

Management and women in Greek organizations: Analyzing the challenges while climbing the ladder of success

**Management and women in Greek organizations: Analyzing the challenges while climbing the ladder of success**

- *A quantitative study on firm-related, interpersonal and personal life-related factors*

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## **EXECUTIVE SUMMARY**

Women's underrepresentation in the organizational management field is a matter of great concern globally. Numerous studies highlight the disproportion between men and women on middle and top-level managerial positions in organizations, even though women acquire the same skills as their men colleagues. Scholars have identified a number of obstacles and career accelerators that influence female career advancement.

The aim of this research is to look at the factors that are connected to female managerial career advancement in Greece. Specifically, the present study aims to examine the impact of firm-related, interpersonal and personal life-related factors on the managerial advancement of women in organizations, as well to identify the factors that hinder or accelerate women's career. The variables examined are the corporate culture, climate and practices, as well as the mentoring support, the human capital, the mothering, the number of children and domestic duties.

The current study was based on the experiences of females in organizational management in a range of industries in Greece. Females holding low, middle and top management positions in private organizations, constituted the sample of this research. The survey's questionnaire was distributed to the 30 registered members of the Institute for Women Managers and Entrepreneurs (IAGME) of Thessaloniki's department, and then to another 73 female employees from all organizational management levels in the cities of Thessaloniki, Yiannitsa and Athens. As a whole, 57 questionnaires were collected. The data gathered was analyzed then with the use of the statistical analysis software SPSS. The results showed that the age, a mentoring relationship, as well as the human capital i.e. the education level and work experience of women employees, impact positively female managerial advancement. Also, the findings showed that the number of children a woman employee has to raise, impacts negatively on her career advancement. Given the results, organizations should invest on women's education via seminars and postgraduate programs, provide them with career-related and psychosocial support through formal and informal mentoring programs and adopt family-friendly policies to help women invest on their work experience and give their best at work.

## **ACKNOWLEDGEMENT**

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## 1. INTRODUCTION

### 1.1. PROJECT BACKGROUND

Empirical research on women's underrepresentation in the organizational management field in Greece is limited. Despite the fact that, the problem situation is major, little research has been done (Papalexandris and Bourantas 1991). Researchers call for a wide-ranging assessment of individual and non-individual variables that may be connected to female managerial advancement (Rowe and Snizek 1995, cited by Metz 2003). Nonetheless, the author found no empirical study examining both the significance of personal, interpersonal and organizational factors to a woman's career advancement in Greece. For many years, the literature related to female managers' underrepresentation in Greek companies' hierarchy, shows studies examining the situation only from one perspective.

Petraki Kottis (1996) examined the "glass ceiling" existence and the underrepresentation of women in management, on 280 industrial and commercial firms in Greece. The study concerned female participation in the management field, mainly, in the upper managerial positions, from men and women senior managers' perspective. The results showed that, the presence of females at the higher echelons of a company's hierarchy was absent, even in the lower and middle management levels. The reason was that the largest number of respondents, men mainly, was preoccupied with women's abilities and reluctant to accept women on an equal footing in the field of management.

Mihail (2006a) searched the behaviors towards Greek women managers from 323 undergraduate business students (studying at the University of Macedonia) and future companies' leaders' point of view. Men students, found to hold gender stereotypical attitudes against women's career prospects, indicating a future prejudiced stance against female colleagues. Apospori *et al.* (2006) examined the relation between a mentoring 'strategy' and female career growth, from a mentee's perspective. The results showed that women employees see mentoring as a strategic move; they deploy many actions and attitudes to get involved to this kind of relationship. Most importantly, mentoring proved to be positively linked to women's

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career progress and corporate culture the moderator of the mentoring - career growth relationship.

The author examined the link between a corporate environment, including the culture, climate and practices of an organization, and a woman's career advancement, since there is scarcity of recent studies in the Greek literature, examining the effect of a corporate environment to a woman's managerial career progress. Furthermore, the author decided to include the mentoring variable on this research, following Apospori *et al.* (2006) recommendation "future research needs to be made examining the link between a mentoring relationship and women's career growth, using objective criteria like salary" (p.523). Lastly, the author proceeded to the examination of the interconnection among the personal life-related variables, human capital, mothering, number of children and domestic duties, and women's career progress, since it was found that there is absence of studies examining the relationship in Greece.

Concluding, the author decided to examine this research topic because it is a matter of personal interest to explore the problem of women constituting a minority in the upper-management levels of private organizations, as a woman and as a today's postgraduate business student and a 'wannabe' business manager.

## **1.2. AIMS AND OBJECTIVES OF RESEARCH**

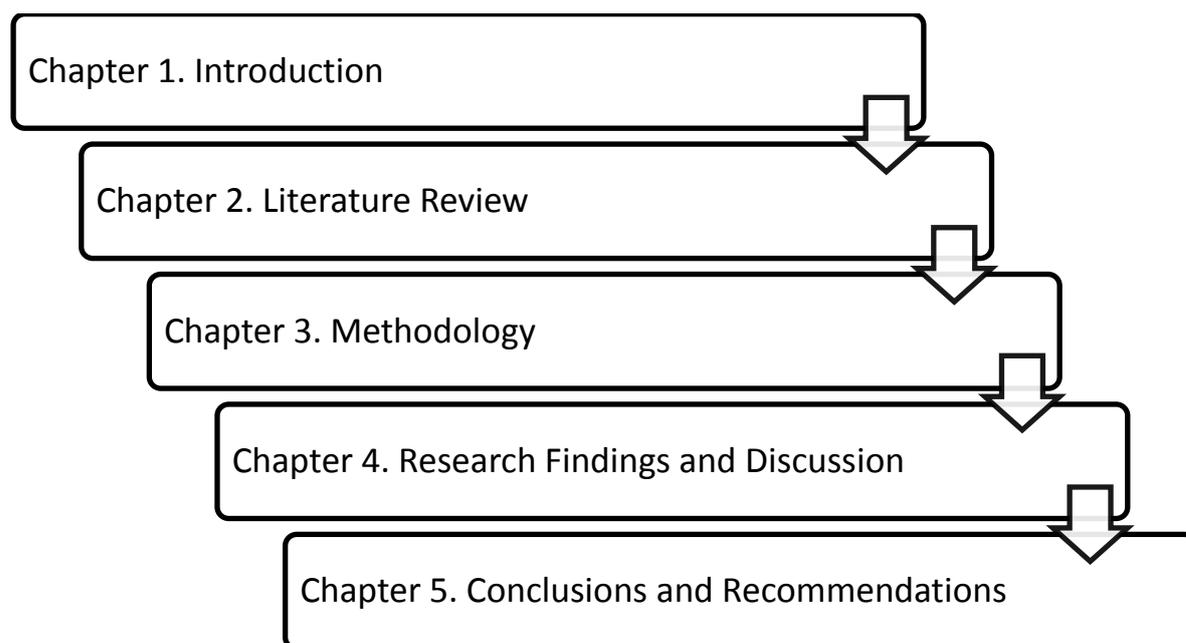
The present study constitutes an empirical examination, of the significance of non-individual and individual variables towards female managerial career advancement, in private organizations in Greece. Specifically, the aim of this research is to examine whether the firm-related, interpersonal and personal life-related factors have a direct affect on women's career growth and to identify which factors act as obstacles and which as career accelerators. The variables examined are the corporate environment, including an organization's culture, climate and practices, the mentoring relationship, the human capital, the mothering, the number of children and domestic duties.

The objectives of this research are the following:

1. To identify if the firm-related factors have an impact on female managerial career advancement (Factors examined: corporate culture, corporate climate, corporate practices).
2. To identify if mentoring has an impact on female managerial career advancement.
3. To identify if the personal life-related factors have an impact on female managerial career advancement (Factors examined: human capital, mothering, number of children, domestic duties).

### 1.3. STRUCTURE OF DISSERTATION

*Figure 1.1: Structure of Dissertation*



The dissertation is structured in five chapters. The First Chapter is an introduction to the survey's topic, while the Second Chapter reviews the theoretical background to the firm-related, interpersonal and personal life-related factors linked to female managerial career advancement. The author begins with a definition of career advancement and a brief review on past research on organizational career growth and the way scholars examine it. Next, are the description of the research's

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issue and the presentation of the study's hypotheses which were developed based on the theoretical background. The Third Chapter describes the survey's data requirements, the way research was designed and conducted, and the methods of data collection and analysis used, for achieving the goals of the research. The Fourth Chapter presents the survey's findings after exploring the hypotheses, and a rigorous discussion on them. Lastly, the Fifth Chapter includes the conclusions derived from the survey's findings, as well, the implications and limitations of the research, future research recommendations and the reflection of learning of undertaking the dissertation.

## 2. LITERATURE REVIEW

### 2.1. CARRER ADVANCEMENT

Callanan and Greenhaus (1999, cited by Carmeli *et al.* 2007) reviewing the development of the notion 'career', describe it as "the set of job experiences across an individual's life, which is understood as a series of phases showing the 'route' from one life phase to the other" (p.191) and describe the 'career advancement' within an organizational setting as "the evaluation, with objective means, of an employee's professional movement, either in a hierarchical or horizontal way" (p.192).

Feldman (2002, cited by Garavan *et al.* 2006) supports that, careers in the management field are better perceived through a longitudinal examination of the managers' experiences. Therefore, the author utilizes on his examination, three objective indicators of managerial career growth; the total number of managerial promotions, the level of managerial positions held and the number of income growth. Similarly, Chenevert and Tremblay (2002), examining the managerial career advancement in the Canadian organizational environment, used the aforementioned variables coupled with a fourth one, the speed of promotion, with the calculation of the number of promotions and the hierarchical level.

Nicholson (2000, cited by Heslin 2005) mentions that, objective career advancement has been established as the trademark of career success in many societies. Over 75 per cent of articles published in the most important scientific journals from 1980 to 1994, measured the career advancement objectively (Arthur and Rousseau 1996, 3). Rosenbaum (1984, cited by Valcour and Ladge 2008) claims that the traditional career path is shaped by the growth and progress standards of the organizational career system, and human resources follow one way across a known group of career steps. Career growth is traditionally characterized by a linear way and path dependence, and as persons' careers blossom in the passage of time, the antagonism for enjoying the career advancement-related rewards increases and so does the selectivity. Companies are in command of the traditional job rewarding, of salaries and hierarchical rising, which they give selectively to those staff members that are expected to obtain the maximum return on investment (Rosenbaum 1989, cited by Valcour and Ladge 2008).

Every employed person is deemed to have a fair chance of making steps, either higher in a company's hierarchy, that goes with significant changes in the person's professional responsibilities (Vardi 1980), or to make steps to the other company's departments to increase expertise and growth chances (Horizontal mobility) (Callanan and Greenhaus 1999, cited by Carmeli *et al.* 2007).

Carmeli *et al.* (2007) on their research, examining the factors associated with the organizational career advancement, tested the employee career mobility both objectively and subjectively, by asking the respondents to state their overall posts changed, until their present one, and to identify the number of horizontal and vertical ones, as well as to evaluate their promotion prospects. Weng and Hu (2009, cited by Weng *et al.* 2010) suggest that career growth could be measured by professional goal attainment, ability of career development, promotion pace and salary increase. This multi-dimensional capturing involves that; career development depends on both employees' personal attempts in coming closer to their professional aims and gain new competences, and on a company's efforts in rewarding staff attempts with promotions and remuneration growth.

According to Valcour and Ladge (2008) a number of scholars argue that the subjective measurement of career success (how an individual perceives his/her career growth/success) is the most appropriate way, since the notion of the protean career (Hall 2004) is formed by a person's identity and values, and not by organizational career rules. Schein (1978, cited by Heslin 2005) highlights that it is crucial to verify if persons enjoying hierarchical and monetary rewards feel satisfaction with their career, because subjective criteria may spot significant career outcomes. For instance, Weng *et al.* (2010) used four subjective measures of career growth, by asking the survey's respondents to evaluate their "career progress, professional ability development, promotion speed and remuneration growth" (p.4). Rasdi *et al.* (2009) also measured the career success of managers by subjective means, using the career satisfaction scale developed by Greenhaus *et al.* (1990).

