difference between the aspirations, motivation, career decisiveness, long-range career planning, attitudes, needs, and values of successful managers regardless of sex. Miner (1965) found that the motivation of both men and women managers changes with training and experience. He also stated that female executives were similar to male executives in self-esteem, motivation and mental ability (Terborg, 1977).

The reasons attributed to the plateauing of the careers of women managers are dead-end staff positions, a crowded talent pool and the hierarchical structure of many large organizations (Jaffee, 1985). Family obligations has always been a stumbling block for women wanting to climb the career ladder. As Terborg (1977) found the lack of time and money for further education were barriers for women trying to prepare themselves for higher level positions. It has been very difficult for women to shed the role of wife and mother and add the role of business career without creating a conflict on two levels. First, women find an incompatibility between their self-perception and the perception of relevant others. Secondly, taking on a new role may create a role overload so that the women are unable both physically and mentally to assume both roles at once.

Some specific data about women managers has been uncovered through research by Brief et al., 1979; Davidson & Cooper, 1982; Fitzgerald & Bets, 1983; Riger & Galligan, 1980; Terborg, 1977; White et all, 1981B and Street, (Queensland) in comparison to her male counterpart:

She is more likely to be single, but if married to be married less time, with fewer dependents, to a spouse who supports her career involvement and who bears the major financial responsibility for dependents. She is more likely to have had an employed mother and a closer relationship with her father. The female manager is likely to have fewer subordinates, to be paid less, to have had a more discontinuous work-life with less work experience, to be the first female in her job, and to work in small organizations and in those with greater proportions of female subordinates, colleagues, and superiors. ...She has taken less time to reach her current position, has been without promotion less time, but is less likely to apply for or to relocate or to change organizations for promotion. She has similar training opportunities, although she has been to fewer training courses and represented her organization less at meetings and on job interview panels. She perceives domestic responsibilities as greater career impediments and her female colleagues and superiors as greater encouragements than do male managers. Female managers hold more positive attitudes toward women in management than male managers and have similar general, but lower job, self-efficacy than males" (Conroy & Tharenou, 1986, p. 19-20).

Summary

The role of managers has been traditionally associated with men and male attributes. There has been no documentation to prove women incapable of being competent managers. Often a woman's management capability lies within the organization and its attitude rather than within the

woman herself. Common traits among managers are strengths in organizing and planning, analyzing, communicating, decision making and interpersonal relationships, etc. Women managers are often expected to act differently than men managers, but these negative attitudes toward women managers have begun to change over the past two decades. It is often the woman manager's self-perception and self-limitation that have held her back from promotional advancement.

Women and Career Development

In the past the career development for women meant educating girls for their roles as wives and mothers and nurturers to their husband and families. Women who decided to work outside of the home were typically viewed favorably as teachers as the teaching profession was attributed with these female virtues. The concept of career development has been greatly influenced by dramatic changes occurring in today's world.

Today's world is a world of change, and working women are at the center of that change. Women are moving into the work force in record numbers, taking on new jobs and responsibilities. In the changing world of working women, career choice is more important than ever. To make good choices, women must be aware of the opportunities open to them. They need to know which jobs offer the best pay and upward mobility, what training and education are good investments, and which jobs best match their skills and abilities (Oaken, 1988, p. v).

The road to new and different careers will not be a smooth one. More and more women are choosing nontraditional

careers even though there are strong gender role expectations, limited societal support, and negative attitudes toward women who step outside the traditional female role. Some of the changes that have occurred which have influenced women to choose a nontraditional career are: (a) changes in cultural norms; (b) federal legislation banning gender discrimination in employment practices; (c) increased opportunities for women to obtain training or advanced education; and (d) the growing number of experienced young women who are childless [Rosen & Jerdee, 1973; White, De Sanctis, & Crino, 1981] (Hammer-Higgins, & Atwood, 1989).

"Women have made great strides in obtaining jobs that require postsecondary education and/or skills training. As recent as 1986, their share of managerial and professional specialty jobs reached 43%" (U.S. Department of Labor, 1988).

"Career advancement may be considered as hierarchial advancement in organizations and/or advancement into more demanding or nontraditional positions for women" (Tharenou, 1988 p. 3). "...field studies on leadership suggest that women managers often are found in low status, low power, dead-end positions even though they maybe at the same level in the organization as men. It is not known, however, why this occurs" (Terborg, 1977, p. 660). "...individuals strive for and desire promotions [Gannon, 1971]..."(Stewart

& Gudykunst, 1982, p. 586). "Unfortunately, a woman's success is not guaranteed by her overcoming barriers to a nontraditional career choice. There appear to be barriers to career achievement that women entering these fields must face" (Hammer-Higgins, p. 7). "The reality is that everyone both men and women, encounter special problems in the organizational environment" [cited in Spruell, 1985], (Childress, 1986, p. 45).

Women in the work place have been discussed as "...not a serious contender; ... a sex object only; ... working just for pin money or until her husband makes enough money for her to quit her job; ... not a colleague in the true sense of the word; ... not serious about a committed career" (Baron, 1978, p. 13). "...the rapid influx of women into the labor market has clearly had an impact on the career roles of both sexes" (Hutt, 1983, p. 241). "Current career support systems in organizations are not helpful to management women" (Jaffe, 1985, p.82). "The next career move is always a matter of opportunity and timing, and it's rare that both are perfect. It's important to know what kind of position you want next, so you can take opportunities when they arise; but it's also important to build new challenges into a current job in case you don't find that 'next job' just when you want it" (Brandehoff, 1985, p. 20-22). "Multiple career paths, based on sound job analyses, can open up options for women who initially were directed to limiting

positions or areas within the organizations" (Fitzgerald & Shullman, 1984, p. 68).

As predicted by Forbes and Piercy, the first female chief executives of major firms were in the service-oriented organizations (1983). "Research indicates that pressures are exerted by vocational counselors and family members that discourage women from fulfilling their career aspirations in nontraditional occupations" (Terborg, 1977, p. 648).

Previous research has shown certain variables to have impact on the promotion and success of men and women managers. In a study done by Stewart and Gudykunst, only two variables had approximately the same impact in predicting the number of promotions for males and females (length of tenure and age). "Years of education, meetings with supervisor, and perceived importance of the formal system have a positive impact on number of promotions for males and a negative impact for females. Perceived importance of a friend's assistance is negative for males' and positive for females' number of promotions" (Stewart and Gudykunst, 1982, p. 595). "No significant differences were uncovered with respect to expressed willingness of males and females to change employers, functional areas, or geographical location in order to advance their careers" (Rynes & Rosen, 1983, p. 113).

Rynes and Rosen (1983) stated that the male and female managerial, professional, and technical employees who

participated in a study to test for the existence of sex difference showed no differences in male and female attitudes toward career advancement. Both men and women held highly similar ideas about the size of salary increments necessary to induce acceptance of various hypothetical promotion opportunities (p. 105). Additional research compares men and women and their career development and "that women want recognition, advancement, a sense of achievement, and more responsibility on the job just as much as men do" (Baron, 1978, p. 13). "Women have the same potential as men" [Fitzgerald & Shullman, 1984] (Childress, 1986, p. 46). "Women's management styles do not appear to differ significantly from men's. Thus, the argument that management is a generic activity and that women and men should have identical managerial career development experiences seems justified" (Fitzgerald & Shullman, 1984, p. 66). This is where the positive comparison stops as "... women have not always been encouraged to develop their potential. Nor have they always taken the initiative to develop themselves or facilitate their own career development" (Childress, 1986, p. 47). "Unlike the men, the women were content to allow the steps in their career progression to unfold, taking advantage of opportunities as they materialized rather than actively seeking to create the opportunities they needed" (Women's Path to Management, 1984). "It is the 'pioneers' who reach the top echelon of

management. They are the innovators and the initiators. Only 10% of business women are classified in this category" (Schumer, 1976, p. 5).

Several problems identified for career advancement of women are: "Organizations maintain a 'male environment' and women tend to remain isolated within the organizational structure ...[Forrest and Mikolaitis (1986)]; ...the lack of training and development programs designed for women [Bolton & Humphreys, 1977] and ...the prevalence of mixed messages women receive about their worth in the organization [Wells, 1977]" (Hammer-Higgins & Atwood, 1989, p. 8).

It is also important to know how male managers and current executives perceive female employees and potential managers. "According to Rosen and Jerdee (1974), many male managers are concerned that female employees are unwilling to take risks or make sacrifices for the sake of career development. As a result, executives may be less likely to offer promotion and development opportunities to women than to identically situated men" (Rynes & Rosen, 1983, p. 105). "Perceptions regarding the appeal of the job, the existence of an informal support system, the opportunity for administrative advancement, and skills were all influential in determining career interest as were perceptions regarding promotional practices and family circumstances. Not significant as a predictor was the perception that one's

gender would be a barrier to advancement" (York, Henley & Gamble, 1985 p. 14).

"The presence of children in the home positively affected occupational mobility, as did marital stability, and extent of labor market activity. Findings suggest a need to channel women into higher-status occupations early in their lives, particularly if they are planning to combine employment and marriage" (Araji, 1983, p. 74). "A study of men and women in five diverse organizations revealed that women pay a heavier price than men for their career advancement. According to that study, women at lower levels perceived less job strain than men, but at higher levels, the reverse was true [Miller, Labovitz, & Fry, 1975]", (York, Henley, & Gamble, 1985, p. 3). "To make progress in the corporate world, most successful women have sacrificed something, be it marriage, family, or personal time" (DeGeorge, 1987, p. 76). "...women must make a commitment to advancement. ...must have the appropriate credentials, must understand the organizational structures and political processes...and be willing to take risks. Women have to choose in a way men do not have to between family and career...the personal cost is often very high" (Tinsley, 1985, p. 10).

...previously a university degree by itself would have been sufficient to ensure reasonable future prospects, these prospects are now more dependent upon the kind of degree attained and the faculty that has issued it. Although the steps to be taken towards realizing genuine equality between

the sexes in education must go beyond the classroom to touch the attitudes and beliefs of society itself, much can be achieved within schools and colleges (Istance & Chapman, 1985, p. 19).

"The traditional approaches to battling gender-based job discrimination have been affirmative action programs and legal challenges. While both...are powerful and necessary tools for fighting sex discrimination, women cannot rely solely upon such global approaches to assist them in their career advancement" (Lynch, 1990, p. 5).

Summary

Women want to advance as far as possible in their work environment. Their needs and desires match those of their male counterparts. Career counseling for women has often limited women to traditionally female roles and the working woman has not been encouraged by families, friends or counselors to develop to her fullest potential regardless of where it leads. The hopeful woman manager must work to change the image that she is unwilling to relocate, unwilling to take risks or make other sacrifices for the sake of her career. A woman must decide how she will balance family and career obligations and what steps she needs to take to insure her forward progress on the career ladder. Then the woman manager must convey in a positive manner these decisions and career desires to the appropriate persons in her organization.

education a model for career advancement or promotion within the service industry in higher education. Research has been completed on women and manufacturing, women managers, comparison between women and men, and the overall work force, with small amounts of research being found on women in the non-educational service industry such as the hospital industry. If women are to advance into the management arena within the service area of higher education, then they must be made aware of successful career paths and factors influencing that success.

Answers were sought for the following research questions:

1. What differences are there between the career paths of women managers in the service industry of higher education and women managers in the hospital industry?

2. What differences are there between the following possible influential factors on women managers in the service industry of higher education and women managers in the hospital industry:

- a. educational attainment?
- b. length of tenure in the institution?
- c. motivation for employment in this field?
- d. additional training required for this position?
- e. mentoring?
- f. career impediments?
- g. emotional support?

3. What differences are there in the perceptions of women managers in the service area of higher education versus women managers in the service area of the hospital

CHAPTER III

METHODOLOGY AND PROCEDURES

The purpose of the study was to examine the career paths of women managers in the service area of higher education and women managers in the hospital industry service area. A secondary purpose was to identify factors that influence the advancement of women managers in those areas.

Chapter III contains an explanation of the methodology and procedures used to obtain the data. The chapter was divided into seven sections: (a) statement of the problem, (b) hypothesis, (c) selection of the sample population, (d) data-collection instruments, (e) data-collection procedures, (f) data analysis, and (g) summary.