**Fig. 2.1: Percentage of women in senior managerial positions, 2011**

The author was aware of the body of research and the amount of scholars referring and examining the career advancement by subjective means. This was not, yet, the focal point of the survey. In this survey, career advancement, refers to career mobility by objective means i.e. the participant’s managerial post, annual income, number of supervisory/managerial promotions received and the total number of subordinate staff (Tharenou *et al.* 1994; Tharenou 1999, cited by Metz 2005).

## 2.2. FIRM – RELATED VARIABLES AND CAREER ADVANCEMENT

In Greece, organizations have been employing a growing amount of women the latest years, although they have held them in the lower echelons of management (European Foundation 2002). Many women in Greece attain MBA programs so as to acquire the requisite qualifications for attaining a management position in organizations (Mavridis 2002). However, according to a recent research conducted by the Grant Thornton International, examining the proportion of women in senior management globally, only the 30% of women in the Greek organizational setting occupy senior management positions (see Fig.2.1), showing that the high-salaried positions are mostly occupied by men (Grant – Thornton 2011).

Mavridis (2002) on his reporting research entitled “Cherchez la Femme” examined the women managers’ absence from the higher echelons of companies in the Greek organizational environment, through the interim reports of 113 companies listed on the Stock Exchange. The results showed that, in the sample under analysis, the Boards of Directors consisted of 86% men and 10,4% women members only (after deducting the percent of female family members), and that a much higher proportion of men (87%) attained managerial posts after finishing their studies, in contrast to women (13%) .



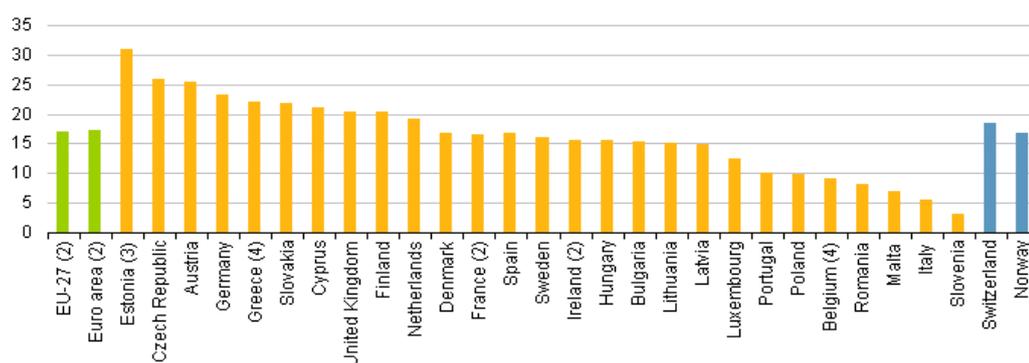
Source: Grant-Thornton, 2011

While Mihail (2006a) on his research examining Greek male management students and tomorrow's managers' thoughts about women managers, found that, they were negatively predisposed towards women because of their gender. A broadly accepted justification for this condition is the off-putting stereotypical attitudes over women managers that exist in Greek people's culture. This fact may explain to some extent the case that women managers constitute a minority in Greek organizations (Petraki Kottis 1996).

Disparity in pay towards genders has been highlighted by women too (Mihail 2006b). The latest survey conducted by Eurostat (2009) concerning the gender pay gap around Europe, shows significant difference on hourly earnings in favor of men employees, placing Greece in the fifth position (22%) among other European countries, and above the European average level (17,1) (see Fig.2.2). Neoclassical economic theory supports that, since the markets pay their personnel according to how productive they are, women who are always placed in less productive places in contrast to men, will be paid lower salaries comparing to men, and even in the exceptional case of an equivalent work from men and women, there will be a wage gap too (Strober and Arnold 1987, cited by Weiler and Bernasek 2001).

**Fig. 2.2: The unadjusted Gender pay gap, 2009**

(% difference between average gross hourly earnings of male and female employees, as % of male gross earnings, unadjusted form)



(1) Enterprises employing 10 or more employees; NACE Rev. 2 B to S (- O).  
 (2) Provisional. (3) 2007 data and NACE Rev.1.1, sections C to O (- L). (4) 2008.  
 Source: Eurostat (tsiem040)

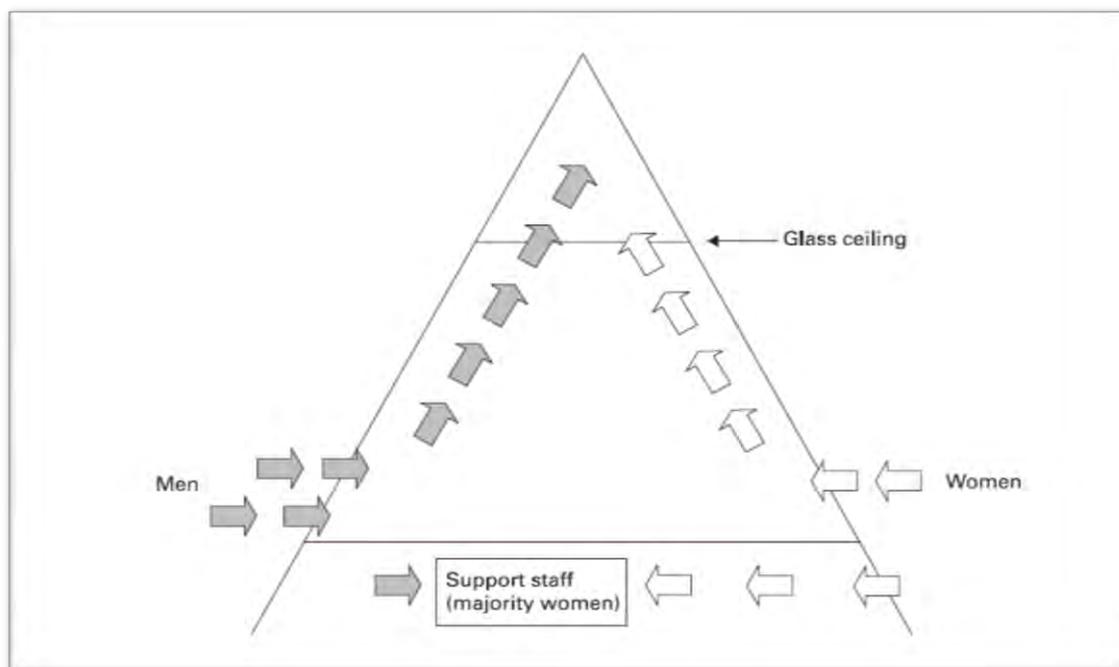
Source: Eurostat, 2009

Worldwide, females are perceived as the unexploited talents of the organizational arena. Despite the fact that a lot of things have changed over the last

years, there are still obstacles to women's career growth. A great number of researches underline the 'glass ceiling' effect on this problem (Wirth 2004). According to Yap and Konrad (2009) the 'glass ceiling' effect refers to the barriers women's career faces when they attempt to reach top and higher earnings positions in organizations, government, charitable organizations etc. There is a 'glass ceiling' phenomenon when professional women's access to high-standing positions is blocked due to the stereotypes that exist and the corporate culture. More and more qualified women state that obstacles get in their way and minimize their potential to gain equal opportunities in the workplace, fulfill their career aspirations and get promoted to the upper-level staff positions.

The 'glass ceiling' can appear at different layers of a company's hierarchy, depending on the degree to which females are advanced in a company's structure (Wirth 2001). This is illustrated in Fig. 2.3, in a pyramid showing that in some organizations the 'glass ceiling' might appear near to the company's headship or even at the lower-management ranks.

**Fig. 2.3: The glass ceiling in the organizational pyramid**



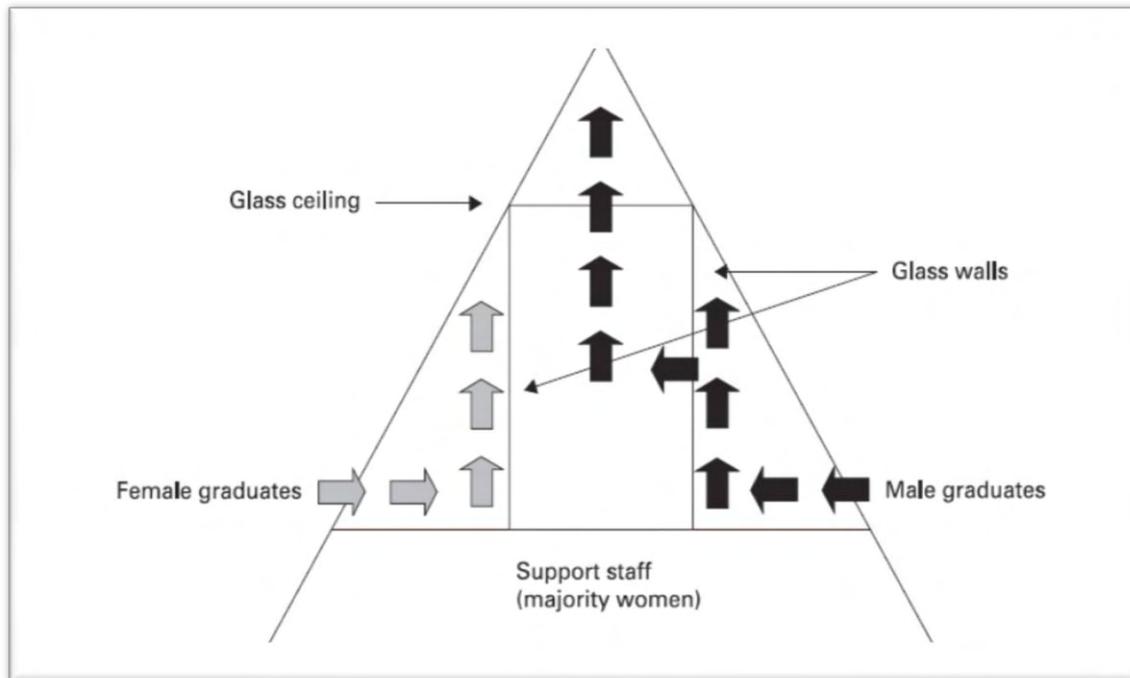
Source: Wirth, 2001, p. 26

Even when a small proportion of females made it to attain senior posts in big companies, they were placed to the less-strategic departments of the organization e.g.

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HR department, instead of the financial or production department, where the anode to the top managerial posts in the pyramid's structure, is much shorter. Occasionally these kinds of obstacles are entitled 'glass walls' (see Fig.2.4), (Wirth 2001).

**Fig.2.4: The glass ceiling and glass walls in the organizational pyramid**



Source: Wirth, 2001, p. 48.

Wirth (2001), after examining intensively nine companies found that the employment processes, usually used to recruit employees for managerial positions, were the main culprit for the 'glass ceiling' problem. Quite a few recruiting methods can lead to this phenomenon, like:

1. Top and middle-management positions are usually given by word-of-mouth. Firm's seniors may hear of persons, arrange informal interviews at lunch meals and propose them the job, skipping all the necessary official employment procedures. Resulting in this way to the exclusion of persons, who do not join the director's 'network', from advancement chances.
2. Employers are in charge of ensuring a diversity of nominees. Firms might not make known to companies recruiting seniors that they offer the same employment chances to all people.