Statement of the Problem

Educational institutions have been a major employer of women within the service industry, and as the service industry continues to grow, it is predicted that the number of women in the labor force will also continue to grow. Research into the woman's relative position in management in the service industry and her career path will become of vital importance to this growing segment of our economy.

To date, the writer has found no research or documentation that offers to the woman manager in higher

education a model for career advancement or promotion within the service industry in higher education. Research has been completed on women and manufacturing, women managers, comparison between women and men, and the overall work force, with small amounts of research being found on women in the non-educational service industry such as the hospital industry. If women are to advance into the management arena within the service area of higher education, then they must be made aware of successful career paths and factors influencing that success.

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- c. motivation for employment in this field?
- d. additional training required for this position?
- e. mentoring?
- f. career impediments?
- g. emotional support?

3. What differences are there in the perceptions of women managers in the service area of higher education versus women managers in the service area of the hospital

and Wisconsin (which corresponds to the Midwest region of the Association of Physical Plant Administrators) that belong to the American Hospital Association, have been accredited by the Joint Commission on Accreditation of Hospitals and have a 70% occupancy rate. This limitation was set to make this study feasible after consulting the enormous number of hospitals within this area.

Data-Collection Instruments

The data-collection instrument was created specifically for the study (See Appendix A). The same instrument was sent to each group. Questions in the instrument survey were limited to characteristics identifying education, training, experience, position tenure, previously held positions, and modes of encouragement, including mentors and factors of impediment. The instrument also sought comments on career choices and suggestions for women looking for a career in management. The questionnaire for women managers in the hospital industry was printed on yellow paper and the questionnaire for women managers in higher education was printed on white paper to facilitate tabulation.

Each instrument consisted of 20 questions. The questions asked the respondent to provide information in the following areas: (a) highest educational level attained, (b) title of current position, (c) years in this position, (d) the method used to learn about this position, (e) the motivation to work in this position, (f) the minimum

educational level required for employment in this position, (g) the training required for employment in this position, (h) training courses taken that relate to this position, (i) the source of monies for these courses, (j) the names of courses currently being taken, if any, (k) the source of monies for this training, (l) the education required for employment in the next higher position, (m) the training required for employment in the next higher position, (n) what career impediments, if any, were encountered, (o) the factor that has contributed the most to career advancement, (p) the existence and identification of a mentor, if any, (q) the provider of emotional support, if any, and (r) the title, tenure and salary of the past 3 positions. Questions 19 and 20 were open-ended, giving the respondent an opportunity to give their perceptions of changes they would have liked to make in their career path choices and suggestions for women now entering their field who are looking for a career in management.

In December, 1990, a pilot study of the instrument was conducted to establish validity. A total of ten instruments were mailed to the first five names received from the university and hospital sectors which represented a different state. The states represented in the five for the hospital sector were Illinois, Indiana, Iowa, Minnesota and Ohio. The first five names received from the higher education sector were from the states of Indiana, Iowa,

Michigan, Ohio and Wisconsin. A total of seven (70%) responded from five different states.

Data-Collection Procedures

The sources of data for this descriptive research were obtained through mailed questionnaires, a sample of which is shown in Appendix A. Names of possible participants, who are employed in the service sector of education, were obtained from a preliminary letter of inquiry mailed to Directors of the Physical Plant, Housing, Dining Services and the Student Center of the twenty-six member colleges and universities (see Appendix B) in the Midwest Region (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin) of the Association of Physical Plant Administrators who have a 12,000+ full time equivalent student enrollment (a total of 104 letters of inquiry). The letter of inquiry (see Appendix C) asked the Director of the Physical Plant, Director of the Dining Service, Director of Housing and Director of the Student Center to submit names of individuals who met specific management criteria (see criteria under population and sample).

A similar letter of inquiry was also mailed to the Directors of Dining and Custodial Services at the one-hundred twenty-five hospitals (see Appendix D) in the above defined Midwest Region which have a 70% occupancy rate and which are members of the American Hospital Association with Joint Commission of Hospital Accreditation to obtain like

information from the non-education service sector (a total of two-hundred fifty letters of inquiry). As names were received from these initial three-hundred fifty-four sources they were divided into two groups: women managers in education and women managers in the hospital industry. From the letters of inquiry a total of one-hundred fourteen names were received from universities and colleges and one-hundred six were received from the hospital sector. All of the names received or the total population were included in the final survey (Cover letter, Appendix E).

The instrument was constructed specifically for the study. The data-collection instrument used with women managers was validated by sampling five women managers in higher education and five women managers in the hospital industry. The sample was selected to reflect a woman manager from the Physical Plant, Dining Services, Housing Services and the Student Center of the university setting and the Dining and Custodial Service areas of the hospital industry.

In January, 1991, data-collection instruments, cover letters, and stamped, self-addressed return envelopes were mailed to all of the women managers identified by their directors as having met the above criteria. A total of one-hundred fourteen questionnaires were mailed to women managers in higher education and one-hundred six

questionnaires were mailed to women managers in the hospital industry.

The collected data were organized in tables according to the frequency of responses and corresponding percentages. Recommendations, implications and suggested areas for further research were based on the recorded data. Descriptive research methodology was used to report contrasts and comparisons of the two populations and other significant findings.

Data Analysis'

A descriptive analysis was done on each item of the questionnaire with frequencies and percentages reported in table form. The data were divided into 20 sections, each representing an item on the questionnaire. Each section was divided into two parts: the response frequency and percentage illustrated in table form and the descriptive data summarizing the findings.

Summary

Chapter III contained an explanation of the methodology and procedures used to obtain the necessary data. The chapter contained a description of the populations used for the study, methods used to develop the data-collection instruments, procedures used to collect the data, and the methods used for data analysis.

The total population was used for this study and it consisted of two groups. Group one consisted of one-hundred

fourteen women managers in the service industry of higher education. Group two consisted of one-hundred six women managers in the service area of the hospital industry.

The data-collection instruments were developed for the study. Descriptive statistics were used to address the research questions.

CHAPTER IV
ANALYSIS OF DATA

The purpose of the study was to examine the career paths of women managers in the service area of higher education and women managers in the hospital industry service area and to identify factors that influence the advancement of women managers in those areas. Compared factors were: training, education attainment, organizational tenure, experience, mentors, career opportunities and possible career impediments.

The sources of data were obtained through mailed questionnaires to women managers in higher education and the hospital industry who are employed in the service sector. From the letters of inquiry a total of one-hundred fourteen names were received from universities and colleges and one-hundred six were received from the hospital sector. (See Chapter III) A response summary is provided in Table 1. The collected data were organized in tables according to the frequency of responses and corresponding percentages. Recommendations, implications and suggested areas for further research were based on the recorded data. Descriptive research methodology was used to report

contrasts and comparisons of the two populations and other significant findings.

Analysis of the research data is presented in 20 sections. Each section represents an item on the data-collection instrument. Each section has two parts: the response frequency and percentages illustrated in table form and the descriptive data summarizing the findings.

TABLE 1A

Response Summary By States

| | IL | IN | IA | MI | MN | OH | WI | TOTAL |
|----------------------|----|----|----|----|----|----|----|-------|
| First Mailing | | | | | | | | |
| Hospitals | 26 | 8 | 7 | 38 | 14 | 18 | 14 | 125* |
| Colleges | 2 | 3 | 1 | 8 | 1 | 8 | 3 | 26** |
| First Returns | | | | | | | | |
| Hospital: | | | | | | | | |
| Dining | 12 | 13 | 25 | 10 | 6 | 10 | 2 | 78 |
| Custodial | 1 | -- | 2 | 5 | 8 | 3 | 9 | 28 |
| Colleges | | | | | | | | |
| Physical Plant | -- | 2 | 1 | 4 | -- | 6 | -- | 16 |
| Housing Srvcs | -- | -- | -- | 31 | -- | 10 | -- | 41 |
| Dining Services | -- | 20 | -- | 5 | -- | 4 | 4 | 33 |
| Student Center | -- | 1 | -- | 17 | -- | 5 | 1 | 24 |

*125 sent to Dining Service and 125 sent to Custodial Services of each hospital. Total 250.

**26 sent Physical Plant, Housing Services, Dining Services and Student Center of each college. Total 104.

TABLE 1B

Response Summary By States

| | IL | IN | IA | MI | MN | OH | WI |
|-----------------|----|----|----|----|----|----|----|
| Pilot Mailing | | | | | | | |
| Hospital | 1* | 1* | 1* | | 1* | 1 | |
| Colleges | | | | | | | |
| Physical Plant | | | 1 | | | | 1* |
| Housing Srvcs | | | | 1 | | | |
| Dining Services | | | | | | 1* | |
| Student Center | | 1* | | | | | |

*Indicates questionnaire was returned.

Table 2 indicates the highest level of education that has been attained by the women managers in both areas of the service field (see Item 1). Women managers in higher education indicated that 55.7% of the 79 respondents had received a Bachelor's Degree while 34.8% of the 66 hospital industry respondents had attained the Bachelor's Degree. Thirty-six percent and 34% respectively of the women managers in the hospital industry and higher education had attained a Master's Degree. Other women managers in higher education had either a high school diploma, some college class work or an associate degree (1.3%, 2.5%, 3.8%). In the hotel industry women managers of the service area who did not have a Bachelor's Degree or a Master's Degree had a grade school education, high school diploma, some college class work or an associate degree (1.5%, 10.6%, 9.1% and 6.1%).

TABLE 1C

Response Summary of Final Population By State

| | IL | | IN | | IA | | MI | | MN | | OH | | WI | | Total |
|---|----|------|----|------|----|------|----|------|----|------|----|------|----|------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| Final Mailing (Total Population) | | | | | | | | | | | | | | | |
| Hospitals | 13 | 12.3 | 13 | 12.3 | 27 | 25.5 | 15 | 14.2 | 14 | 13.2 | 13 | 12.3 | 11 | 10.4 | 106 |
| Colleges | -- | -- | 23 | 30.4 | 3 | 1.9 | 57 | 50.0 | 1 | .9 | 25 | 21.9 | 7 | 6.1 | 114 |
| Final Returns | | | | | | | | | | | | | | | |
| Hospitals | 8 | 12.1 | 10 | 15.2 | 12 | 18.2 | 9 | 13.6 | 10 | 15.2 | 9 | 13.6 | 8 | 12.1 | 66 |
| Colleges | -- | -- | 23 | 29.1 | 1 | 1.3 | 35 | 44.3 | -- | -- | 17 | 21.5 | 3 | 3.8 | 79 |

TABLE 2

The Highest Educational Level Attained by Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 1

| Educational Level | Response | | | |
|---------------------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Grade School | -- | 1 | -- | 1.5 |
| High School Diploma | 1 | 7 | 1.3 | 10.6 |
| Some College without Degree | 2 | 6 | 2.5 | 9.1 |
| Vocational/Technical Associate Degree | 3 | 4 | 3.8 | 6.1 |
| Bachelor's Degree | 44 | 23 | 55.7 | 34.8 |
| Master's Degree | 27 | 24 | 34.2 | 36.4 |
| Other | 2 | 1 | 2.5 | 1.5 |

TABLE 3

The Title of the Current Position Held by Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 2

| Title | Response | | | |
|---|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Manager | 27 | 28 | 34.2 | 42.4 |
| Director | 9 | 11 | 11.4 | 16.7 |
| Assistant/Associate Manager or Director | 24 | 10 | 30.4 | 15.2 |
| Supervisor | 12 | 17 | 15.2 | 25.8 |
| Coordinator | 7 | -- | 8.8 | -- |

The terms used to describe the positions of women managers in the service area are: manager-34.2% in higher

education and 42.4% in the hospital industry; director-11.4% in higher education and 16.7% in the hospital industry; a title with assistant or associate included in it-30.4% in higher education and 15.2% in the hospital industry; supervisor-15.2% in higher education and 25.8% in the hospital industry; and coordinator which was found to be the title of 8.8% of the higher education respondents but of the hospital industry respondents none reported having this title (see Table 3).

The number of years that women managers who responded to item 3 had been in their current positions ranged from one year to twenty-four years, Table 4. Eighteen women managers in higher education (22.8%) had held their current positions one year and 14 women managers in the hospital industry had been in their current positions two years. These are the leading percentages with the tenure of five years (16.5%) being indicated by 13 women in higher education. Women managers in the hospital industry indicated that the second longest tenure for this group was 12.5% for both one year and five years. Beyond the six year mark, the percentages rank from 1.3% (1 response) to 5.1% (4 responses). The mean length of tenure for the current position held by women managers in higher education is 4.5 years and the median is 4.0 years. For women managers in the hospital industry the mean is slightly higher at 7.6 years while the median remains the same.