3. Many organizations announce the openings for low-level jobs and not for middle and senior-echelons jobs. At the senior ranks, workers hear about the positions available solely via their atypical networks. Atypical information is rapidly becoming known to persons who are alike in demographic characteristics, meaning that the persons who are perceived as 'different' e.g. of different gender, are less possible to learn about the available posts for the upper-management levels.
4. Employment frequently takes place at conferences and business unions, and the interviewing process may be arranged at one of the hotel rooms. According to a research conducted by the Wellesley College Center, interviews taking place at a hotel room may intimidate females and diminish in this way the female applicants' proportion (Jackson *et al.* 2009, 217).

### **2.2.1. Stereotypes**

The stereotypes that hold back women's career advancement fall into two categories: the stereotypes between men and women and the occupational stereotypes. The first category refers to the gender-stereotypes and it springs from the traditional roles that men and women have to play, who over the years have been consolidated. The stereotypes come from the traditional division of work and occupations in everyday life, where men dominated the professional life and women the family and household occupations. On the other hand, the second category refers to the stereotypes that lead to discrimination in the professions which are perceived as "male" and "female" ones. Consequently, people have subconsciously associated certain types of work with women and men (European Association 2006).

Taking a look at the proportion of women in the work arena, their underrepresentation in the field of management is obvious. There are facts that sex stereotypes are to blame, to some extent, for making women give a second thought before chasing managerial careers. The reason why there are stereotypical attitudes against women, and there are low percentages of females in management, is the stereotypical ideas of business persons (Johns 1996, 105).

Research reveals that accomplished leaders seem to have the characteristics that are the same as those recognized in men, to wit, their leadership skills, self-assurance, aspiration etc. Therefore, the stereotypical view of a good leader does not match the stereotypical perception of females. Surprisingly, male managers these days have the same stereotypical attitude against females and management as they had back in the 70's, where women working in the management field had similar beliefs to their male colleagues (Johns 1996, 105).

The existence of stereotypes results in prejudiced staff judgments, and it seems that the sex stereotypes are obvious when someone talks about "female" professions (secretary) and "female" duties (supervision of females). Females are confronted with stereotypes that are harmful to their employment, advancement and earnings (Johns 1996, 105).

Ventoura *et al.* (2007) underline the patriarchal Greek culture as the main culprit for disadvantaging females in the work arena and at home, and for giving them an inferior role in society and in the business industry. The authors support that the problem lies in the prejudices existed in the past years, where females were persuaded that they were not as competent as men and they were not in position to carry out the same tasks as their men fellow citizens.

Mihail (2006b) mentions that, females craving for a managerial career in Greece are expected to confront strong attitudinal obstacles. In Greece, the situation is very upsetting for women 'wannabe' managers. The gender stereotypical attitudes are widespread in the Greek culture and consequently in the Greek organizational setting, where women are mostly occupied as salespersons and administrative personnel, while men are occupied as corporate managers, etc. This is because there are still stereotypes concerning the profiles of the people who handle the management of organizations or who attain the upper-echelon positions in the market. Women, even though they have been normally included in the business arena, still face problems to climb to the highest posts. Stereotypical behaviors lead to businesses consisting of "clones", people totally matched and having the same profile for fear of the negative results that might appear by skipping their stereotypical beliefs (Cornerstone Athens 2009).

Essentially, the problem derives from a set of conscious and unconscious stereotypes about women, men and leaders. Eagly and Karau's (2002) role congruity theory supports that, persons in general ascribe more communal attributes, like cooperative, kind, participative, to women leaders and agentic ones, like strength, masculinity, tyranny, to men leaders (Eagly and Carli 2007). Communal characteristics of females are considered as incompatible with the leader role, and the stereotype which exists for gender leader impacts women's self-concept, welfare and way of acting and consecutively women's advancement in companies. Furthermore, this theory assumes that it is a natural consequence that individuals are going to handle activities that are compatible with their gender role and the encroachment of gender stereotypes may end up in inferior performance evaluations of females (Eagly and Karau 2002).

Holmes (2005) supports that, in leadership notion there is the prevalence of the masculinity element which describes a successful leader. This is the so called "Think leader, think male"(p.1781) that feminist theory uses to refer to this tendency. People usually relate men's agentic characteristics with a successful leadership, due to difficulty to disconnect the leader links from the male links because of the several years of men dominance in leadership posts. On the one hand, if women are very much communal they may be commented negatively for not being agentic enough. On the other hand, if they have many agentic attributes, they may be criticized for lower levels of communal attributes. In any case, they are going to be judged for not having the "whole package" for powerful posts (Broughton and Miller 2009).

### **2.2.2. Corporate culture**

The "glass ceiling" effect, as mentioned earlier, is attributed to an organization's culture, including its climate and its practices too. Johns (1996) defines the corporate culture as

*....an organization's style, atmosphere, or personality, that consists of the shared beliefs, values, where assumptions determine the norms that develop and the patterns of behavior that emerge from these norms... (p. 288).*

The organizational culture is a compilation of key common assumptions (Ashforth 1985) and values within a work environment. According to Hofstede (1980), values are the synthetic components of culture, which consist of rather than specific emotions such as good-bad, normal-abnormal, rational-irrational (Hofstede *et al.* 1990). Values cannot be seen directly, rather than indirectly through the change of ways of acting. Alvesson (1991) in turn, supports that; organizational culture is the result of a wide variety of influences coming from inside and outside an organization's environment, where some of them are beyond the management control.

Schein (2004,7) believes that, the culture has to do with the climate and the practices that companies develop around the management of their workforce. Culture deals with certain principles that the people who are responsible for an organization's management try to instill in their workplace. The author highlights that, the most interesting feature of the notion of culture is that, it points out the things that are not visible, hidden beneath the surface, but with so strong impact. In this context, culture is to a group of people what the personality is to a person. The resulted behaviors may appear, but the forces which led to those behaviors may not. Nevertheless, as the individuality and the character of a person directs his way of doing things, so does culture directs the way of acting of people constituting a group, via common rules held within that group (Schein 2004,8).

The corporate culture is closely related to career growth, as it is based upon common principles, viewpoints and schemas (Johns 1996). According to the similarity-attraction theory, people are involved with and have preference on those persons that look like themselves. Therefore, there is a reciprocal connection among culture, sex and professional success (Osbeck 1997). Research highlights the "gender-ness", or the "male-ness" of the corporate culture that exists within organizations worldwide and leads to gender discrimination (Rutherford 2001). In this way, a corporate environment, which is usually marked by cloning procedures that occur by the executive staff culture, is a male area which does not only compose of men, but it is dominated by principles, rules and operating modes serving men interests (Sinclair 1994, ix). Women managers are provided with a lesser amount of authority and with low responsibility assignments, in contrast to men managers (Jacobs 1994), as they also support that, they experience the political games being played behind their backs,

the unwritten regulations and the male ‘guardians’ of the organizational gate (Peters 2002).

### **2.2.3. Corporate climate**

Even though the climate seems very close related to the culture, the organizational climate has quite a few significant differences. According to Ostroff and Schmitt (1993) “Climate is held to be a summary perception of how an organization deals with its members and environments, and thus develops specifically from internal factors primarily under managerial influence” (p.1347). A corporate climate is a more explicit concept opposed to a company’s culture, including more empirical evidence, like behaviors and attitudes (Ansari 1980). Schein (2004) supports that, the climate of an organization is “an artifact of the deeper cultural levels, as is the visible behavior of its members” (p.26), while, Burke and Litwin (1992, cited by Kangis 2000) define it as the way people perceive how successfully they and their colleagues cooperate at work. Also, the authors distinguish the notions of culture and climate, claiming that, the corporate climate constitutes more the foreground of the thoughts of a company’s members, while the culture constitutes the background. As well, the culture affects the climate of an organization, and the individuals’ perceptions determine both of them, at different levels. In short, the climate is the character of an organization, which shows that “that is the case here” (Reichers and Schneider 1990). Ostroff (1993, cited by Nazari *et al.* 2011) suggests that, there are two different levels of climate, the psychological one, concerning how a person perceives the place of work, and the corporate one, which constitutes the common understandings of human resources concerning the corporate environment.

A male corporate climate refers to male managers and corporate leaders’ notions of female business skills and career commitment. It also relates to the behavior against women from hostile and unsupported job environments (Cooper 2001). Klenke (1996) believes that, in most of the male-crowded companies, there is still the ‘boys club’, which excludes women’s access and does not permit them to enjoy the paybacks of this informal boy’s network, like promotions, job-information sharing, professional guidance etc. (p.253). In men-crowded companies, women feel useless and undervalued. Except from being excluded from the ad hoc networks, women are unwelcomed to business meetings; they are not assigned important

projects, they are not heard in important discussions and their actions are examined rigorously (Cooper 2001).

#### **2.2.4. Corporate practices**

Females working in the field of management, state that the absence of career growth opportunities faults of their career troubles. They believe that women have fewer chances, in contrast to men, to be promoted to the senior-level management posts, and that they are not given the impetus to take part in career growth practices. This female exclusion from the senior levels, concludes to the concentration of women at the lower levels of a company's hierarchy, still, in the areas traditionally occupied by women (Dimovski *et al.* 2010). Chenevert and Tremblay (2002) support that, although women employees are very literate and they want to make many steps forward in their careers, only a small number of them reach the status and earnings of their men colleagues.

Knuston and Schmidgall (1999) describe the corporate practices as the training, growth, mentoring and networking with the employees, as well as facilitating their lives and allowing them to perform their several roles effectively, by providing them with flextime and other family-friendly techniques. Mondy *et al.* (2002) support that, training and growth are practices directed by the company and intended to develop personnel competency and performance. Furthermore, they highlight that the absence of mentoring, networking, flextime and family-friendly techniques, make the appearance of the "glass ceiling" into the organizational setting stronger, and they propose the selection, promotion and maintenance of skilled persons without following the traditional recruitment and evaluating methods.

Within companies, the absence of clearly identified job outlines for the posts at the top of a company's hierarchy, and the long-established employment and approach procedures that do not work for women and other persons who are perceived as 'different', coupled with the absence of official employment procedures, in some cases, create hurdles to women's progression. What's more, the ad hoc male networks, occasionally reported as 'old boy networks' (we discuss this in 2.3chapter), are responsible for the exclusion of women from the upper-level positions (Wirth 2001).

Wentling (2003) as well states that, female growth to the upper- management seats depends directly on their enhanced knowledge and capabilities, in addition to the career advanced opportunities offered to them during their working lives. Metz (2003) similarly, supports that not many companies make efforts to support women by informing them about the available training programs and permitting them to participate. Cooper (2001), agrees that the female career growth likelihood depends on the kind of work tasks they are assigned to, mainly in the most profitable areas of an organization.

Cooper (2001), in turn, says that even when women take the job, they are positioned for a start in their gender-related fields (low-management posts), instead of those needing highly technical and professional skills and where the road is much shorter to the top, leading in this way to a “glass ceiling”. The author, also, suggests that, the corporate policies should be implemented to facilitate the promotion of females, having the necessary skills, to management posts and to keep hold of this resource of great value. Moreover, the author recommends the permission of access to women to the core departments of organizations and to a variety of growth practices which can expand their experiences and make them more visible.

#### **2.2.5. Conclusion remarks**

The glass ceiling effect is the major reason for women not making it to the top. This long-lasting phenomenon is the major culprit for women’s lack of promotion opportunities; the gender wage gap exists, as well as the hostile corporate environments and the discrimination against women that take place in every male-dominated company. It seems that, even though females acquire the right skills to hold a powerful position, they do not have the right support and guidance that could make their careers touch the sky.

## **2.3. INTERPERSONAL VARIABLE AND CAREER ADVANCEMENT**

### **2.3.1. Mentoring and career advancement**

Mentoring has its roots in Greek mythology, in the time of Odysseus.....

*...Mentor, Anchialus' son, was Odysseus' friend who, in his turn, positioned his step brother, Eumaeus and Mentor to be responsible for Odysseus' son, Telemachus and of his palace, when Odysseus had to leave for the Trojan War. The time Athena visited Telemachus, she was disguised as Mentor to pass unnoticed by the suitors of Penelope. Athena, as a mentor, urged Telemachus to resist to suitors and travel out of the country to search for his father.... (Homer's Odyssey, cited by O'Neill and Blake-Beard 2002).*

Mentor's encouragement accompanied by the plans made for Telemachus to deal with his individual dilemmas, led to the establishment of the name "Mentor" as someone who shares his wisdom and knowledge with less-experienced associates (O'Neill and Blake-Beard 2002).

The Mentor, a colleague that holds a senior position, acts as a training and growth mean for teaching fresh employees (mentees/protégés). Mentors offer career advancement advices coupled with psycho-social support, on personal and interpersonal issues (Ibarra *et al.* 2010). For career growth purposes, mentors provide to mentees coaching, useful tips, speedier promotions and higher salaries, as well as security (Wanberg 2003, cited by Apospori *et al.* 2006; Ehrich 2008). Furthermore, for psycho-social support, they try to encourage mentees, develop friendliness between them and counsel them so as to develop increased satisfaction and confidence (Peluchette and Jeanquart 2000; McCauley 2005, cited by Apospori *et al.* 2006). A mentor is a person who has a commitment to provide support to fresh members, by attempting to eliminate organizational obstacles and to make protégés' career grow (Higgins and Kram 2001).

Mentoring is a human resource strategic tool of great value. It is a tutoring relationship among two individuals, working in the same or not environment, aiming to support socially excluded people like women and young persons (Apospori *et al.*

2006; Catalyst 1993, cited by Ehrich 2008). Apospori *et al.* (2006) believe that mentoring is a career-strategy tool that is used to overcome the hurdles women's career faces. The authors mention that, mentoring works as an educational and advancing mean for managers as well as a tool for socialization, which can enlighten fresh workforce and transfer the firm's principles to them (Bee and Bjornrud 2004). According to Higgins and Kram (2001), it is a relationship the aim of which is the professional growth, sharing of information, time and expertise plus the effort for the boost and betterment of another individual's knowledge and capabilities.

According to Eby *et al.* (2008) people may have a mentor at different phases of their lives; there is the youth, the academic and the workplace mentoring. The youth mentoring concerns the relationship between a kid and an adult, for personal and emotional support (Rhodes 2002, cited by Eby *et al.* 2008). The academic mentoring refers to the connection between a professor and a scholar, for academic and psychological support (Jacobi 1991). The third type of mentoring, which is the concern of this research, the workplace mentoring, happens within organizations with the purpose of an individuals' (mentee) personal and professional advance (Higgins and Kram 2001). The tutor (mentor) may be a supervisor or any other protégé's senior inside or outside the protégés' working environment (Eby 1997).

### **2.3.2. Mentoring offers and paybacks**

According to Pompper and Adams (2006), mentors look for mentees with whom there is chemistry and there is no competition. They also look for mentees that crave to learn new things, can take initiatives and have the right skills (e.g. creative thinking). Alternatively, mentees look for mentors who are adept at their work and want to share the secrets of their success and possible professions' pitfalls. They also search for admirable tutors, honest and reliable, and people that can appreciate uniqueness and potentials. Furthermore, to be interested in their protégés' fate, be supportive and able to recognize likely mistakes (Apospori *et al.* 2006; Holmes 2005).

Mentors, offer their mentees training and challenging assignments, which can advance their work performance (Higgins and Kram 2001). Similarly, mentees ask from a mentor to give them advices on mastering their performance and to counsel them about the acceptable behaviors and implications for their professional growth

(Olian 1993). According to Higgins and Kram (2001) taking into consideration the likely paybacks of mentoring for mentees, young employees are more and more being advised to look for this kind of tutoring.

According to Apospori *et al.* (2006) a traditional mentoring relationship is a strong interpersonal interchange where both mentors and protégés have expectations from their partners and can both enjoy benefits throughout the connection process. A mentor benefits from a mentoring relationship, by satisfying his altruistic need for giving a hand to an inexperienced employee and gaining his devotion (Kalbfleisch 1993). Mentors feel rewarded from a mentor - mentee collaboration once they see that their mentees are competent and through their achievements can make their mentors experience high status as guides, and increased satisfaction (Higgins and Kram 2001). A mentee, in turn, may benefit by taking advantage of a mentor's professional contacts that can help on boosting his career, increasing his/her self-belief, fulfillment and career development as well as helping with rising in a company's hierarchy (Peluchette 2000). Lastly, an organization may benefit from mentoring associations by improved personnel productivity, increased staff commitment (Aryee 1996) and reduced employee turnover (Allen *et al.* 2004; Ehrich and Hansford 1999).

### **2.3.3. Women and mentoring**

Females and colored people face serious problems in having access to mentoring (Murrell 1999, cited by Apospori *et al.* 2006). It is assumed that as women have difficulty in finding a mentor, they are going to pursue mentoring as a strategic tool to their career. Women have faced social exclusion from the traditional mentoring co-operation and greater barriers in accessing mentors, to the same level as their men fellow workers (Marshall 1985, cited by Ehrich 2008). A study conducted by Kanter (1977, cited by Apospori *et al.* 2006) showed that men mentors take under their wings mentees of the same gender, excluding women, proving once again the masculine strategy of support. The fact that men, holding top posts, guide only men, staying faithful in this way to the status quo, proves the females' restricted access to mentoring and all the benefits it is accompanied by (e.g. career growth).

A research conducted by Burt (1998, cited by Ehrich 2008) about whether mentoring works more for women than for men, found that women, holding senior

positions, were advanced because they had a mentor once in their lives. In addition, the author supports that mentoring promotes female career growth via promotion, at a higher proportion than their male colleagues. She also found that, in terms of psychosocial support mentoring was not favoring women more than men. Proving that mentoring relationships are not matched with men's career advancement, and that men are likely to be promoted with or without a mentor, we can say that sexual dynamics play a lead role within mentoring dealings and promoting expectations (Tharanou 2005, cited by Ehrich 2008).

Apospori *et al.* (2006) with their research, came to fill the research gap in mentoring and women career advancement in the Greek organizational setting, examining the relation between mentoring "strategy" and females' career growth, from a mentee's perspective. The authors measured the participants' career advancement with their managerial level holding and their tenure on the organization. The study was based on the participation of 297 females working in organizations in Greece and who are registered on IAGME of Athens. The results revealed that female members of staff deploy many actions and attitudes to get involved in this kind of relationship and that mentoring proved to be positively linked to women's career progress and corporate culture proved to be the moderator of this relationship.

#### **2.3.4. Women barriers to mentoring**

Women, face more difficulties than men in finding a mentor for career advancement, due to mentor's unwillingness to begin a collaboration like this from fear of misconception of the relationship to a sentimental one (Ragins and Cotton 1999) or because of the limited number of women mentors (Apospori *et al.* 2006) as well as the "Old boys' network" or the "Queen bee" syndrome (Rand and Bierema 2009). So, females need to work harder than men and adopt an energetic role to deploy a relationship like the mentoring one (Apospori *et al.* 2006).

##### **2.3.4.1. Misconception of sexual borders in cross-gender mentoring**

Some believe that cross-gender (male-female) dyads are unachievable because of fear of being perceived as a sexual relationship. There are difficulties related to cross-gender mentoring connections, like risks sexually-oriented, bitterly comments from the environment and jealousy scenes from spouses. In case the mentor-mentee

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relationship becomes erotic; both sides endanger their personal and professional wellbeing either by feeling guilty, losing their self-belief or respectfulness (Clawson and Kram 1984) or even getting divorced or disturbing their home tranquility owing to this affair (Powell 1999, cited by Ehrich 2008). For this reason, men mentors avoid guiding women protégés, but even if they get engaged in a cross-gender mentoring relationship, they keep their distances to prevent malicious comments (Hansman 1998).

#### **2.3.4.2. Limited number of women mentors**

Research shows that women mentored by a woman and who finally got promoted, were trained to a greater point than in the case of having had a male mentor. Nevertheless, even if mentoring relationships of the same gender offer higher promotion expectations to females, in contrast to the opposite-gender dyads, the truth is there is a lack of women holding upper positions who can play a critical role to the womankind's promotion to top posts (Tharanou 2005, cited by Ehrich 2008).

According to Mavin (2008) women solidarity is an emergency, especially in female management area; where women holding senior positions can play a vital role in advancing other females in the management hierarchy, and being the leaders of the women in the management field. Rand and Bierema (2009) support that females holding powerful positions and sharing the same career aspirations, can assist other females to learn how to confront the 'old boys' club' that exists in the organizational setting, and shift to the upper management positions. These women can contribute to the rise of the proportion of women at the top of hierarchy, by advancing and recruiting other women. By giving more promotions and hiring more women, there is a greater amount of female candidates to select as soon as a senior post is to be occupied.

#### **2.3.4.3. "Queen Bee" syndrome**

Mavin (2008) mentions the case where a woman senior may see a mentee like a prospect competitor and for this reason may be reluctant to start a mentoring relationship. A relationship of this kind, suffers from the "Queen Bee" syndrome. The "Queen Bee" is a malicious woman who 'stings' with her stinger women who may threaten her authority and her career.

According to Mavin (2006a) “Queen Bees” are women with a successful career, holding executive positions and have awful manners against other women “wannabees” working in the same environment. These women try to deteriorate their “supposed” competitors’ positions and instead of counseling and mentoring them, they attempt to hold back their contribution and career growth. Women suffering from this kind of syndrome, are the ones who become the obstacles against women’s progress and they drag the ladder of success so as to make it impossible for the rest women to climb it (Ellemers 2004). According to Bull (2004, cited by Mavin 2008) older women, usually, suffer from the “Queen Bee” syndrome. Women who managed to make a successful career at a point in time when this was an extraordinary route for a lady, and they deny showing to women subordinates the “short cut” to senior management (Mavin 2006b).

#### **2.3.4.4. “Old boy’s network”**

Another obstacle that makes business women’s lives harder, is the “Old boy’s network”, an ad hoc man network which exists within companies. This kind of men’s “club” which enjoys strength and influence, keeps out less- represented groups of people e.g. women and people that do not look like them, from moving ahead. In an “Old boy’s network”, the people that are part of it, displace the rivalry and strength that enjoy within the working environment, to companionship and alliance within this unofficial scheme (Oakley 2000).

According to Rand and Bierema (2009), men think that this type of informal club, with a long tradition behind, it is created as an individual’s need to make company and hang out with people sharing the same ideals. Members, after finishing work; hang out, drink in bars, spend Saturdays and Sundays at golf clubs or even entertain their clients. Furthermore, males admit that there are apparent paybacks in this form of networks, like keeping close connections with people attaining powerful positions. At these types of meetings, work discussions give-and-take without women enjoying their company. Women think that this type of “clubs” confirms the unfairness and inequality existing within companies and the feeling of isolation. Also, they confirm that they have experienced men promotions just because they were members of the men’s “club”.

In the case of mentoring, men and women are expected to take under their wings persons of the same sex. According to Homophily theory, people create connections with people having the same characteristics as them in a higher percentage than with people that they are not alike (Osbeck *et al.* 1997; McPherson *et al.* 2001).

### **2.3.5. Formal mentoring programs**

As already mentioned, there is the traditional or informal mentoring, which refers to a relationship started on mentor's part, by choosing a mentee to co-operate with, because he believes that the protégé has a lot of potential in a given area. In this kind of association, there are two persons who work in the same or similar profession, they share the same thoughts and interests, and create an alliance for promotional purposes. This is a kind of spontaneous relationship, which lasts 3-6 years (Murray 1991, cited by Pompper and Adams 2006).