TABLE 4

The Number of Years Women Managers in the Service Area of Higher Education and the Hospital Industry Have Held Their Current Positions By Frequency and Percentage: Item 3

| Years | Response | | | |
|-------|----------------------|------------------------|---------------------|----------------------|
| | Frequency | | Percent | |
| | Higher* Education | Hospital() Industry | Higher Education | Hospital Industry |
| 1 | 18 | 8 | 22.8 | 12.5 |
| 2 | 8 | 14 | 10.1 | 21.9 |
| 3 | 8 | 7 | 10.1 | 10.9 |
| 4 | 11 | 4 | 13.9 | 6.3 |
| 5 | 13 | 8 | 16.5 | 12.5 |
| 6 | 6 | 2 | 7.6 | 3.1 |
| 7 | 2 | 2 | 2.5 | 3.1 |
| 8 | 4 | 1 | 5.1 | 1.6 |
| 9 | 1 | 1 | 1.3 | 1.6 |
| 10 | 3 | 2 | 3.8 | 3.1 |
| 11 | 1 | 3 | 1.3 | 4.7 |
| 12 | 1 | 1 | 1.3 | 1.6 |
| 13 | 1 | 2 | 1.3 | 3.1 |
| 14 | 1 | 1 | 1.3 | 1.6 |
| 15 | 1 | 3 | 1.3 | 4.7 |
| 16 | -- | -- | -- | -- |
| 17 | -- | 1 | -- | 1.6 |
| 20 | -- | 1 | -- | 1.6 |
| 24 | -- | 1 | -- | 1.6 |

* Mean 4.5, Median 4.0

() Mean 7.76 Median 4.0 4 Women in the Hospital Industry did not answer this item.

TABLE 5

The Source By Which Women Managers in the Service Area of Higher Education and the Hospital Industry Were Referred To Their Current Position By Frequency and Percentage: Item 4

| Source | Response | | | |
|---------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent* | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Advertisement in Paper | 13 | 13 | 16.5 | 19.7 |
| Heard From a Friend | 14 | 6 | 17.7 | 9.1 |
| Employment Agency | 3 | 1 | 3.8 | 9.1 |
| School Notice | 20 | 2 | 25.3 | 3.0 |
| Contacted by Organization | 21 | 20 | 26.6 | 30.3 |
| Job Posting | 15 | 4 | 19.0 | 6.1 |
| Promotion | 14 | 22 | 17.7 | 33.3 |

*Over 100.0% respondents indicated more than one source.

In item #4 women managers were given a choice of seven different sources to indicate how they learned of their current position. They were permitted to indicate as many sources as applied to their individual situation. For women managers in higher education the six most frequently checked sources were: contacted by the organization-21 responses, school notice-20 responses, job posting-15 responses, promotion and notice from a friend-14 responses and advertisement in a paper-13 responses. The least chosen source, employment agency, was selected only three times. The sources for women managers in the hospital industry were more diverse. Twenty-two (33.3%) of the women managers in the hospital industry indicated they had learned of this position by way of a promotion while 30.3% were contacted by the organization and 19.7% read about the position in the newspaper. The other sources, hearing from a friend, an

employment agency, school notice and job posting all ranked below 10% with less than 6 responses.

TABLE 6

The Motivation for Employment in the Service Area By Women Managers in Higher Education and The Hospital Industry By Frequency and Percentage: Item 5

| Motivation | Response | | | |
|---------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent* | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Salary | 41 | 36 | 51.9 | 54.5 |
| Geographic Location | 28 | 27 | 35.4 | 40.9 |
| Friendly People | 19 | 26 | 24.1 | 39.3 |
| Potential for Advancement | 43 | 36 | 54.4 | 54.5 |
| Career Change | 24 | 22 | 30.4 | 33.3 |

*Over 100.0% respondents indicated more than one motivation.

Table 6 illustrates the motivation the women managers in the service fields chose which represented the reason for entering this field. Potential for advancement (54.5%) and salary (51.9%) rank as the top two reasons for women managers in higher education to enter this field. For women managers in the hospital industry, potential for advancement and salary each had the same number of responses-36 or 54.5%) In both groups friendly people ranked last (24.1% and 39.3% respectively) in the frequency of responses.

TABLE 7

TABLE 5

The Source By Which Women Managers in the Service Area of Higher Education and the Hospital Industry Were Referred To Their Current Position By Frequency and Percentage: Item 4

| Source | Response | | | |
|---------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent* | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Advertisement in Paper | 13 | 13 | 16.5 | 19.7 |
| Heard From a Friend | 14 | 6 | 17.7 | 9.1 |
| Employment Agency | 3 | 1 | 3.8 | 9.1 |
| School Notice | 20 | 2 | 25.3 | 3.0 |
| Contacted by Organization | 21 | 20 | 26.6 | 30.3 |
| Job Posting | 15 | 4 | 19.0 | 6.1 |
| Promotion | 14 | 22 | 17.7 | 33.3 |

*Over 100.0% respondents indicated more than one source.

In item #4 women managers were given a choice of seven different sources to indicate how they learned of their current position. They were permitted to indicate as many sources as applied to their individual situation. For women managers in higher education the six most frequently checked sources were: contacted by the organization-21 responses, school notice-20 responses, job posting-15 responses, promotion and notice from a friend-14 responses and advertisement in a paper-13 responses. The least chosen source, employment agency, was selected only three times. The sources for women managers in the hospital industry were more diverse. Twenty-two (33.3%) of the women managers in

the hospital industry indicated they had learned of this position by way of a promotion while 30.3% were contacted by the organization and 19.7% read about the position in the newspaper. The other sources, hearing from a friend, an employment agency, school notice and job posting all ranked below 10% with less than 6 responses.

TABLE 6

The Motivation for Employment in the Service Area By Women Managers in Higher Education and The Hospital Industry By Frequency and Percentage: Item 5

| Motivation | Response | | | |
|---------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent* | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Salary | 41 | 36 | 51.9 | 54.5 |
| Geographic Location | 28 | 27 | 35.4 | 40.9 |
| Friendly People | 19 | 26 | 24.1 | 39.3 |
| Potential for Advancement | 43 | 36 | 54.4 | 54.5 |
| Career Change | 24 | 22 | 30.4 | 33.3 |

*Over 100.0% respondents indicated more than one motivation.

Table 6 illustrates the motivation the women managers in the service fields chose which represented the reason for entering this field. Potential for advancement (54.5%) and salary (51.9%) rank as the top two reasons for women managers in higher education to enter this field. For women managers in the hospital industry, potential for advancement

and salary each had the same number of responses-36 or 54.5%) In both groups friendly people ranked last (24.1% and 39.3% respectively) in the frequency of responses.

TABLE 7

The Minimum Educational Level Required for the Current Position Held By Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 6

| Educational Level | Response | | | |
|------------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Grade School | 2 | 9 | 2.5 | 13.6 |
| High School Diploma | 3 | 8 | 3.8 | 12.1 |
| Vocational/Technical College | 7 | 6 | 8.9 | 9.1 |
| Bachelor's Degree | 53 | 34 | 67.1 | 51.5 |
| Master's Degree | 14 | 9 | 17.7 | 13.6 |

The minimum educational level required for current positions of women managers in the service area of higher education and the hospital industry are shown in Table 7. In both higher education and the hospital industry the Bachelor's Degree is required more than any other education (67.1% and 51.5% respectively). The Master's Degree ranks second in the education arena (17.7%) and is tied for second in the hospital industry (13.6%) with a grade school education.

TABLE 8

Training That is Required for the Current Position in Addition To Formal Education For Women Managers in the Service Industry of Higher Education and the Hospital Industry By Frequency and Percentage: Item 7A

| Type of Training | Response | | | |
|-----------------------------------|------------------|--------------------|------------------|--------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital* Industry | Higher Education | Hospital* Industry |
| Experience on the Job | 63 | 42 | 79.8 | 63.6 |
| An Apprenticeship | 6 | 7 | 7.6 | 10.6 |
| An Internship | -- | 26 | -- | 39.4 |
| Specific License or Certification | 2 | 9 | 2.5 | 13.6 |
| None | 8 | -- | 10.1 | -- |

*Over 100.0% hospital industry required more than one type of training.

Beyond the formal education, additional training may be required for the current position held by women managers in the service area. Table 8 illustrates what type of training and Table 9 shows the length of each type of training women managers have indicated is necessary for their current positions. Experience on the job was indicated by 79.8% of the women managers in higher education and 63.6% of the women managers in the hospital industry as being the additional training needed for their current jobs. An internship is often required in the hospital industry,

TABLE 9

Number of Minimum Years on the Job Training Required for the Current Position Held by Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 7B

| Years | Response* | | | |
|------------------------------|-----------------------|----------------------|-----------------------|----------------------|
| | Frequency | | Percent | |
| | Higher** Education | Hospital Industry | Higher() Education | Hospital Industry |
| ON THE JOB EXPERIENCE | | | | |
| 1 | 7 | 5 | 11.7 | 12.5 |
| 2 | 16 | 8 | 26.7 | 20.0 |
| 3 | 15 | 12 | 25.0 | 30.0 |
| 4 | 6 | 2 | 10.0 | 5.0 |
| 5 | 13 | 11 | 21.7 | 27.5 |
| 6 | 1 | -- | 1.7 | -- |
| 10 | 1 | 2 | 1.7 | 5.0 |
| 20 | 1 | -- | 1.7 | -- |

*19 Women in Higher Education did not answer this item. 26 Women in the Hospital Industry did not answer this item.

** Mean 3.483; Median 3.0

() Mean 3.5; Median 3

APPRENTICESHIP

| | | | | |
|----|----|----|------|------|
| 1 | 2 | 3 | 33.3 | 60.0 |
| 2 | 1 | -- | 16.7 | -- |
| 3 | 1 | 1 | 16.7 | 20.0 |
| 15 | 1 | -- | 16.7 | -- |
| 20 | -- | 1 | -- | 20.0 |
| 22 | 1 | -- | 16.7 | -- |

*73 Women in Higher Education did not answer this item. 61 Women in Hospital Industry did not answer this item.

** Mean 8.167 Median 2.5

() Mean 4.2 Median 1.0

INTERNSHIP

| | | | | |
|----|----|----|----|------|
| 1 | -- | 20 | -- | 95.2 |
| 10 | -- | 1 | -- | 4.8 |

*No Women in Higher Education and 45 Women in the Hospital Industry responded to this item.

() Mean 1.4 Median 1.0

**SPECIFIC CERTIFICATION/
LICENSE**

| | | | | |
|----|----|---|-------|------|
| 1 | 2 | 9 | 100.0 | 90.0 |
| 11 | -- | 1 | -- | 10.0 |

*77 Women in Higher Education did not answer this item and 56 women in the Hospital Industry did not answer this item.

() Mean and Median 1.0

39.4%, while 10.1% of the women managers in higher education indicated no additional training was required. For on-the-job training positions in higher education 26.7% (16 responses) require a minimum of two years experience with the second highest requirement being three years of on-the-job experience. In the hospital industry more women managers require a minimum of three years on-the-job experience (30%) than the second highest group which required five years on the job experience. The mean for higher education was 3.4 years with the median being 3 years. The hospital industry had a mean of 3.5 years and a median of 3.0 years (Table 9).

In regard to an apprenticeship a total of six women managers in higher education mentioned an apprenticeship as a necessary on-the-job requirement and five women managers in the hospital industry said it was a requirement for their position. Both groups indicated that a one year-apprenticeship was most often required. No women managers in higher education indicated a required internship while 21 women managers in the hospital industry said that an internship (1 year, 95.2%) was required. The licensing or certification as a minimum requirement for women managers was also mentioned more by women managers in the hospital industry (10 responses) than women managers in higher education (2 responses). The majority of those who responded to the item of certification and licensing (9

responses, 90%) indicated a one-year license or certification was necessary.

TABLE 10

Training Courses Taken By Women Managers in the Service Area of Higher Education and the Hospital Industry Related to the Current Position By Frequency and Percentage: Item 8

| Subject | Response | | | |
|---|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent* | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Working with Employees | 18 | 8 | 14.4 | 8.4 |
| Performance Appraisals | 3 | 3 | 2.4 | 3.1 |
| Communication Skills | 3 | 4 | 2.4 | 4.2 |
| Job-Specific Technical Skills | 39 | 31 | 31.2 | 32.6 |
| General Management and Supervisory Skills | 32 | 27 | 25.6 | 28.4 |
| Stress Management | 4 | 1 | 3.2 | 1.1 |
| Computer Literacy | 7 | 2 | 5.6 | 2.1 |
| Degree Completion | 3 | 3 | 3.2 | 2.4 |
| None | 16 | 16 | 12.8 | 16.8 |

*Based on a total response of 125 women managers from higher education and 95 women managers from the hospital industry.

The responses given by women managers to Item 8 were divided into course subjects according to their title and/or short description; the category 'none' indicated no class work was taken (Table 10). The majority of course work taken by women managers in the service area of either the hospital industry or higher education was directly related to obtaining or increasing the knowledge of technical skills

which were job specific (32.6% for hospital managers and 31.2% for higher education managers). Some examples mentioned were: Custodial Training for Cleaning Specialists, Physical Facilities Management, and Dietary Managers Certification for higher education managers. For the hospital industry some examples were: Food Service Management, Productivity as It Relates to the Healthcare Professional, and Executive Housekeeping Course.

General management and supervisory skills was the second most frequently occurring class work (28.4% for hospital managers and 25.6% for higher education managers). Sixteen of the ninety-five (16.8%) women managers in the hospital industry who responded to this item stated they had not taken any courses related to their current position. Sixteen of the one-hundred twenty-five responses (12.8%) by women managers in higher education indicated no course work had been taken that related to their current position.

TABLE 11

The Source of Payment of Fees for Education/Training Courses That Were Related to the Current Position of Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 9

| Source of Payment | Response | | | |
|---|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| CLASS 1 | | | | |
| Personal Income | 5 | 12 | 6.3 | 18.2 |
| Organizational Benefit | 46 | 31 | 58.2 | 47.0 |
| Combination of Personal Income and Organizational Benefit | 9 | 13 | 11.4 | 19.7 |
| None* | 19 | 10 | 24.1 | 15.2 |
| CLASS 2 | | | | |
| Personal Income | 4 | 6 | 5.1 | 9.1 |
| Organizational Benefit | 36 | 27 | 45.6 | 40.9 |
| Combination of Personal Income and Organizational Benefit | 8 | 12 | 10.1 | 18.2 |
| None* | 31 | 21 | 39.2 | 31.8 |
| CLASS 3 | | | | |
| Personal Income | 1 | 5 | 1.3 | 7.6 |
| Organizational Benefit | 35 | 22 | 44.3 | 33.3 |
| Combination of Personal Income and Organizational Benefit | 4 | 13 | 5.1 | 19.7 |
| None* | 39 | 26 | 49.4 | 39.4 |

*None indicates these respondents had not taken any job related course work or had only taken one or two classes.

Item 9 dealt with the payment of fees for the previously mentioned education/training courses that were

related to the current positions of women managers. For each class that was listed the respondents were to indicate who paid the fees. In all work related courses taken by women managers in the service area the majority of the fees were paid as an organizational benefit, (58.2% and 47.0% for class 1; 45.6% and 40.9% for class 2; 44.3% and 33.3% for class 3 respectively). Table 11 also illustrates that a high percentage of women, (from 24% to 49.4% for women in higher education and 15.2% to 39.4% for women managers in the hospital industry), of women have not taken any work-related classes.

TABLE 12

Women Managers in the Service Area of Higher Education and the Hospital Industry Currently Taking Work-Related Courses or Job Training by Frequency and Percentage: Item 10

| | Response | | | |
|-----|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Yes | 23 | 16 | 29.1 | 24.2 |
| No | 56 | 50 | 70.9 | 75.8 |

Table 12 Continued.

The Area Being Studied By Those Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage

| Level of Study | Response | | | |
|-----------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Bachelor's Degree | 1 | 4 | 1.3 | 6.1 |
| Master's Degree (MBA) | 7 | 4 | 8.9 | 6.1 |
| Computer Literacy | 6 | 3 | 7.6 | 4.5 |
| Management Skills | 7 | 3 | 8.9 | 4.5 |

The majority of women in the service area of both higher education and the hospital industry are not currently taking any work-related classes as illustrated by the responses recorded in Table 12. Over 70% (56 responses) of the women managers in higher education and over 75% (50 responses) of the women managers in the hospital industry indicated they were not currently taking work-related courses. In the second part of Item 10 the level of study listed by women managers currently taking classes have been divided into four areas: Bachelor's Degree, Master's Degree (MBA), computer literacy and management skills. The frequencies of these responses were actual and the corresponding percentages were based on a total of 100% or 79 and 66 responses respectively.

TABLE 13

The Source of Payment of Fees for Education/Training Courses Currently Being Taken By Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 11

| Source of Payment | Response | | | |
|------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| <u>Class 1</u> | | | | |
| Personal Income | 2 | 5 | 2.5 | 7.6 |
| Organizational Benefit | 14 | 13 | 17.7 | 19.7 |
| Combination | 7 | 3 | 8.9 | 4.5 |
| None | 56 | 45 | 70.9 | 68.2 |
| <u>Class 2</u> | | | | |
| Personal Income | 1 | -- | 1.3 | -- |
| Organizational Benefit | 8 | 6 | 10.1 | 9.1 |
| Combination | 2 | 4 | 2.5 | 6.1 |
| None | 68 | 56 | 86.1 | 84.8 |
| <u>Class 3</u> | | | | |
| Personal Income | 2 | -- | 2.5 | -- |
| Organizational Benefit | 3 | 3 | 3.8 | 4.5 |
| Combination | -- | 3 | -- | 4.5 |
| None | 74 | 60 | 93.7 | 90.9 |

The responses to Item #11 illustrated that the majority of class work currently being taken by women managers in the service area is paid through an organizational benefit. Fourteen women managers in higher education and 12 women managers in the hospital industry indicated a corresponding 17.7% and 18.2% respectively that their class work was paid

as an organizational benefit. This percentage was based on 100% and echoes the data found in Item #10 that a large percentage of women managers in the service area are not taking work-related courses (70.9% for women managers in higher education and 68.2% for women managers in the hospital industry).

TABLE 14

Education That is Needed for Women Managers in the Service of Area of Higher Education and the Hospital Industry to Advance From Their Current Position to the Position They Report To By Frequency and Percentage: Item 12

| Level of Education | Response | | | |
|------------------------------|------------------|-------------------|------------------|--------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital* Industry |
| High School | 1 | 1 | 1.3 | 1.5 |
| Vocational/Technical College | 2 | 2 | 2.5 | 3.0 |
| Bachelor's Degree | 28 | 25 | 35.4 | 37.9 |
| Master's Degree | 31 | 13 | 39.2 | 19.7 |
| None | 17 | 10 | 21.5 | 15.2 |

* 15 or 22.7% of women managers in the hospital industry did not answer this item.

Education needed for women managers in the service area to advance to the position they report to differs by industry. As illustrated in Table 14, 39% of the women managers in higher education stated they would need a Master's Degree to progress up the career ladder. The

second highest area in higher education as illustrated by the responses to this item was a Bachelor's Degree with a 35.4% response. In the hospital industry a Bachelor's Degree (37.9%) was indicated by 25 responses as education needed for these women managers to move to the next highest position. A Master's Degree ranked second with 13 responses. In both cases the response that ranked third was 'none' which indicated by 21.5% of the women managers in higher education and 15.2% of the women managers in the hospital industry who said no further education was needed for them to advance to the position they report to.

TABLE 15

Training That Is Needed for Women Managers in the Service Area of Higher Education and the Hospital Industry To Advance From Their Current Position to the Position They Report to by Frequency and Percentage: Item 13

| Type of Training | Response | | | |
|----------------------------|------------------|-------------------|------------------|--------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital* Industry |
| More Experience On the Job | 46 | 26 | 58.2 | 39.4 |
| An Apprenticeship | 1 | -- | 1.3 | -- |
| An Internship | 2 | 2 | 2.5 | 3.0 |
| Additional Specific Skills | 10 | 13 | 12.7 | 19.7 |
| None | 20 | 7 | 25.3 | 10.6 |

*18 or 27.3% of the women managers in the hospital industry did not respond to this item.

'More experience on the job' is the type of training that is needed by more women managers in higher education (58.2%) and the hospital industry (39.4%) who want to advance to the position they currently report to (Table 15). Additional job specific skills was indicated by 10 women managers in higher education (12.7%) and 13 women managers in the hospital industry (19.7%) as required training for career advancement. Over 25% of women managers in higher education and 10% of the women managers in the hospital industry indicated through their responses that no further training is needed for them to advance in their careers.

TABLE 16

Women Managers in the Service Area of Higher Education and the Hospital Industry Who Have Experience Career Impediments and the Identification of these Impediments by Frequency and Percentage: Item 14

| Experienced Impediment | Response | | | |
|------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Yes | 14 | 17 | 17.7 | 25.7 |
| No | 65 | 49 | 82.3 | 74.3 |

Table 16 Continued

| Cause of Impediment | Response* | | | |
|-----------------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Lack of Education | 3 | 2 | 3.8 | 3.0 |
| Lack of Supervisory Encouragement | 4 | 4 | 5.1 | 6.1 |
| Domestic Responsibilities | 7 | 14 | 8.9 | 21.2 |
| Lack of Promotional Opportunities | 2 | 4 | 2.5 | 6.1 |
| Lack of Training | 2 | 1 | 2.5 | 1.5 |
| Lack of Management Experience | 3 | 1 | 3.8 | 1.5 |
| Lack of Assertiveness | 2 | 4 | 2.5 | 6.0 |

*Respondents could choose more than one impediment.

Of the 70 women managers in higher education and 66 women managers in the hospital industry who responded to Item #14, 82.3% and 74.3% respectively said they had never experienced a career impediment (Table 16). When asked to identify career impediment(s) the women managers in hospital industry indicated that domestic responsibilities (21.2%) were the leading impediment to their careers. The rest of the options: lack of education, supervisory encouragement, promotional opportunity, training, management experience or assertiveness ranged from 1.5% to 8.9% with none of these options showing an overwhelming choice as a career impediment for either group of respondents.

TABLE 17

The "One" Factor That Contributed the Most To the Advancement of Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 15

| Contributing Factor | Response* | | | |
|-------------------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Education | 20 | 16 | 25.3 | 24.2 |
| Encouragement from the Organization | 3 | 7 | 3.8 | 10.6 |
| Training | 1 | 3 | 1.3 | 4.5 |
| Understanding of Family | 2 | 2 | 2.5 | 3.0 |
| Experience | 18 | 11 | 22.8 | 16.7 |
| Own Initiative | 24 | 18 | 30.4 | 27.3 |
| Supervisory Encouragement | 5 | 4 | 6.3 | 6.1 |
| Promotional Opportunities | 3 | 1 | 3.8 | 1.5 |

*3 Women managers in higher education did not respond to this item.

4 Women managers in the hospital industry did not respond to this item.

Item #15 asked the women managers in the service area to indicate what 'one' factor contributed the most to their career advancement. Table 17 shows the eight categories the respondents could choose: education, encouragement from the organization, training, understanding of family, experience, own initiative, supervisory encouragement, and promotional opportunities. Women managers in higher education indicated that their 'own initiative' (30.4%) was the 'one' factor that contributed the most to their career advancement with

education ranking second (25.3%) 'Experience' was indicated by 18 (22.8%) women managers in higher education as the third highest factor contributing to their career advancement. For women managers in the hospital industry 'own initiative', 'education' and 'experience' also ranked 1, 2 and 3 (27.3%, 24.2% and 16.7% respectively).

TABLE 18

Women Managers in Service Area of Higher Education and the Hospital Industry Who Had a Mentor and His/Her Position in the Organization By Frequency and Percentage: Item 16

| Mentor | Response | | | |
|--------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Yes | 46 | 26 | 58.2 | 39.4 |
| No | 33 | 40 | 41.8 | 60.6 |

| Mentor's Position | Response* | | | |
|---|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Manager | 22 | 6 | 27.8 | 9.1 |
| Director | 5 | 9 | 6.3 | 13.6 |
| Assistant/Associate Manager or Director | 7 | 3 | 8.9 | 4.5 |
| Supervisor | 6 | 4 | 7.6 | 6.1 |
| Coordinator | 3 | 2 | 3.8 | 3.0 |

*Several respondents indicated more than one mentor.