On the other side, there is the formal mentoring relationship, which has to do with formal dyads, assigned by a third party, and lasts 6-12 months (Murray 1991, cited by Pompper and Adams 2006). Formal mentoring programs are brand new (Ehrich 2008). According to Ragins and Cotton (1999) an action like this, works as a strategic tool to female career advancement and concentrates on the problem of the limited number of women in the upper-management positions. In the private sector, the whole process is initiated by the company, and many times the firm's coordinator is responsible for the coupling among mentor and mentee. In the formal mentoring, the organization sets goals which have to be achieved within a specified time frame. It is worth mentioning that, it is at an organization's disposal whether the mentoring program will be handled by the inside specialists or in co-operation with a private company providing mentoring services. Allen *et al.* (2006) mention that, formal programs are by far easier to get to than informal ones, as the professional development of a protégé does not depend on mentors' willingness to start a relationship of this kind. A doubting thing is that, in this kind of program, protégés are not asked about their participation in the programs and most importantly they are not free to choose with whom (mentor) they would like to collaborate.

### **2.3.5.1. Greece's National mentoring program**

There is a National program conducted by the Ministry of Interior, Decentralization and E- government in collaboration with the General Secretariat for Gender Equality, for effective gender equality for the years 2010-2013. It is a new program addressed to employed women and women entrepreneurs owning small firms. Its aim is the substantive gender equality and the upgrading of the professional positions of women workers. It is designed for the professional development and increase of production capacity of those addressed through counseling by experts. This innovative action is conducted as an alternative solution to traditional mentoring collaborations, where women's access is denied due to gender discrimination. The Greek government puts into effect this plan for filling the gap of women's mentoring, as a solution to the disapproval of women capabilities and the denial to additional information that lead to women resistance to participate in professions which they are under-represented in (Ministry of Interior, Decentralization and E-government 2010).

The National mentoring program actions of Greece are:

- I. Provision of specialized information, assistance and mentoring (advising) of women workers and entrepreneurs for advancing their knowledge and competence.
- II. Networking activities of women entrepreneurs.
- III. Measures for increased awareness addressed to organizations in order to follow sex equality regulations.
- IV. Introduction of Quality Mark for the firms which have adopted equal opportunity measures in the workplace and obey to them.
- V. Publication of handbooks and guide books of best practices concerning the integration of gender equality in HR growth, so as to assist the firms and their personnel to adopt the gender equality strategy (Ministry of Interior, Decentralization and E-government 2010).

### **2.3.6. Conclusion remarks**

Concluding, the mentoring "co-operation" is recognized as a means of gaining career advancement opportunities like higher earnings and upward mobility to a

company's hierarchy, in addition to psycho-social help through advising. Overall, this precious "tool" offers valuable educational and development opportunities to a mentee. However, many obstacles exist, within the organizational setting, for women to find a mentor. The lack of women in powerful positions or even the resistance of senior women to guide inexperienced employees of the same gender due to competitiveness, the reluctances of men seniors to guide women because of fear of misconception of the relationship to a sentimental one, or even because of the well-known "old boy's club". All the aforementioned barriers lead to the women mentoring gap; a problem that formal mentoring programs can tackle by providing counseling and support to women to chase the desirable positions in the upper echelons.

## **2.4. PERSONAL LIFE – RELATED VARIABLES AND CAREER ADVANCEMENT**

In this research the personal life-related variables examined are, the human capital acquirements of women respondents and the mothering and domestic duties that may impact on women's career advancement.

### **2.4.1. Human capital and career advancement**

Tharenou *et al.* (1994) defines the human capital as "an individual's personal investments in education and experience" (p. 482). The human capital, hence, refers to a person's competences, knowledge and work experience.

In professions traditionally occupied by men, women feel that they have to invest more in their work, so as to show that they are competent and they deserve to be in that job. Therefore, to demonstrate their legitimacy and reliability, women have to invest heavily in their human capital for their career progress (Judiesch and Lyness 1999, cited by O'Neil *et al.* 2004). O'Neil *et al.* (2004) supports that; females that follow a linear career invest largely in their education and work expertise. According to the attribution theory (Heider 1958, cited by Ballout 2007) and the human capital theory (Becker 1975, cited by Ballout 2007) career growth is primarily attributed to the human capital acquirement. People who give their best to develop their human capital like knowledge, training and work experience, have much potential to increase their job performance and consequently the expected business rewards. A person's career growth and success depends on the amount and the value of the human assets

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as well the competences and experiences one brings with him, which are linked to his salary (Agarwal 1981).

Research shows the positive relationship between human capital factors (education, experience) and career growth (Ng *et al.* 2005; Tharenou 2001), since human capital justifies a great part of difference in compensation (Chenevert and Tremblay 2002) and in the amount of promotions received (Stewart and Gudykunst 1982). Concluding, Kirchmeyer (1998) also examined the link between work experience and career growth, objectively and subjectively, and found that there is a positive relationship between the variables, in both ways of measuring.

#### **2.4.2. Mothering and career advancement**

As many changes occur in the workplace arena and in the demographic data of the labor force, many researchers find it interesting to examine the link between family and job more closely (Cheung and Halpern 2010; Bo 2006; McNall *et al.* 2010; Stoddard and Madsen 2007). Research in an earlier period, concerning the balance of work and family obligations, hardly ever referred to managers of organizations with family obligations, as most of people holding the ‘title’ of a manager were men. However, in the last years more and more married women join the workforce and attain management posts, which require a lot of devotion and time. An obvious question is how these women manage to keep up with family and work obligations at the same time, and if these kinds of responsibilities have an impact on their career growth.

A family is composed of various members like; the spouse, the kids, and the grandparents. Eby *et al.* (2005) define family as “two or more individuals occupying interdependent roles with the purpose of accomplishing shared goals” (p. 126) and Koekemoer *et al.* (2010) define a parent as “a person who is providing and/or caring for one or more children living at home and/or who is or are dependent on the person in some way” (p. 5).

According to Rothbard (2001) there is a clash among family and work as these two incompatible fields fight for someone’s devotion and energy. There are disputes into the specific relationship due to a woman careerist’s restricted resources to take part in the family domain because of her work obligations. Also, the housework

demands affect negatively her career; because it is tough for her to satisfy several synchronized responsibilities, like the one of a mother, a spouse and a manager (see Fig.2.5). The dual role of working mothers requires fixed time devotion, increasing in this way the strain and conflicts (Cheung and Halpern 2010).

According to role theory (Kahn *et al.* 1964, cited by Ahmad 2008) the determining factor of a person's behavior, is the expected way of acting that people have of him/her. The expectations resulting from every role an individual has to play, are the major culprit for the pressure coming from each role's requirements, like family's and work's time, strength and devotion demands. The role theory refers to the conflict among work and family pressures which are totally mismatched. There is incongruity because the partaking at the work task makes hard the partaking at the family task and the reverse (Santos and Cabral-Cardoso 2008). For instance, if a woman employee has to be devoted to in-home care giving daily, around the clock; this will reduce her professional choices and ambitions, her quality of work as well as her work fulfillment and willingness to keep up with work (Ruderman *et al.* 2002, cited by Ahmad 2008). On the other side, the social identity theory supports that, individuals may devote themselves to different roles and realize a sense of balance between work and family obligations, by making sure that there is separation between the conflicting roles and responsibilities and steady personal principles.

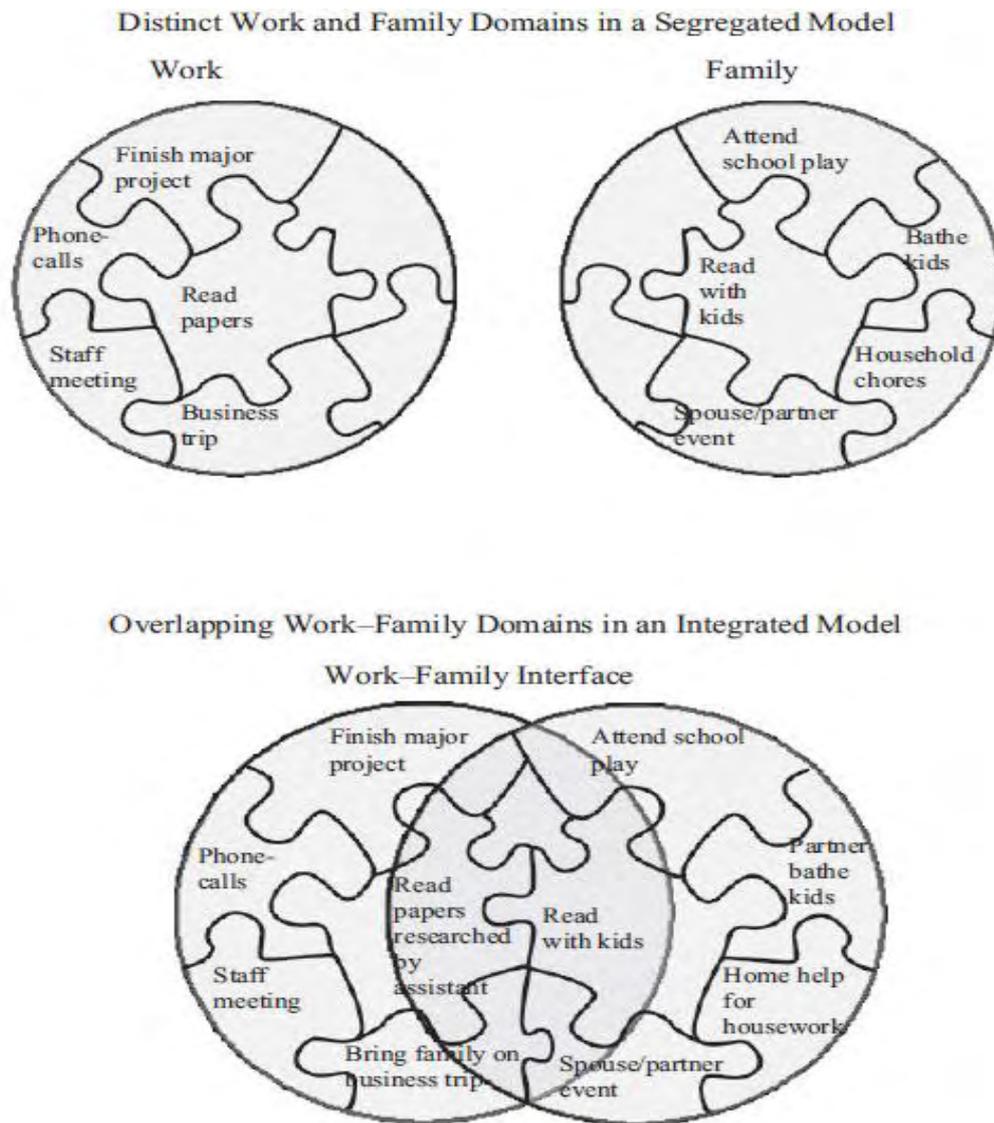
Ezzedeen and Ritchey (2008) support that in the work arena; females face challenging endeavors while rising to the top e.g. long working hours, frequent travel demands and emotional conflicts between work and family obligations. While, in the home arena, there is a need for compromising among the couple concerning whose career is going to take priority and who is going to do the housework and take care of the children.

It is commonly known that, married females with kids move at a slower pace in the management hierarchy in contrast to men (Tharenou 2001). This is obvious by looking at the top of the companies' hierarchy where there are not many women, even though a big proportion of them are held up at middle management positions (Cheung and Halpern 2010). Research shows that women working in the management field are often ragged because of professional and family obligations which convey to them guilt and anxiety (Ruderman *et al.* 2002). A recent report of the U.S Census Bureau

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reveals that nearly half of the women having reached the top high-salaried management posts and almost half of the women with earnings more than \$100,000, had no kids (Dye 2008).

**Fig. 2.5: Segregated Versus Integrated Models of Work-Family Interface**



Source: Cheung and Halpern, 2010, p. 187.