Table 18 illustrated the data received for Item #16 regarding the mentor that women managers in the service area have had during their careers and the mentors' titles in the organization. Fifty-eight percent of the women managers in higher education indicated they had a mentor while in contrast only 39.4% of the women managers in the hospital industry responded that they had had a mentor. The titles of the mentors were divided into five categories according to the description and data provided by the respondents. These titles were manager, director, assistant or associate (in the title), supervisor and coordinator. The largest group of individuals who had been mentors for women managers in higher education had the title of manager (27.8%). The title of Director was held by more mentors of women managers in the hospital industry (13.6%) than the other titles. The percentage of the other titles of mentors of women managers in the service area did not garner over 10% of the responses. The other titles ranged from 3.8% to 9.1%.

TABLE 19

Providers of Emotional Support for Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 17

| Provider of Emotional Support | Response* | | | |
|-------------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Husband | 41 | 44 | 51.9 | 66.7 |
| Friend | 46 | 29 | 58.2 | 43.9 |
| Children | 17 | 18 | 21.5 | 27.3 |
| Co-Worker | 40 | 34 | 50.6 | 51.5 |
| Mother | 22 | 21 | 27.8 | 31.8 |
| Father | 16 | 12 | 20.3 | 18.2 |

*Respondents could indicate more than one provider of emotional support.

The data received from Item #18 was divided into three subparts: A, B, and C. Subpart A illustrated the titles for positions 1, 2 and 3 and was shown in Table 18A. Subpart B illustrated the length of tenure for positions 1, 2 and 3 and was shown in Table 18B. Subpart C illustrated the salaries for positions 1, 2 and 3 and was shown in Table 18C. Position 1 indicated the most recent job title each woman manager has held. Position 2 is the employment position held by the woman manager previous to the current position. Position 3 is the least recent position held by women managers in the service area.

TABLE 20A

The Title of the Last Three Positions Held By Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 18A

| Position | Response | | | | | | | | | | | |
|---------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| | Position 1 | | | | Position 2 | | | | Position 3 | | | |
| | Frequency | | Percent | | Frequency | | Percent | | Frequency | | Percent | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry | Higher Education | Hospital Industry | Higher Education | Hospital Industry | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| None* | 8 | 9 | 10.1 | 13.6 | 11 | 17 | 13.9 | 25.8 | 21 | 26 | 26.6 | 39.4 |
| Manager | 31 | 23 | 39.2 | 34.8 | 28 | 11 | 35.4 | 16.7 | 21 | 10 | 26.6 | 15.2 |
| Supervisor | 11 | 12 | 13.9 | 18.2 | 15 | 7 | 19.0 | 10.6 | 11 | 5 | 13.9 | 7.6 |
| Assistant/Associate | 15 | 14 | 19.0 | 21.2 | 10 | 16 | 12.7 | 24.2 | 12 | 5 | 15.2 | 2.6 |
| Director | 9 | 5 | 11.4 | 7.6 | 7 | 2 | 8.9 | 3.0 | 2 | 2 | 2.5 | 3.0 |
| Coordinator | 5 | 3 | 6.3 | 4.5 | 8 | 13 | 10.1 | 19.7 | 12 | 18 | 15.2 | 27.3 |

*Indicates respondents did not answer this question.

In Table 20A the title of the last three positions held by women managers in the service area are illustrated. These titles were divided into five categories according to the description and data provided by the respondents. These titles were manager, supervisor, assistant or associate (in the title), director and coordinator. The data received concerning Position 1 showed that women managers in the service area held the title of 'manager' more than any other title, 39.2% for women managers in higher education and 34.8% for women managers in the hospital industry. Position 2 or the position women managers have held prior to their current positions carried the title of 'manager' for 35.4% of the women managers in higher education who responded to this item. In the hospital industry the title for Position 2 had the words Assistant or Associate connected with it 21.2% of the time. Position 3 indicated the least recent position of the last 3 positions held by women managers in higher education and the hospital industry. Women managers in higher education who have held 2 previous positions have had the title 'manager' most often associated with these positions (26.6%). The titles of 'assistant or associate' and 'coordinator' ranked second with 15.2% each. Women managers in the hospital industry who reported holding an employment position twice previously indicated their titles were 'coordinator' (27.3%) more often

than any other including 'manager' with 15.2% response percentage.

Table 20B illustrates the number of years women managers have held their last 3 positions. Position 1 or the current position has been held one year for 19.4% of the women managers in higher education and two years for 25.9% of the women managers in the hospital industry. Two and three years of tenure ranked 2nd for women managers in higher education (15.5% and 10.3% respectively). The mean for women managers in higher education was 4.9 years and the median was 4.0 years. The mean for women managers in the hospital industry was 5.7 years and the median was 3.0 years.

Position 2 for women managers in higher education showed the highest tenure length at two years or 30.0% with the second ranking once again being one and two years (17.7% each). Position 2 in the hospital industry shows 28.3% or 15 responses for two years as the length of employment in Position 2. Four years garnered 20.8% of the responses for women managers in the hospital industry. The mean for women in higher education was 4.2 years and the median was 3.0 years. A mean of 3.6 years and a median of 3.0 years was held by women managers in the hospital industry for Position 2.

TABLE 20B

The Number of Years Women Managers in the Service Area of Higher Education and the Hospital Industry Have Held Their Last Three Positions By Frequency and Percentage: Item 18B

| No. of Years | Response | | | | | | | | | | | |
|--------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|-----|------|-----|------|-----|------|
| | Position 1 | | Position 2 | | Position 3 | | | | | | | |
| | Higher Education | Frequency Percent | Higher Education | Frequency Percent | Higher Education | Frequency Percent | | | | | | |
| 1 | 14 | 19.4 | 9 | 15.5 | 12 | 17.1 | 8 | 15.1 | 13 | 23.2 | 12 | 27.3 |
| 2 | 10 | 13.9 | 15 | 25.9 | 21 | 30.0 | 15 | 28.3 | 19 | 33.9 | 12 | 27.3 |
| 3 | 8 | 13.9 | 6 | 10.3 | 12 | 17.1 | 5 | 9.4 | 9 | 16.1 | 7 | 15.9 |
| 4 | 7 | 11.1 | 3 | 5.2 | 7 | 10.0 | 11 | 20.8 | 3 | 5.4 | 3 | 6.8 |
| 5 | 7 | 9.7 | 4 | 6.9 | 7 | 10.0 | 5 | 9.4 | 7 | 12.5 | -- | -- |
| 6 | 1 | 9.7 | 1 | 1.7 | 3 | 4.3 | 4 | 7.5 | 1 | 1.8 | 2 | 4.5 |
| 7 | 4 | 1.4 | 4 | 6.9 | 4 | 5.7 | -- | -- | -- | -- | 1 | 2.3 |
| 8 | 1 | 5.6 | 1 | 1.7 | 1 | 1.4 | 2 | 3.8 | -- | -- | -- | -- |
| 9 | 2 | 1.4 | 1 | 1.7 | -- | -- | -- | -- | 1 | 1.8 | 1 | 2.3 |
| 10 | 1 | 2.8 | 1 | 1.7 | -- | -- | 2 | 3.8 | 2 | 3.6 | 1 | 2.3 |
| 11 | 1 | 1.4 | 3 | 5.2 | -- | -- | 1 | 1.9 | -- | -- | 2 | 4.5 |
| 12 | 1 | 1.4 | 3 | 5.2 | -- | -- | -- | -- | -- | -- | 1 | 2.3 |
| 13 | 1 | 1.4 | 1 | 1.7 | 1 | 1.4 | -- | -- | -- | -- | 1 | 2.3 |
| 14 | 1 | 1.4 | 1 | 1.7 | -- | -- | -- | -- | -- | -- | -- | -- |
| 15 | 2 | 2.8 | 2 | 3.4 | 1 | 1.4 | -- | -- | -- | -- | 1 | 2.3 |
| 16 | 1 | 1.4 | 1 | 1.7 | -- | -- | -- | -- | 1 | 1.8 | -- | -- |
| 17 | -- | -- | 1 | 1.7 | -- | -- | -- | -- | -- | -- | -- | -- |
| 20 | 1 | 1.4 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 22 | -- | -- | 1 | 1.7 | -- | -- | -- | -- | -- | -- | -- | -- |
| Mean | 4.9 | | 5.7 | | 4.2 | | 3.6 | | 3.1 | | 3.8 | |
| Median | 4.0 | | 3.0 | | 3.0 | | 3.0 | | 2.0 | | 2.0 | |

The least recent position held by women managers in higher education (Position 3) had a tenure of two years (33.9%) by the majority of those who responded to this item. With 13 responses (23.2%) the women managers in higher education indicated they had held Position 3 one year before advancing to Position 2. Women managers in the hospital industry indicated that Position 3 had been held an equal amount of one and two years (27.3%) before advancing to Position 2. The mean for Position 3 for women managers in higher education was 3.1 years and the median was 2.0 years. The mean for women managers in the hospital industry was 3.8 years and 2.0 years was the median.

Table 20C illustrates the salaries for Positions 1, 2 and 3 as indicated by women managers in the service area. The salary range for Position 1 of both groups was extensive. It was for this reason and the ease of illustration and comprehension that the salaries of each position were grouped in \$5,000 increments ranging from up to \$10,000 to above \$50,000. Women managers in higher education had salaries that ranged from \$8,000 to \$63,000 with a mean of \$30,526 and a median of \$29,000. The range of \$25,001-\$30,000 received 13 responses which was the largest number of responses of this group. Women managers in the hospital industry's salaries ranged from \$20,000 to \$54,000 with a mean of \$30,394 and a median of \$32,500.

TABLE 20C

The Salary of the Last Three Positions Held by Women Managers in the Service Area of Higher Education and the Hospital Industry: Item 18C

| Salary | Response | | | | | | | | | | | |
|--|-------------|---------|--|-------------|---------|---|-------------|---------|---------------------|------|------|------|
| | Position 1* | | | Position 2* | | | Position 3* | | | | | |
| | Frequency | Percent | Hospital() Industry | Frequency | Percent | Hospital() Industry | Frequency | Percent | Hospital() Industry | | | |
| Up to \$10,000 | 2 | 3.0 | 3 | 5.9 | 2 | 3.0 | 3 | 6.7 | 4 | 7.3 | 2 | 5.6 |
| 10,001-15,000 | 7 | 10.4 | 2 | 3.9 | 9 | 13.6 | 7 | 15.6 | 10 | 18.2 | 6 | 16.7 |
| 15,001-20,000 | 5 | 7.5 | 8 | 15.7 | 13 | 19.7 | 5 | 11.1 | 13 | 23.6 | 9 | 25.0 |
| 20,001-25,000 | 9 | 13.4 | 6 | 11.8 | 17 | 25.8 | 15 | 33.3 | 14 | 25.5 | 11 | 30.6 |
| 25,001-30,000 | 13 | 19.4 | 4 | 7.8 | 14 | 21.2 | 8 | 17.8 | 6 | 5 | 10.9 | 13.9 |
| 30,001-35,000 | 9 | 13.4 | 6 | 11.8 | 3 | 4.5 | 3 | 6.7 | 5 | 9.1 | 2 | 5.6 |
| 35,001-40,000 | 7 | 10.4 | 13 | 25.5 | 4 | 6.1 | 3 | 6.7 | 1 | 1.8 | -- | -- |
| 40,001-45,000 | 8 | 11.9 | 4 | 7.8 | 3 | 4.5 | -- | -- | 1 | 1.8 | 1 | 1.8 |
| 45,001-50,000 | 2 | 3.0 | 2 | 3.9 | -- | -- | -- | -- | 1 | 1.8 | -- | -- |
| above \$50,000 | 5 | 7.5 | 3 | 5.9 | 1 | 1.5 | 1 | 2.2 | -- | -- | -- | -- |
| *12 women managers in higher education did not answer this item. 15 women managers in the hospital industry did not answer this item. () Mean is \$30,527; Median is \$29,000 () Mean is \$30,391; Median is \$32,500 | | | *13 women managers in higher education did not answer this item. 21 in the hospital industry did not answer this item. () Mean is \$24,013; Median is \$22,250 () Mean is \$23,100; Median is \$23,000 | | | *24 women managers in higher education did not answer this item. 30 women managers in the hospital industry did not answer this item. () Mean is \$21,396; Median is \$20,800 () Mean is \$21,130; Median is \$20,900 | | | | | | |

Thirteen women managers (25.5%) indicated they had received a salary between \$35,001 and \$40,000.