Stoner and Hartman (1990, cited by Beauregard 2007) research revealed that, for women working in the management area, who made the choice of child birthing and leaving aside their strategic career plans for a while, it was a harmful decision to

their career advancement. 80% of the women surveyed, said that their careers were destroyed, somehow, as a result of their family duties. According to Beauregard (2007) having children imposes to parents the rescheduling of their work plans, mainly if they are used to working overtimes, going out with clients after work or leaving on business trips.

Mothering duties are concerned with the children's maintenance, helping them study for school, looking after them and staying at home when they are sick or taking them to the doctor. In the mornings, mothers have to help their kids to get dressed and prepare the launches meals and while being at work, they always have their mind on their children and always check by giving a call at home, if everything is fine. Due to all these kinds of responsibilities, females feel torn among the pressures of being a good mother and a "serious" employee at work (Hochschild and Machung 1989).

According to Cheung and Halpern's (2010) research, women with a working career and a family may devote a lot of time to their children whom they consider a top responsibility, but they are always searching for ways to make it work with their double roles. The authors reveal that, one of women careerists' traits is their expertise in multi-tasking capability. As these women live one single life instead of two different, one at work and one at their house, they try to combine somehow their work and family while they try to keep their careerist and housewife roles separated. For instance, they take their children with them at work or even on business trips. Furthermore, these women manage to complete a part of their business work at home at night, spending the rest of the day playing with their kids or they even try to finish their work duties after putting their kids to bed. Furthermore, they struggle to attend every special occasion of their children; whether it has to do with school or extracurricular activities and they try not to miss having dinner with their family, even if they have to attend a business dinner after that.

Giving birth to a child and taking care of it, are very demanding tasks that reduce the mothers' time and energy dedicated to work and sometimes direct them to cut back on their engagement to their career (Williams 2000, cited by Valcour 2008). Metz (2005) examined whether children's presence negatively affects females' career growth through influencing training and progress or labor hour's factors, and found, in fact, that being a parent creates a negative relationship among labor hours and female managerial progress.

According to Epstein *et al.* (1999, cited by Valcour 2008) a possible reduction of career dedication and investment may lessen the provision of job rewards. Ng *et al.* (2005) support that, females due to mothering, do not spend so much time on their career as they used to do prior to childbirth, making in this way, employers reluctant to spend time and money on females' training as they believe that their investment will never pay off. Studies show that, postponing mothering and having a small-sized family is linked to a greater career growth, in terms of promotions (Mason and Goulden 2002, cited by Valcour 2008) and profits. A logical explanation is that, females delaying birth and females having a small number of children are more dedicated to their career; they invest more in their education and in their work practices in contrast to early child bearers and females with a large number of children (Budig and England 2001).

A number of studies have revealed that the number of children is negatively related to female career growth (Hersch 1991; Crompton and Sanderson 1990, cited by Chenevert and Tremblay 2002; Tharenou *et al.* 1994). The size of the family has a negative impact on women's career progress for the reason that, society, family structure or private issues force women to spend more time in contrast to men to household tasks. According to Neumark and McLennan (1995) mothers devote more time to family tasks and less to their training, work experience and careers, while women managers into marriage with no children spend much more time on their education (Blunsdon *et al.* 2005).

Rosenbaum and Cohen (1999, cited by Valimaki *et al.* 2009) support that the mothers' lives joining the workforce, are stressful not because of the large number of obligations, but because of the work effects into the relationship with their children. For the aforementioned reasons, some women deal with career and family in sequence; either they devote themselves to childbearing first and then try to build their career, or they delay marriage and mothering or they even decide not to create a family because of the possible damaging effects of mothering to their career advancement. On the other hand, other women make a career and a family simultaneously and try to have a work-family balance by just being highly organized and outsourcing housework.

### 2.4.3. Domestic duties and career advancement

According to Koekemoer *et al.* (2010),

*.....Domestic role is defined as performing a variety of house chores or domestic activities in order to maintain or provide a well-kept household and/or to enhance the aesthetic appearance of the home environment....(p.5)*

Coltrane (2000) mentions that even if the rhetoric says that the division between the couple of bringing money home means the division of housework; women are still the major responsible for taking care of the domestic work. Women's main domestic responsibilities are taking care of elderly relatives (Mennell 1992, cited by McDermott 1998), the preparation of meals, the cleaning of the house, the washing of the laundry, the writing of the shopping list and doing the shopping and many more.

A fundamental human profession like the one of a housewife is womanly by tradition. According to Oakley (1974, cited by McDermott 1998) a housewife is "the person in a household who is mainly responsible for domestic duties" (p.417). Nearly all women in the management field, who are into marriage with kids, try to perform well both their mother, wife, housekeeper and professional roles. Nevertheless, these women are not superheroes to excel in all roles and carry out all the tasks connected to each of them, successfully. For this reason, female managers follow some in-house and outdoor strategies like they outsource the housework when there is lack of time and material assets, for instance they would subcontract work in case of work overload in the office, or even they outsource the gift buying. Everything that does not offer having time with someone's family (Cheung and Halpern 2010).

Women into marriage joining the labor force are always complaining about the lack of time, as they work as "second shifters" at home after finishing their demanding work (Hochschild *et al.* 1989). Many countries globally have conducted researches concerning time usage (e.g. UNSD) most of which show that females in labor market in general spend much more time on housework tasks than their partners (Galinski 2005, cited by Cheung and Halpern 2010).

According to Haas and Hwang (2000, cited by Ingerid 2006) working demands entering the house is acceptable for men, but for women it is not permitted due to family obligations. On Toth's (2005) research, men managers handled almost

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no domestic work, whereas women managers were in charge of scheduling and doing it. The lone domestic chore, only, some men managers mentioned, was handling few in-house tasks every now and then and giving a hand with Saturday's shopping.

Ezzedeen and Ritchey (2008) believe that for women the combination of a managerial career and a family is challenging because females are still considered primarily responsible for the household work, which can weaken their ability to dedicate themselves to their career development. After all, the pace of a management position requires physical and mental dedications since these position-holders are the main responsible for the management of their firms, and are deeply involved therein.

#### **2.4.4. Family conflicts create women's turnover**

A lot of successful women appear to be quitting their careers to go back home. The reasons why careerist women quit their jobs are primarily because of family as well as work-related factors. Today's women, on their own, choose to quit their work and stay at home for taking care of their kids. These highly literate females are pushed to leave their well-paid jobs since the needs of success are incompatible with the family needs. Women mention that there is no choice as a woman is considered to be able to carry on with work after giving childbirth, as top posts require "all or nothing". In spite of women's efforts to keep up with their work and family obligations, not any can perform them successfully. So, women leave their job to stay at home since their income is considered as supplementary to their spouses' one, which is considered critical (Graff 2007).

Brown (2010) supports that, the absence of family-friendly policies and corporate cultures are to blame for forcing women employees to quit their job. If companies implement work-life balance policies, then employed mothers may possibly keep on advancing in their work areas. To reduce women's turnover, the organization support plays a critical role. Working for a company with women-friendly policies eliminates the work-family conflicts and boosts flexibility within the workplace (Graff 2007).

#### **2.4.5. Conclusion remarks**

Concluding, we can say that the family-work clash is caused by the combination of work-related (overwork), family-related (proportion of kids, child caring, domestic duties) and individual-related (gender roles, human capital) factors. The various roles a woman in management has to play are very demanding and require total devotion. A woman employee, in order to keep up with all responsibilities associated with the mother and careerist roles, and not quitting her job, needs support from her workplace (woman-friendly policies).

### **2.5. HYPOTHESIS TESTING**

For the examination of the impact of the corporate environment, the mentoring support, the human capital, the mothering, number of children and the domestic duties on a woman's career growth, eight hypotheses have been put forward. The hypotheses are the following:

H1. There is a negative relationship between a "masculine-managerial" dominated corporate culture and the managerial career advancement of female employees.

H2. There is a negative relationship between a firm's corporate climate and the managerial career advancement of female employees.

H3. There is a negative relationship between the corporate practices firms seem to adopt and the managerial career advancement of female employees.

H4. There is a positive relationship between mentoring and the managerial career advancement of female employees.

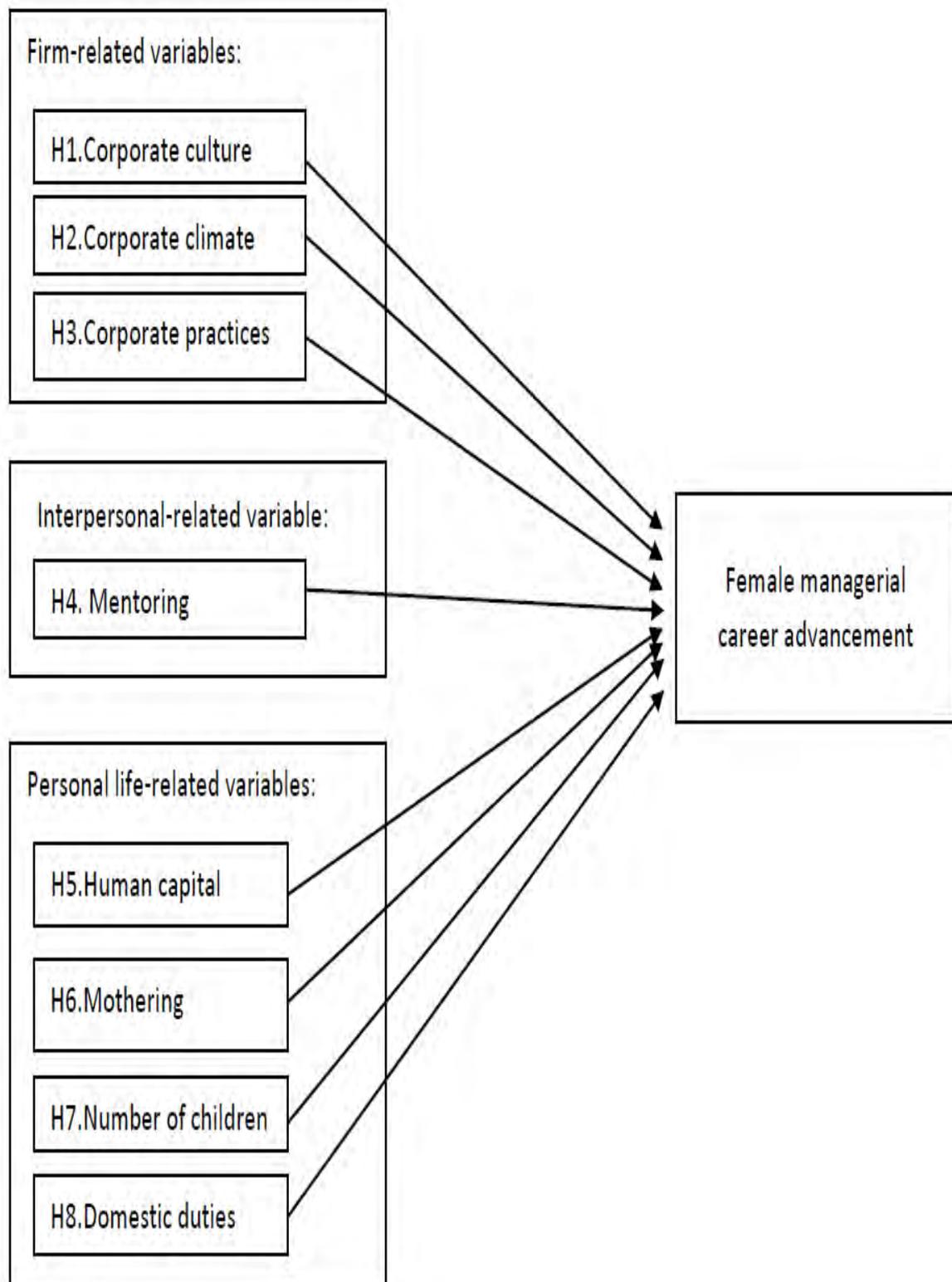
H5. There is a positive relationship between the human capital factors, education and work experience, and the managerial career advancement of female employees.

H6. There is a negative relationship between mothering and the managerial career advancement of female employees.

H7. There is a negative relationship between the number of children and the managerial career advancement of female employees.

H8. There is a negative relationship between domestic duties and the managerial career advancement of female employees.

**Fig. 2.6: Research Hypotheses**



### **3. METHODOLOGY OF THE RESEARCH**

#### **3.1. DATA REQUIREMENT**

A thorough review and examination of the literature for the better understanding and presentation of the research's theme, were proceed the beginning of the scheduling and conducting stage of the research. Particularly, a great number of scientific journals and relevant books, coupled with international and national surveys were reviewed. After taken into consideration the comprehensive research, the scheduling of the survey took turn. The research's aims are to identify whether the Greek corporate environment and a possible mentoring relationship, as well as the human capital, the mothering, the number of children and domestic duties, are linked to female managerial career advancement. Since the study's goal is to learn about women employees' experiences, the gathering of primary data from the Greek organizational setting, from women holding positions from all management levels in small, medium and large-sized enterprises, was prerequisite for the accurateness and completeness of the research.

#### **3.2. RESEARCH DESIGN**

The current research project is a descriptive one. Robson (2002) describes the descriptive research as “the portraying of an accurate profile of persons, events or situations” (p.59). The related literature reveals that, the variables on examination are linked to the managerial career advancement of women. Therefore, a descriptive survey method was used, to find out about Greek female employees profile and to clear out if the firm-related factors, interpersonal and personal life-related ones have an impact on women's career development in the organizational management area.

According to Cooper and Schindler (2001) a sample is “a section of the target population, selected very carefully in order to be representative of the population” (p. 77). Choosing a sample population, it is a proper way of having a representative view of how the population behaves generally. What's more, it is impractical to study the whole population, as it is money and time-consuming (Saunders *et al.* 2003, 212).

The specific research project used a mixture of non-probability sampling techniques, the convenience sampling in combination with the snowball sampling. A

non-probability sampling technique was used since a sampling frame of females working in the low, middle and top levels of management in private organizations in Greece, is not possible (Saunders *et al.* 2003, 214). The former sampling was selected based on the personal point of view of the author and based on the ease of access to the sample (Saunders *et al.* 2003, 241). While, the latter sampling was selected because, it was not easy to discover further members of the wanted population. The author had to contact with few members of the population and ask from them to discover further ones. The data gathering stopped when there were no new members identified and the population's portion was sizable (Saunders *et al.* 2003, 240).

The sample of the research is 57 females, working in organizations of different sectors of the Greek economy, and holding low, middle and top management positions. Using a non-probability convenience sampling approach, the survey was distributed to the registered members of the Institute for Women Managers and Entrepreneurs (IAGME) of Thessaloniki's department, which belongs to the Hellenic Management Association (EEDE). The questionnaire was sent to the Institution's 30 members, with the help of the Head of the department of IAGME, who distributed the survey's instrument to all members' electronic mail, accompanying with a cover letter explaining the survey's goals and reassuring confidentiality. The 30 registered members of IAGME was a quite small number of participants though. Therefore, for increasing the research's population, a snowball sampling technique was also used. The author used her informal networks and the survey was mailed to other 73 females holding low, middle and top management positions in the cities of Thessaloniki, Yiannitsa and Athens. The author requested from women targeted, to assist in sending the study's questionnaire to further women in their organizations or outside. The research started on January 26, 2012 and ended on March 15, 2012. Overall, 103 questionnaires were sent and 57 were gathered. The response rate was 55 per cent.

For the distribution of the survey's instrument to the registered members of the IAGME in Thessaloniki, a telephone contact with the Head of the Institute was made, for informing her about the research's objectives, talking about the best way to send the questionnaire to its members and most importantly taking her approval for the whole process. The responsible of the Institute, on her turn, suggested presenting the survey's instrument to the board members of EEDE first, on the following board

meeting scheduled, for taking their agreement too. The research's tool met with approval of the EEDE's members, to be notified from IAGME people to the managers' electronic mail.

### **3.3. METHODS FOR DATA COLLECTION**

The type of instrument selected for the needs of the survey, is the self-administered questionnaire, which was sent electronically with the use of the internet (Internet-mediated) (Saunders *et al.* 2003). After taken into consideration the distances that separate the author from the research's population, the most suitable and secure way for the questionnaire's distribution and the corresponding data collection, was via e-mail. This kind of questionnaire's administration was perceived as the most suitable one; in contrast to others exist, as reassures that the right people will participate to the survey, since nearly all users check and answer to their own mail (Witmer *et al.* 1999, cited by Saunders *et al.* 2003). Specifically, a web-based questionnaire was used, created and administered with the use of Google Docs software tool. The questionnaire was written down first on a Microsoft Word sheet, it was translated from English to Greek, as the survey would take place in Greece, and after that, the questions were entered to Google Docs. With the ending of the instrument's development, it was pilot tested on author's ten colleagues to reassure its reliability, and the required corrections were made prior to the finishing of the questionnaire. The web-administered questionnaire was perceived as the most suitable instrument, since it makes the completion process less time-consuming and as a result it can increase the response rate (Fricker and Rand 2002).

### **3.4. METHODS FOR DATA ANALYSIS**

For the statistical analysis of the quantitative data gathered, the Microsoft Office Excel and the SPSS programs were used. The author chose the specific programs, in contrast to other statistical packages like, Minitab, Statview etc., because of the familiarity with them, and because the statistical analysis with the particular tools is quick and easy, concerning the production of statistical analyzes and their interpretation. Furthermore, frequencies and diagrams were used to present the sample's profile, and means, correlations and regressions to test the hypotheses which have been set.

### 3.5. MEASURES

For ensuring the survey's validity and reliability, the construction of the survey's instrument was based on multiple validated questionnaires (Saunders *et al.* 2003). In order to make sure that there is internal consistency among the questionnaire's items, the Cronbach's alpha test was applied (see Table 3.1). In the application of Cronbach's alpha test, any score that is beyond 0.70, shows an acceptable convergent validity (Bagozzi and Yi 1988).

On research's questionnaire, respondents were asked to state their extent of agreement to all questions with a five-point Likert response scale ranging from (1) strongly disagree, to strongly agree (5), unless requested otherwise.

*Corporate culture:* In order to measure the "masculine-managerial" corporate culture the 6-item masculine organizational culture instrument was adapted by Clugston *et al.* (2000), which was originally adapted by Dorfman and Howell's research. It was selected because it matches exactly with the survey's needs, measuring the organizational perceptions favoring men and the organizational perceptions against women employees' capabilities for attaining managerial positions.

*Corporate climate and corporate practices:* The corporate climate and corporate practices were measured with an 11-item and a 6-item instrument respectively, adapted by Dimovski *et al.* (2010) questionnaire, which were originally adapted by Bergman and Hallberg 'Women Workplace Culture Questionnaire' (WWQ). The specific instrument was chosen because it is a reliable tool and its type of questions fit exactly with the survey's standards.

*Mentoring:* The *mentoring* variable was the mean of two items; the career development mentoring and psychosocial mentoring, adapted by Noe (1988, cited by Sosik and Godshalk 2000) two ten-item questionnaires due to their long-lasting reliability and suitability. Specifically, the career development mentoring was measured with three items and the psychosocial support mentoring with another three items respectively.

*Human capital:* The human capital was measured with two items, the education and work experience of women employees, which were adapted by

Lafuente and Rabetino (2011) research. The level of education was measured with one four-point item with response categories from 1=High School to 4=Phd, and the respondent's work experience was measured with a single four-point item with response categories from 1= Less than 10 years to 4= 30-40 years.

*Mothering, No. of children and domestic duties:* The mothering and domestic duties were examined using Koekemoer *et al.* (2010) 30-item instrument, measuring the interference between work and non-work roles. The specific model was chosen because, it is a new tool measuring comprehensively the intervention of children and domestic duties to one's career and because it was the most appropriate in comparison to other similar instruments. Specifically, six items were used for the parent-work examination and six items for measuring the domestic-work interference. As far as the number of children, it was measured with one question with four response categories (From 1= 1 to 4= 4 at least).

*Career advancement:* In order to measure the dependent variable, the career advancement of female managers, a thorough examination of other similar surveys was made and the measurement of career growth was chosen, using objective criteria instead of subjective ones, since most researchers find them as the most reliable way of measuring the progression of one's career by using verifiable achievements (Nicholson 2000, cited by Heslin 2005). The Tharenou (1999, cited by Metz 2005; Tharenou 1994) Managerial Advancement (MA) model was adapted, since it is widely used on similar researches due to its reliability. This model includes the three-item measure Tharenou (1999, cited by Metz 2005) used on a survey concerning Australian managers' career growth, and a single item, measuring the number of subordinate staff, that was used on Tharenou *et al.* (1994) survey. Managerial Advancement (MA) was the mean of four standardized items, asking from the respondents to state their managerial post, their annual income, the total number of supervisory/managerial promotions received during their career as well as the total number of their subordinate staff. It was decided to ask from respondents to state their annual salary before any likely cuts, due to economic crisis and salaries downfall (Evans *et al.* 1997, cited by Heslin 2005). The four items were standardized first, because their response categories differ, and they were averaged then to give a score.

*Demographic variables:* Further information was collected on demographic variables, asking the respondent's age; the variable was measured with a single five-point item with response categories from 1= 20-29 to 5= 60+. The marital status and children/stepchildren existence were also collected. They were measured with two items, with a six-point (from 1=Married to 6=Single) and a two-point (1=Yes, 2=No) response categories, respectively. Also, the mentor existence was measured with one two-point item (1= Yes, 2= No) asking respondents to state whether they ever had a mentor or not, and the mentor's gender was measured with one two-point item (1=male, 2-female), respectively. Finally, the business sector which they currently work in was measured with an open-question.

**Table 3.1: Reliability Alpha**

<b>Scales</b>	<b>Cronbach's Alpha</b>
Corporate culture	0,952
Corporate climate	0,852
Corporate practices	0,853
Mentoring	0,993
Mothering	0,993
Domestic duties	0,899
Managerial Advancement	0,768

## 4. RESEARCH FINDINGS AND DISCUSSION

Table 4.1. shows that the study's sample includes women aged between 20 and 29 years old (7 per cent), 30 and 39 years old (19,3 per cent), 40 and 49 years old (40,3 per cent) and 50 and 59 years old (33,3 per cent). A small number of them are high school graduates (5,3 per cent) and PhD holders (1,8 per cent), while most of women are university graduates (43,9 per cent) and postgraduates (49 per cent). The majority of respondents holds a manager/vice president position (59,6 per cent) while the 22,8 per cent are supervisors and the rest 17,5 per cent holds a CEO or president's position.

The survey's participants work in the Human Health sector (1,75 per cent), the Real Estate (1,75 per cent), the Transportation/Storage (5,3 per cent), the Wholesale/Retail trade (3,5 per cent), the Information/Communication (7 per cent), the Accommodation/Food service (17,5 per cent), in the Financial/Insurance activities (14,4 per cent) and the greater part of all, works in the Professional, Scientific, Technical activities (24,6 per cent) and in the Manufacturing sector (24,6 per cent). Concerning women's marital status, the 64,9 per cent are married, the 3,5 per cent are living together with their partners, the 7 per cent are involved in a relationship, another 7 per cent are widowed and the rest 17,5 per cent are divorced. As far as the working experience, the 12,3 per cent of women work less than 10 years, the 29,8 per cent work from 10 to 20 years, the largest part (38,6 per cent) from 20 to 30 years and the rest 19,3 per cent has 30 to 40 years work experience. Also, only the 33,3 per cent of women have been involved in a mentoring relationship of whom the 17,5 per cent had a man mentor and the 15,8 per cent a woman. The majority of women has children (66,7 per cent) and the 24,6 per cent has 1 child, the 19,3 per cent 2 children, the 15,8 per cent 3 children and the 7 per cent has 4 at least.