Position 2 also shows a wide range of salary figures-- \$10,000 to \$65,000 for women managers in higher education and \$10,000 to \$51,000 for women managers in the hospital industry. The majority of women managers in higher education reported that in Position 2 they received a salary between \$20,001 and \$25,000 (25.8%) while 33.3% of the women managers in the hospital industry reported their salary was in this range for Position 2. The mean salary for women managers in higher education for Position 2 was \$24,013 and the median was \$22,250. The mean salary for women managers in the hospital industry for Position 2 was \$23,100 and the median was \$23,000.

Fourteen women in higher education indicated that their salaries had been in the \$20,001-\$25,000 range during their employment in Position 3. Once again there was a wide range of salaries (\$6,000-\$48,000) with the mean being \$21,396 and the median at \$20,800). The majority of salaries of women managers in the hospital industry was in the two ranges \$20,001-\$25,000 (30.6%) and \$15,001-\$20,000 (25.0%) among those responding to Position 3. The range for Position 3 was \$6,000-\$45,000 with a mean of \$21,130 and a median of \$20,900.

TABLE 21

Career Path Changes Desired By Women Managers in the Service Area of Higher Education and the Hospital Industry By Frequency and Percentage: Item 19

| Change | Response | | | |
|---|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent* | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Obtained More Education Before Marriage | 21 | 25 | 28.8 | 21.0 |
| Chosen a Different Career | 17 | 12 | 23.3 | 20.0 |
| Taken More Career Risks | 7 | 2 | 9.6 | 3.3 |
| Stayed In One Job Longer | -- | 1 | -- | 1.7 |
| Been More Aware of Career Problems | -- | 1 | -- | 1.7 |
| Obtained More Related Experience | 2 | -- | 2.7 | -- |
| Sought a Better Paying Position | -- | 1 | -- | 1.7 |
| Been More Professional Acting | 1 | -- | 1.4 | -- |
| Made No Changes | 24 | 18 | 34.2 | 30.0 |

*Percentages based on total response of 73 Women Managers from Higher Education and 60 from the Hospital Industry

The statistics reported in Table 21 summarized the changes in the career path that women managers would have made if possible. The majority of the women managers who responded to this item said they would not have made any changes in their past career path choices (34.2% for higher education managers and 30% for hospital industry managers). The overall leading change that women managers would have

made, if possible, was to have obtained more or completed their education before having a family (28.8% for higher education and 21% for hospitals). The third ranked category, choosing a different career altogether, showed significant response frequency of 17 (23.3%) for women managers in higher education and (12) 20% for women managers in hospital industry.

TABLE 22

Suggestions by Women Managers in the Service Area of Higher Education and the Hospital Industry to Other Women Entering The Service Field Who Desire To Become Managers: Item 20

| Suggestions | Response | | | |
|-----------------------------------|------------------|-------------------|------------------|-------------------|
| | Frequency | | Percent* | |
| | Higher Education | Hospital Industry | Higher Education | Hospital Industry |
| Get More Education | 21 | 29 | 21.6 | 30.5 |
| Get More Experience | 19 | -- | 17.0 | -- |
| Be Self-Motivated, Hard Working | 24 | 3 | 21.4 | 3.2 |
| Be People-Oriented | 9 | 11 | 8 | 11.6 |
| Take the Future in Your Own Hands | -- | 17 | -- | 17.9 |
| Be Persistent | 11 | 5 | 9.8 | 5.3 |
| Be Willing To Compromise | 12 | 11 | 10.7 | 11.6 |
| Find a Mentor and Network | 16 | 11 | 14.3 | 11.6 |
| Enjoy the Work | -- | 8 | -- | 8.4 |

*Percentage based on total responses of 112 women managers from higher education and 95 from the hospital industry.

The statistics reported in Table 22 summarized the suggestions women managers in the service area of higher education and the hospital industry would give to other women who are entering these field and desire a career in management. Twenty-nine (30.5%) of the women managers in the hospital industry and twenty-one (21%) of the women managers in higher education offered the suggestion that women desiring to enter this field and become managers should get more education. Those in the hospital industry suggested that the woman manager take her future in her own hands (17.9%) while women managers in higher education said is it important for women managers to be self-motivated and hard working. Three suggestions by women in the hospital industry all ranked with similar importance (11.6%) in the third position: Be people oriented, Be willing to compromise, Find a mentor and network. For women managers in higher education the third most mentioned suggestion (17%) was to get more experience.

Summary

The purpose of the study was to examine the career paths of women managers in the service area of higher education and women managers in the hospital industry service area. A secondary purpose was to identify factors that influence the advancement of women managers in those areas.

The research questions compared selected factors of influence on the career paths of women managers in higher education and in the hospital industry, such as training, education attainment, organizational tenure, experience, mentors, career opportunities and possible career impediments. Data were collected from one-hundred fourteen women managers in the service area of higher education and one-hundred six women managers in the service area of the hospital industry. In Chapter IV data concerning the hypotheses and research questions were illustrated in table form followed by a descriptive narrative. The data received were divided into 20 sections to correspond with the 20 items on the questionnaire. These 20 sections were each divided into two parts: the response frequency and percentages illustrated in table form and the descriptive data summarizing the findings. The responses of women managers in the service area of higher education and the hospital industry were compared in the following areas: educational attainment, current position title, years in current position, source of present position, motivation to work in service area, minimum educational level required for current position, additional training required, current training courses being taken and the payment of appropriate fees, current work-related courses and appropriate fees, education and training needed for career advancement, identification of career impediments, advancement factors,

identification of mentor, provider of emotional support, last 3 employment positions, their tenure and salary, career changes and suggestions for other women seeking a career in management.

CHAPTER V
SUMMARY, FINDINGS, CONCLUSIONS,
IMPLICATIONS, AND RECOMMENDATIONS

The purpose of the study was to examine the career paths of women managers in the service area of higher education and women managers in the hospital industry service area. A secondary purpose was to identify factors that influence the advancement of women managers in those areas.

This research outlined the career paths of women managers in the service industry in educational and in non-educational organizations. In addition it also should serve as an aid to educational institutions, organizations outside of education and the various women currently employed and those who desire employment in these areas to assess their own unique situations. It identified encouragements and impediments to the promotion of qualified women in the areas of management within the service industry.

The research questions compared selected factors of influence on the career paths of women managers in higher education and in the hospital industry, such as training, education attainment, organizational tenure, experience, mentors, career opportunities and possible career impediments. Answers were sought for the following research questions:

1. What differences are there between the career paths of women managers in the service industry of higher education and women managers in the hospital industry?
2. What differences are there between the following possible influential factors of women managers in the service industry of higher education and women managers in the hospital industry:
 - a. educational attainment?
 - b. length of tenure in the institution?
 - c. motivation for employment in this field?
 - d. additional training required for this position?
 - e. mentoring?
 - f. emotional support?
 - g. career impediments?
3. What differences are there in the perceptions of women managers in the service area of high education versus women managers in the service area of the hospital industry (encouragements vs. hindrances in achieving career goals)?

The following hypotheses were tested to assist in identifying factors which serve as encouragements or impediments to the promotion of qualified women in the areas of management within the service industry:

A. There is no difference between the career paths of women managers in the service industry of higher education and women managers in the hospital industry.

B. There is no difference between the educational attainment, length of tenure, motivation for employment, additional training required, mentoring, career impediments and emotional support of women managers in the service industry of higher education and women managers in the hospital industry.

C. There is no difference between the perceptions of women managers in the service area of higher education and women managers in the service area of the hospital industry in regard to encouragements vs. hindrances in achieving career goals.

Data were collected from the total population of women managers in the service field of higher education and the hospital industry. These names were submitted by Directors of Dining Services and Custodial Services of Hospitals and Directors of the Physical Plant, Dining Services, Housing Services and the Student Center of Colleges and Universities within the Midwest Region as defined by the Association of Physical Plant Administrators. One-hundred fourteen women managers in higher education and one-hundred six women managers in the hospital industry participated in the study.

SUMMARY

Chapter I included an introduction, statement of the problem, purpose of the study, significance of the study, limitations of the study, methodology and procedures, the definition of terms and the organization of the study. Chapter II contained a review of the literature related to the woman manager. Areas that were presented are:

Women in the work force, the economy and society
Statistical history related to the employment of
women

Women in higher education

The service industry

Women in management and as managers

Women and career development

Chapter III consisted of the presentation of methods and procedures used to conduct the study.

Chapter IV contained a report of the data and attendant analysis.

The 1970s and increase demand for service brought about many dramatic changes for the working woman. "During the 1970s, 90% of all new jobs to women were in the service industries; and by 1979, more than 4 out of every 5 (81%) of all employed women worked in service producing industries" [Service Producing Industries, 1981], (Sokoloff, 1982, p. 16).

Women represent a very high proportion of service workers, where they have been traditionally employed in high numbers. However, the number of women managers in the service sector does not proportionately compare to this high number. Women are predicted to increase their position in the labor force, to 65% of the labor force growth by the year 2000.

As the service industry continues to grow, and as more women enter service-oriented positions than ever before, the woman manager must be prepared for career mobility. The resource of education, skill, ability and influence that is found in the woman manager of today must be used and not wasted if higher education is to function in an accountable manner.

This study highlighted what the career paths of the women managers of service operations in higher education and non-education have been and the skills and factors which may have influenced this progress. This study has sought to determine the career paths of women managers in the service field of higher education and the hospital industry including the education and training needed for women in the service area to advance to management positions. In addition, the study sought to inform women desiring to enter this field of the expectations of continued education and training, salary, tenure, the impediments and keys to advancement that impact the position of management for women

in the service area of higher education and the hospital industry.

Findings

Findings are presented in two sections: women managers in the service field of higher education and women managers in the service field of non-education or the hospital industry.

Findings Based on Women Managers in Higher Education Data

1. The highest educational level attained by the majority of women managers in higher education (55.7%) was the Bachelor's Degree.
2. Over 34% of the women managers in higher education held the title of 'manager' and over 30% held the title of 'Assistant or Associate' manager or director.
3. Women managers in higher education who have held their current positions one year (22.8%) outnumber any other group of women managers in higher education. The average number of years in their current positions was 4.5 years.
4. More women managers in higher education learned of their current positions from a school notice (25.3%) or were contacted by the organization (26.6%) than from any other source.
5. Potential for advancement was the top motivating factor (54.5%) for women managers in higher education to work in their current positions.

6. The minimum educational level required for the majority (67.1%) of women managers in their current position in higher education was the Bachelor's Degree.

7. Over 79% of the women managers in higher education reported that a two year on-the-job experience was necessary for their current positions.

8. Over 31% of the women managers in higher education reported that training courses they had taken were related to job-specific technical skills and over 25% said the courses they had taken were general management and supervisory skills.

9. The monies needed to pay for the training courses taken by women managers in higher education was provided through an organizational benefit more than any other source.

10. Most women managers in higher education are not now currently taking work-related courses (70.9%) and the women managers who are taking courses are studying for either a Master's Degree or furthering their management skills.

11. The classes currently being taken by women managers in higher education are being paid through an organizational benefit more than from any other source.

12. In order for women managers in higher education to make a career advancement a Master's Degree is needed by over 39% of the women that responded.

13. More on-the-job experience is needed by 58.2% of the women managers in higher education in order for them to advance in their careers.

14. Over 82% of the women managers in higher education reported they had not experienced any career impediments. Those women managers in higher education who did report a career impediment said that domestic responsibilities was the chief cause (8.9%).

15. The 'one' factor that has contributed the most to the advancement of women managers in higher education was their 'own initiative' (30.4%).

16. Most women managers in higher education have had the experience of a mentor (58.2%) and this person usually carried the title of 'manager' (27.8%).

17. Friend (58.2%), husband (51.9%) and co-worker (50.6%) provided the most emotional support for women managers in higher education.

18. Most women managers in higher education have held the title of 'manager' in their past three positions. Their tenure in these positions averaged between 4.9 and 3.1 years. The salary range has risen from \$20,001-\$25,000 for Positions 2 and 3 to \$25,001-\$30,000 for Position 1.

19. If women managers in higher education could change anything about their career path, it would be to have obtained an education before marriage or chosen a different

career and in that order. However most women managers reported they would not make any changes (34.2%).

20. 'Get more education', 'be self-motivated' and 'work hard' and 'find a mentor and network' are the suggestions most women managers in higher education would give to women entering the service field and who wish to become managers.

Findings Based on Women Managers in Non-Education

(Hospital Industry) Data

1. The highest educational level attained by the majority of women managers in the hospital industry (36.4%) was the Master's Degree.

2. Over 42% of the women managers in the hospital industry held the title of 'manager' and over 25% held the title of 'Supervisor'.

3. Women managers in the hospital industry who have held their current positions two years (21.9%) outnumber any other group of women managers in higher education. The average number of years in their current positions was 7.7 years.

4. More women managers in the hospital industry learned of their current positions by way of a promotion (33.3%) or were contacted by the organization (30.3%) than from any other source.

5. Potential for advancement and salary were the top motivating factors (54.5% each) for women managers in the hospital industry to work in their current positions.

6. The minimum educational level required for the majority (51.5%) of women managers in their current position in the hospital industry was the Bachelor's Degree.

7. Over 63% of the women managers in the hospital industry reported that a three year on-the-job experience was necessary for their current positions.

8. Over 32% of the women managers in the hospital industry reported that training courses they had taken were related to job-specific technical skills and over 28% said the courses they had taken were general management and supervisory skills.

9. The monies needed to pay for the training courses taken by women managers in the hospital industry was provided through an organizational benefit more than any other source.

10. Most women managers in the hospital industry are not now currently taking work-related courses (75.8%) and the women managers who are taking courses are studying for either a Bachelor's or Master's Degree.

11. The classes currently being taken by women managers in the hospital industry are being paid through an organizational benefit more than from any other source.

12. In order for women managers in the hospital industry to make a career advancement a Bachelor's Degree is needed by over 37% of the women that responded.

13. More on-the-job experience is needed by 39.4% of the women managers in the hospital industry in order for them to advance in their careers.

14. Over 74% of the women managers in the hospital industry reported they had not experienced any career impediments. Those women managers in higher education who did report a career impediment said that domestic responsibilities was the chief cause (21.2%).

15. The 'one' factor that has contributed the most to the advancement of women managers in the hospital industry was their 'own initiative' (27.3%).

16. Most women managers in the hospital industry have not had the experience of a mentor (60.6%) and for those that did this person usually carried the title of 'director' (13.6%).

17. Husband (66.7%), co-worker (51.5%) and friend (43.9%) provided the most emotional support for women managers in the hospital industry.

18. Most women managers in the hospital industry hold the title of 'manager' in their current position with the title of 'assistant or associate' and 'coordinator' being the titles held previously. Their tenure in these positions averaged between 5.7 and 3.8 years. The salary range has

risen from \$20,001-\$25,000 for Positions 2 and 3 to \$35,001-\$40,000 for Position 1.

19. If women managers in the hospital industry could change anything about their past career path, it would be to have obtained an education before marriage or chosen a different career and in that order. However most women managers reported they would not make any changes (30.0%).

20. 'Get more education' and 'take the future in your own hands' are the suggestions most women managers in the hospital industry would give to women entering the service field and who wish to become managers.

Conclusions

The following conclusions are drawn from the findings of the study as inferences to the population of women managers in the service field of higher education and women managers in non-education or the hospital industry.

1. The majority of women managers in both groups have attained either a Bachelor's or Master's Degree as a condition for their current positions. With over 60% of each group reporting the attainment of a Bachelor's or Master's Degree as necessary for their current position and over 70% of each group reporting the attainment of this level of education, there is no proof that women managers were not qualified for their positions due to lack of education. A total of 13.4% from both groups have not had some college education.

2. Both groups hold the title of 'manager' more than any other and have held their current positions one or two years with less than 30% of either group having been in their current positions more than five years. Most of the women managers who responded are relatively new to their areas of management, even though many indicated that their past positions had some type of management responsibilities.

3. Over 26% of women managers in higher education and over 30% of women managers in the hospital industry learned about their positions by being contacted by the organization. However over one-third of the women managers in the hospital industry have been promoted to their current positions, while less than one-fifth of the women managers in higher education have been promoted to their current positions. More women are being promoted from within the ranks of the hospital industry than women managers in higher education. The case for women managers in higher education is that these women are 'seeking' promotion while the women in the hospital industry are being 'sought' for promotion.

4. Both groups of women managers were motivated by the opportunity for advancement and the salary to seek employment in this area.

5. A Bachelor's Degree and on-the-job training are required for women managers in both groups to attain their current positions. An internship is also required for over one-third of the women managers in the hospital industry.

6. Past courses taken by both women managers in higher education and women managers in the hospital industry have been related to job-specific technical skills or further management and supervisory skills. These courses were provided as an organizational benefit.

7. Only a total of 39 women managers in either group indicated they were currently taking class work; and of those that are, the majority are working toward their Master's Degree or furthering their management skills. The course work currently being taken is being paid for as an organizational benefit more than by personal income.

8. The majority of women managers in higher education perceived that a Master's Degree is needed for them to advance and over 35% perceive a Bachelor's Degree was necessary. In contrast a Bachelor's Degree was perceived by over 37% of the women managers in the hospital industry as necessary to advance and a Master's Degree ranked second. In order for women managers in the service area to advance in their careers they must have either a Bachelor's or Master's Degree.

9. If further training is needed by either group of women managers, they reported 'more experience on the job' was the number one choice. 'More experience on the job' and a Bachelor's or Master's Degree is needed for women managers in the service field to advance beyond their current positions.

10. Neither group has experienced very many career impediments and with both groups, domestic responsibilities ranked as the number one career impediment.

11. It was through their 'own initiative' that the majority of women managers in the service field have been able to advance. Education and experience were very strong factors for both groups.

12. Women managers in higher education have had a mentor (58.2%) more than women managers in the hospital industry (39.4%). A 'manager' in higher education and a 'director' in the hospital industry acted as a mentor more than any other titled group.

13. Husband, friend and co-worker provided the most emotional support for either group of women managers in the service field.

14. Women managers in higher education have used the title of 'manager' more than any other while they have moved through their career paths. Women managers in the hospital industry have been 'coordinator' and progressed to 'assistant or associate' and then to 'manager'. Both groups held these positions one or two years a majority of the time before making a career move. While women managers in higher education have made between \$20,001-\$30,000 in their past three positions, women managers in the hospital industry have shown a progression from \$20,001-\$25,000 to \$35,001-\$40,000 range. However more women managers in higher

education receive a current salary above \$40,000 than women managers in the hospital industry.

15. The majority of both groups reported they would not make any changes in their past career paths if they had the power to do so. Education and a different career altogether were considered by approximately two-fifths of both groups.

16. Both groups offered the suggestion 'get more education' than any other.

All three null hypotheses are accepted.

A. There appears to be no significant difference between the career paths of women managers in higher education and those in the hospital industry.

B. There is no difference between the educational attainment, length of tenure, motivation for employment, additional training required, mentoring, career impediments and emotional support of women managers in the service industry of higher education and women managers in the hospital industry. Both groups of women have had similar paths of education, training, length of tenure, salary history, emotional support and career impediments. Women in the service field of higher education and the hospital industry have had very similar histories.

C. There is no difference between the perceptions of women managers in the service area of higher education and women managers in the service area of the hospital industry

in regard to encouragements vs. hindrances in achieving career goals.

Implications

The following implications were noted by the researcher as a result of the study.

With more women entering the work force than ever before and the impact on our economy and society increasing, it is important for educational and non-educational institutions to study and learn as much as possible about the woman worker. Women have always been and are continuing to be employed in the service field in great numbers. This is the area where women can make great strides to have their needs and concerns addressed. This is also the area where women will have an opportunity to advance and excel in the area of leadership and management. In order for women to advance and succeed it is necessary that women know what is required of them and what to expect from the arena they are entering.

First, there appears to be no significant difference between the career paths of women managers in higher education and those in the hospital industry. Both groups of women have had similar paths of education, training, length of tenure, salary history, emotional support and career impediments. Women in the service field of higher education and the hospital industry face very similar histories. These similar paths indicate that today's women

managers in the service area have had some type of college education and are relatively new to their positions. This could illustrate that women managers are just now completing their required education or on-the-job experience. As many women responded, they waited until after having a family before completing their studies. Perhaps this is an older age group of women managers who have recently met the necessary requirements. Very few women in either group are currently taking classes and previous classes were very job related. This reinforces the idea that these women have been working within their organization for some time, working to prepare themselves for the next career step and perhaps have already reached the pinnacle of their careers. Are these two service areas now recognizing the worth of this valuable resource or are they being pressured from outside sources such as the federal government and affirmative action programs?

Even though both groups have sought management positions for the same reasons and have similar backgrounds, more than one-third of the women managers in the hospital industry were promoted into their positions. This group also had fewer mentors than women managers in higher education. There was no clear explanation found to indicate why women managers in the hospital industry are promoted (one-third vs. one-fifth) into management more than their

counterparts in higher education, especially when these women had fewer mentors within their organization.

Second, it is with these established similarities in mind that women in the service area who are looking for career movement and advancement into management regardless of service field must have the education and training necessary to acquire entry-level positions. Entry into the profession can be found through a variety of sources, and it is through the investigation of these sources that a woman will find entry into this field. Both groups are being motivated by opportunity for advancement and salary. Does the figure one out of five represent 'advancement' to the women managers in higher education? Is this equity to these women managers, or is higher education lagging behind the service industry and just beginning to recognize this resource?

Third, very few women reported career impediments and many reported having the emotional support of family and friends and fees for class work being paid as an organizational benefit. The true reason why the experienced, educated, trained woman manager has not progressed up the career and salary ladder until the past several years has not been found. The woman manager must realize what her own personal impediments are and deal with these in a way that suits her situation. Although mentoring does occur, it is not widespread through both arenas.

Emotional support can come from a variety of people in the woman manager's life but is often from those who are very personal to her.

Fourth, most women managers in the service field have been the determinants of their own career advancement. The women desiring to become a manager in the service field must realize that the future of her career and its advancement lies with her own decisions and her own initiative. The woman manager must be responsible for her own future. A woman must decide how she will balance family and career obligations and what steps she needs to take to insure her forward progress on the career ladder. Then the woman manager must convey in a positive manner these decisions and career desires to the appropriate persons in her organization.

Career counseling for women has often limited women to traditionally female roles, and the working woman has not been encouraged by families, friends or counselors to develop to her fullest potential regardless of where it leads. Colleges, universities and career counselors have the unique opportunity to utilize this information in the design of their curriculum, individual course development and counseling techniques in order to enhance the image and perception of women as they enter a nontraditional field such as management. Programs could be developed to encourage and foster career advancement of women in the

service field and also to encourage self-development techniques and programs by women desiring career advancements.

Recommendations

The following recommendations were developed from the results of the study.

1. Women who desire to enter the service field of higher education or the service field of the hospital industry should get the required education and training.
2. Women entering the service field of both higher education and the hospital industry should realize what career impediments exist and what support they will have for the hard work required in this field.
3. A career path model for women desiring management positions in the service field may be developed from the following three conclusions: women who desire to advance to management positions should realize it is through their own initiative that they will succeed and advance in their careers, the completion of a Bachelor's or Master's Degree is necessary for advancement and experience on the job is essential.
4. Institutions who employ women in the service area should value this important resource and work toward using the woman to the fullest of her abilities. This research should serve as an aid to the development of career programs which enhance the opportunities for women to set goals and

the ultimate accomplishment of these goals as she progresses through her career.

5. Educational institutions should design and institute programs that promote the total development of women employees and managers. These programs should encourage personal and professional growth and demonstrate the opportunities available to women who work in both traditional and nontraditional fields. Educational institutions should do whatever is needed to discourage past stereotypes by educators, male co-workers, organizations and the public in general, of women workers, managers or employees and to encourage the valuable use of this resource.

6. Further research should be done to examine the position of the woman manager in higher education and her relation with the organization.

Future Research

1. Research should be undertaken to determine what is being done in educational institutions to promote the woman and her personal and professional development.
2. Research should be done to determine what effective methods can be used by organizations to enhance the career development and promotion of women as managers.
3. Research should be done to compare and contrast the woman manager in the service area to the woman manager in industry. Answers to the questions regarding her length with the organization, her age at beginning employment, and current age should be examined.
4. Research needs to be done to determine what methods or techniques working women can use to promote the successful advancement of their careers.
5. Research should be done to generate data regarding female representation within management along with the corresponding education and training as opposed to the actual number of women within the organization.

APPENDIX A
Data Collection Instrument

QUESTIONNAIRE

Directions: Please put an "X" in the blank beside the answer you select for each of the following questions. For those questions which require a written answer and more space is needed, please use an additional page. When finished, please mail in the enclosed self-addressed stamped envelope.

- What is the highest educational level you have attained?**
 grade school high school diploma
 some college/no degree vocational/technical/associate degree
 bachelor's degree master's degree
 other; please explain _____
- What is the title of your current position?** _____
- How many years have you been in this position?** _____
- How did you find out about your current position? Check all that apply.**
 advertisement in paper heard about it from a friend
 employment agency referral school notice
 contacted by the organization other; please explain _____
- What motivated you to apply to work in your current position? Check all that apply.**
 salary geographic location
 friendly people potential for advancement
 other; please explain _____
- What is the minimum educational level required for your current position?**
 grade school high school diploma
 vocational/technical college bachelor's degree
 master's degree other; please explain _____
- What training in addition to the formal education (as stated in #6) is required for your current position? Check all that apply and supply # of years.**
 years experience on the job minimum required
 years apprenticeship minimum required
 internship minimum required
 other; please explain _____
- How many training courses (workshops, etc.) have you taken that were related to your current position? _____ List the titles and length of each.**
 1. _____ length _____
 2. _____ length _____
 3. _____ length _____
- From what source did the monies come for the education/training courses listed in #8?**

| Course #1 | Course #2 | Course #3 |
|---|---|---|
| <input type="checkbox"/> personal income | <input type="checkbox"/> personal income | <input type="checkbox"/> personal income |
| <input type="checkbox"/> organization benefit | <input type="checkbox"/> organization benefit | <input type="checkbox"/> organization benefit |
| <input type="checkbox"/> combination of above | <input type="checkbox"/> combination of above | <input type="checkbox"/> combination of above |
- Are you currently taking a work-related course(s) (i.e. formal education or on the job training)? _____ yes _____ no If yes, please list the title(s) for each.**
 1. _____
 2. _____
 3. _____

11. From what source did the monies come for the education/training listed in #10?

| | | |
|---|---|---|
| Course #1 | Course #2 | Course #3 |
| <input type="checkbox"/> personal income | <input type="checkbox"/> personal income | <input type="checkbox"/> personal income |
| <input type="checkbox"/> organization benefit | <input type="checkbox"/> organization benefit | <input type="checkbox"/> organization benefit |
| <input type="checkbox"/> combination of above | <input type="checkbox"/> combination of above | <input type="checkbox"/> combination of above |

12. What education is needed for you to advance to the position you report to?

high school vocational/technical college
 bachelor's degree master's degree
 other; explain _____

13. What training is needed for you to advance to the next higher position?

more experience on the job apprenticeship
 internship specific skills
 other; explain _____

14. Have you ever been prevented from furthering your education/training? yes _____ no _____ If yes, which of the following have been a career impediment? Check all that apply.

education lack of supervisory encouragement
 domestic responsibilities lack of promotional opportunities
 training lack of experience in management
 lack of assertiveness other; please explain _____

15. What one factor do you feel has contributed the most to the advancement of your career?

education encouragement from the organization
 training understanding of family
 experience own initiative
 supervisory encouragement promotional opportunities

16. Do you have a mentor? (someone you trusted and helped guide you, someone who promoted you to others) yes _____ no _____ If yes, what position does your mentor hold in the organization? _____

17. Who provides you with emotional support for your career? Check all that apply.

husband friend children co-workers mother
 father other; explain _____

18. List the last 3 positions you held, the length in each position and the yearly salary for each (include your current position)?

_____ yrs. \$ _____ salary
 _____ yrs. \$ _____ salary
 _____ yrs. \$ _____ salary

19. If you could change anything about your past career path choices what would it be?

 ***What suggestions would you give a woman entering your field who is looking for a career in management? Feel free to add additional pages.

APPENDIX B

List of twenty-six colleges and universities
for initial mailing

APPENDIX B

COLLEGES AND UNIVERSITIES IN THE MIDWEST REGION OF
THE ASSOCIATION OF PHYSICAL PLANT ADMINISTRATORS

*Initial letter was sent to the Director of the Physical Plant, Director of Dining Services, Director of Housing and the Director of the Student Center at the following colleges and universities (who are members of the Association of Physical Plant Administrators).

University of Illinois/Urbana-Champaign

University of Illinois/Chicago

Ball State University

Indiana University/Bloomington

Purdue University/Main Campus

University of Iowa

Central Michigan University

Eastern Michigan University

Macomb Community College

Michigan State University

Oakland Community College

University of Michigan/Ann Arbor

Wayne State University

Western Michigan University

University of Minnesota

Bowling Green State University

Cleveland State University

Cuyahoga Community College

Ohio University

The Ohio State University

University of Akron

University of Cincinnati

University of Toledo

Milwaukee Area Technical College

University of Wisconsin/Madison

University of Wisconsin/Milwaukee

APPENDIX C

Cover letter for colleges and universities and hospitals

Please return by November 20, 1990
to Karen L. Patton
Educational Leadership Department
Teachers College
Ball State University
Muncie, IN 47306

October 31, 1990

Director of Physical Plant

Director:

I am writing to seek your help on an important project involving women supervisors/managers within higher education and the hospital industry. Little information has been compiled about the woman supervisor/manager of custodial services, building services, dining services or student centers within higher education.

Within the next few weeks, I will be mailing out a short survey that will help me gather data concerning the career paths of these women and how they compare and contrast to women supervisors/managers in the hospital industry. I would like to include all the women supervisors in your area of authority in my doctoral research. I believe this research will be a valuable tool to all decision makers in industry and higher education. This research will identify what paths women managers have taken and may need to take in order to progress up the career ladder in the services area in both industry and higher education.

Would you please send me a list of the names and addresses of those women within your area of responsibility who meet the following criteria.

1. Holds a position above entry level.
2. Is salaried
3. Has the authority to select and terminate the employment of her own staff
4. Has budgetary responsibility
5. Regularly has discretion over her own time
6. Spends no more than 20 percent of her time performing non-managerial functions
7. Is identified by her company as having primarily managerial responsibilities
8. The person in this position is considered promotable

I have enclosed a self-addressed, stamped envelope for your convenience. If you desire a copy of the final results of the survey, please note this on your name and address listing. Thank you for your help.

Sincerely,

Karen L. Patton
Superintendent of Building Services

APPENDIX D

List of one-hundred twenty-five hospitals

APPENDIX D

HOSPITALS IN THE MIDWEST REGION OF THE ASSOCIATION
OF PHYSICAL PLANT ADMINISTRATORS

*Initial letter was sent to the Director of Custodial Services and Director of Dining Services at the following hospitals located in the Midwest Region of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin.

Director of Custodial Services

Parkview Memorial Hospital

Veterans Administration Medical Center

Community Hospitals of Indiana

Indiana University Hospitals

Methodist Hospital of Indiana

St. Vincent Hospital and Health Care Center

Madison State Hospital

Akron Hospital

Southwest Community Health System and Hospital

St. Charles Hospital

Kaiser Foundation Hospital-Parma

Riverside Methodist Hospital

St. Anthony Medical Center

Coshocton County Memorial Hospital

Veterans Administration Medical Center

Kaiser Foundation Hospital-Cleveland

University Hospitals of Cleveland

Veterans Administration Medical Center

Bethesda North Hospital

Daniel Drake Memorial Hospital

Good Samaritan Hospital

St. Francis Rehabilitation Hospital

Harding Hospital

Western Reserve Care Systems-Southside

Western Reserve Care System-Northside
River Falls Area Hospital
Community Memorial Hospital and Nursing Home
Victory Memorial Hospital
Sacred Heart Rehabilitation Hospital
St. Luke's Hospital
St. Mary's Hill Hospital
Theda Clark Regional Medical Center
Memorial Hospital
Methodist Hospital
Memorial Hospital of Taylor County
St. Joseph's Memorial Hospital
Rusk County Memorial Hospital
St. Joseph's Hospital
Berlin Hospital Associated
Methodist Hospital
Veterans Administration Medical Center
Bethesda Lutheran Medical Center
St. Paul-Ramsey Medical Center
Community Mercy Hospital
Memorial Hospital and Home
St. Mary's Hospital of Rochester
Veterans Administration Medical Center
Mercy Hospital
Granite Falls Municipal Hospital and Manor
Long Prairie Memorial Hospital
Sanford Memorial Hospital
Canby Community Hospital District One
Riverview Hospital Association

Wyandotte General Hospital
Annapolis Hospital
Glen Eden Hospital
Providence Hospital
Heritage Hospital
William Beaumont Hospital-Troy
Lakeview Community Hospital
Scheurer Hospital
St. Joseph Mercy Hospital
Crittenton Hospital
William Beaumont Hospital
Saginaw Community Hospital
Veterans Administration Medical Center
Ardmore Acres Hospital
St. Mary's Hospital of Livonia
Psychiatric Center of Michigan
Butterworth Hospital
Kent Community Hospital Complex
Mary Free Bed Hospital
Pine Rest Christian Hospital
Bon Secours Hospital
Portage View Hospital
Rehabilitation Institute
St. John Hospital
McLaren General Hospital
Oakwood Hospital
Children's Hospital of Michigan
Detroit Receiving Hospital
Grace Hospital

Henry Ford Hospital
Hutzel Hospital
Mount Carmel Mercy Hospital
Catherine McAuley Health Center
University of Michigan Hospitals
Veterans Administration Medical Center
Veterans Administration Medical Center
Battle Creek
Berrien General Hospital
Barighton Hospital
Community Memorial Hospital
University of Iowa Hospitals
Green County Medical Center
Mercy Hospital Medical Center
Jennie Edmundson Memorial Hospital
Dewitt Community Hospital
Broadlawns Medical Center
Union County Hospital
St. Francis Hospital
Charter Barclay Hospital
Children's Memorial Hospital
Illinois Masonic Medical Center
Northwestern Memorial Hospital
University of Chicago Hospitals and Clinics
Veterans Administration West Side Medical
Veterans Administration Medical Center
Good Samaritan Hospital
Alexian Brothers Medical Center
Little Company of Mary Hospital
Riveredge Hospital

Edward A. Utlaut Memorial Hospital

Ingalls Memorial Hospital

Lake Forest Hospital

Veterans Administration Medical Center

Hamilton Memorial Hospital

Westlake Community Hospital

Oak Forest Hospital of Cook County

Lutheran General Hospital

Methodist Medical Center of Illinois

Blessing Hospital

Memorial Medical Center

St. John's Hospital

Marianjoy Rehabilitation Center

APPENDIX E

**Cover letter to one-hundred fourteen women managers in
higher education and one-hundred six women managers in
the hospital industry**

January 5, 1991

Please return this letter
by February 5, 1991 to:
Karen L. Patton
Educational Leadership Department
Teachers' College
Ball State University
Muncie, IN 47306

I am writing to seek your help on an important project involving women supervisors/managers within higher education and the hospital industry. Little information has been compiled about the woman supervisor/manager of custodial services, building services, dining services or student centers within either of these areas.

The enclosed short survey will help me gather data concerning the career paths of the women supervisors/managers in the hospital industry and higher education and how they compare and contrast to each other. You are a vital part of this survey. Your name has been submitted to me due to the responsibilities within your job description. Please take the short time necessary to complete the following questionnaire and return it to me in the enclosed, stamped envelope.

I believe this research will be a valuable tool to all decision makers in the hospital industry and higher education. This research will help identify what paths women managers have taken or may need to take in order to progress up the career ladder in the services area in both the hospital industry and higher education.

Please use the enclosed self-addressed stamped envelope to return the survey instrument to me by February 5, 1991. If you desire a copy of the results of the final survey, please include an address label and I will forward the results to you. Thank you for your help and cooperation.

Sincerely,

Karen L. Patton
Superintendent of Building Services
Ball State University
Muncie, IN 47306

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