Furthermore, a 14 per cent of women makes an annual salary of less than €20,000, a 35 per cent makes €20,001- €30,000, a 33 per cent makes €30,001- €40,000, a 8,8 per cent €40,001- €50,000, a 5 per cent €50,001- €60,000 and a 3,5 per cent makes more than €60,001 a year. The largest portion of women (45,6 per cent) received two managerial promotions during their career, the 21 per cent just one

promotion, the 21 per cent three and the rest 12,3 per cent four promotions. Also, the 49 per cent of women supervise 1-10 employees, the 30 per cent supervise 11-20 employees, the 17,5 per cent 21-30 employees and the 3,5 per cent supervise 31-40 employees.

*Table 4.1. Sample characteristics*

<b>Characteristics</b>		<b>Percent (%)</b>	<b>Frequency</b> (Number of people)
Age	20-29	7.0	4
	30-39	19.3	11
	40-49	40.4	23
	50-59	33.3	19
	60+	0	0
	<b>Total</b>	<b>100</b>	<b>57</b>
Education	High School graduate	5.3	3
	University graduate	43.9	25
	Postgraduate	49.1	28
	PhD	1.8	1
	<b>Total</b>	<b>100</b>	<b>57</b>
Position	Supervisor	22.8	13
	Manager/Vice president	59.6	34
	CEO/President	17.5	10
	<b>Total</b>	<b>100</b>	<b>57</b>
Business sector	Financial/Insurance activities	14.0	8
	Manufacturing	24.6	14
	Accommodation/Food service	17.5	10
	Information/Communication	7.0	4
	Professional, Scientific, Technical activities	24.6	14
	Wholesale/Retail trade	3.5	2
	Transportation/Storage	5.3	3
	Real estate	1.8	1

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	Human health	1.8	1
	<b>Total</b>	<b>100</b>	<b>57</b>
Marital status	Married	64.9	37
	Living with significant other	3.5	2
	Involved in a relationship	7.0	4
	Widowed	7.0	4
	Divorced	17.5	10
	<b>Total</b>	<b>100</b>	<b>57</b>
Work experience	Less than 10 years	12.3	7
	10-20 years	29.8	17
	20-30 years	38.6	22
	30-40 years	19.3	11
	<b>Total</b>	<b>100</b>	<b>57</b>
Mentor existence	Yes	33.3	19
	No	66.7	38
	<b>Total</b>	<b>100</b>	<b>57</b>
Mentor's sex	Man	17.5	10
	Woman	15.8	9
	<b>Total</b>	<b>33.3</b>	<b>19</b>
Children existence	Yes	66.7	38
	No	33.3	19
	<b>Total</b>	<b>100</b>	<b>57</b>
No. children	1	24.6	14
	2	19.3	11
	3	15.8	9
	4 at least	7.0	4
	<b>Total</b>	<b>66.7</b>	<b>38</b>
Annual salary	Less than €20,000	14.0	8
	€20,001- €30,000	35.1	20
	€30,001- €40,000	33.3	19

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	€40,001- €50,000	8.8	5
	€50,001- €60,000	5.3	3
	More than €60,001	3.5	2
	<b>Total</b>	<b>100</b>	<b>57</b>
Managerial promotion	1	21.1	12
	2	45.6	26
	3	21.1	12
	4	12.3	7
	5 or more	0	0
	<b>Total</b>	<b>100</b>	<b>57</b>
No. staff	1-10 employees	49.1	28
	11-20 employees	29.8	17
	21-30 employees	17.5	10
	31-40 employees	3.5	2
	41-50 employees	0	0
	More than 50 employees	0	0
	<b>Total</b>	<b>100</b>	<b>57</b>

Correlation coefficients were used to evaluate the connection between the independent, control and the dependent variables (Table 4.2.). A Kendall and Spearman correlations were carried out for all the variables, with the exception of business sector and marital status, which were asked for the sample's description.

According to Kendall and Spearman's correlations, the human capital factors of education and work experience of female employees, are positively related to their career advancement. Table 4.2 shows that, women's education and managerial advancement have a statistically partial positive correlation, and women's work experience has a statistically significant positive correlation with managerial advancement. Meaning that, the more educated a woman employee is, and the more work experience she has, the higher the managerial advancement.

**Table 4.2. Kendall and Spearman Correlation Coefficients for the control, dependent and independent variables**

VARIABLES	Kendall		Spearman	
	Correlation Coefficient	Significance	Correlation Coefficient	Significance
<b>MA</b>				
<b>CORPORATE CULTURE</b>	-0.23	0.813	-0.41	0.764
<b>CORPORATE CLIMATE</b>	-0.127	0.188	-0.186	0.167
<b>CORPORATE PRACTICES</b>	0.094	0.333	0.137	0.310
<b>MENTORING</b>	0.191	0.064	0.259	0.052
<b>WORK EXPERIENCE</b>	0.428**	0.00001	0.524**	0.00001
<b>EDUCATION</b>	0.242*	0.026	0.293*	0.027
<b>MOTHERING</b>	-0.186	0.057	-0.252	0.059
<b>NO.CHILDREN</b>	-0.221*	0.029	-0.292*	0.027
<b>DOMESTIC DUTIES</b>	0.022	0.819	0.054	0.691
<b>AGE</b>	0.370**	0.00001	0.470**	0.00001

Notes: MA=Managerial Advancement (Dependent variable), \* =  $p < 0.05$ ; \*\* =  $p < 0.01$

According to Kendall and Spearman's correlations, the number of children is negatively related to female employees' career advancement. The results show that, there is a statistically partial negative relationship between the number of children and women's managerial advancement. Meaning that, the more children a woman employee has to take care of, the less the managerial advancement. Also, the correlation results reveal that age has a statistically significant positive correlation with managerial career growth, showing that the managerial advancement grows as the age of a woman employee rises.

Subsequently, to estimate the impact of each variable on managerial advancement, a stepwise regression analysis was conducted (Table 4.3.). Except from the independent variables, the age was included as a control variable, to identify its possible influence in the career advancement of women. Table 4.3. shows that the age of a woman employee explained the 23.5% of the variation ( $R^2 = 0.235$ ;  $F = 16.9^{**}$ ) in model, and it has the most significant positive impact on female managerial advancement ( $\beta = 0.031^{**}$ ).

*Table 4.3. Stepwise regression analysis*

<b>Control / Independent variables</b>	<b>Standardized <math>\beta</math></b>
<b>Age</b>	0.031 <sup>**</sup>
$F = 16.938^{**}$ $R^2 = 0.235$	
<b>Mentoring</b>	0.36 <sup>*</sup>
$F = 11.669^{**}$ $R^2 = 0.302$	
<b>Education</b>	0.23 <sup>*</sup>
$F = 13.868^{**}$ $R^2 = 0.440$	
<b>Work experience</b>	0.62 <sup>*</sup>
$F = 14.520^{**}$ $R^2 = 0.528$	
<b>No. children</b>	- 0.32 <sup>*</sup>
$F = 16.775^{**}$ $R^2 = 0.622$	

Notes: \* =  $p < 0.05$ ; \*\* =  $p < 0.01$

*H1* proposed that corporate culture would be negatively related to female managerial advancement in organizations. According to the regression results, the corporate culture was not a significant predictor in this model ( .380) and for this reason was excluded. Thus, the corporate culture is not related to women's career

advancement and *H1* is rejected. *H2* proposed that corporate climate would be negatively related to female managerial advancement in organizations. The results showed that corporate climate was not a significant predictor ( $.241$ ) and for this reason was also excluded from the model. Therefore, the corporate climate is not related to women's career advancement and *H2* is rejected too. Concerning the corporate practices, *H3* proposed that it would be negatively related to female managerial advancement. Likewise, the results showed that, the corporate practices factor was not a significant predictor in this model ( $.280$ ) so, it was excluded. Thus, the corporate practices are not related to women's career advancement and *H3* is rejected.

*H4* proposed that mentoring would be positively related to female managerial advancement. Table 4.3. shows that mentoring accounted for 30.2% of variance ( $R^2=0.302$ ;  $F=11.6^{**}$ ) in this model and that positively impacts on female managerial advancement ( $\beta = 0.36^*$ ). Meaning that, the more the mentoring support, the highest the managerial advancement. Therefore, *H4* is accepted. *H5* proposed that the human capital (education, work experience) would be positively related to female managerial advancement. Table 4.3. shows that education accounted for 44% of variance ( $R^2=0.440$ ;  $F=13.8^{**}$ ) in this model, and work experience for 52.8% ( $R^2=0.528$ ;  $F=14.5^{**}$ ) respectively. As well, education has a positive impact on female managerial advancement ( $\beta = 0.23^*$ ) and work experience a greater positive impact which proves the high beta value ( $\beta = 0.62^*$ ), showing that a unit change in this factor will have a great influence on managerial advancement. Therefore, as women employees increase their education level, their managerial career growth is expected to increase too, and as the years of work experience rise, so does the managerial advancement. Thus, *H5* is accepted.

*H6* proposed that mothering would be negatively related to female managerial advancement. The results show that mothering was not a significant predictor ( $.635$ ) and for this reason was excluded from the model. Therefore, mothering is not related to women's career advancement and *H6* is rejected. *H7* proposed that the number of children a woman employee has to raise would be negatively related to female managerial advancement. The regression results show that the number of children accounted for 62.2% of variance ( $R^2=0.622$ ,  $F=16.7^{**}$ ) in model and that negatively

impacts on female managerial advancement ( $\beta = - 0.32^*$ ). Meaning that, the more children a woman employee has to take care of, the less likely to increase her managerial career growth. So, *H7* is accepted. *H8* proposed that domestic duties would be negatively related to women’s managerial advancement. Table 4.3. shows that domestic duties was not a significant predictor ( .895) and for this reason was excluded from the model. Therefore, domestic duties are not related to women’s career advancement and *H8* is rejected.

In Table 4.3. can be seen that the managerial advancement of women employees in Greek organizations was negatively influenced by the number of children a woman employee has to raise and positively influenced by the interpersonal and personal-life related variables like mentoring, age, the education level and even more with the work experience of women. Surprisingly, the sample’s managerial advancement was not influenced either by mothering and domestic duties or by firm-related factors. Concluding, *H1*, *H2*, *H3*, *H6* and *H8* are rejected, and *H4*, *H5* and *H7* are accepted (Table 4.4.).

**Table 4.4. Hypothesis results**

<b>Hypothesis</b>	<b>Variables</b>	<b>Results</b>
<i>H<sub>1</sub></i>	Corporate culture-Managerial advancement	Rejected
<i>H<sub>2</sub></i>	Corporate climate-Managerial advancement	Rejected
<i>H<sub>3</sub></i>	Corporate practices-Managerial advancement	Rejected
<i>H<sub>4</sub></i>	Mentoring-Managerial advancement	<b>Accepted</b>
<i>H<sub>5</sub></i>	Human capital-Managerial advancement	<b>Accepted</b>
<i>H<sub>6</sub></i>	Mothering-Managerial advancement	Rejected
<i>H<sub>7</sub></i>	No. of children-Managerial advancement	<b>Accepted</b>
<i>H<sub>8</sub></i>	Domestic duties-Managerial advancement	Rejected

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1. CONCLUSIONS

The aim of this research was to find out whether the firm-related, interpersonal and personal life-related variables have an impact on female managerial career advancement in Greek private organizations, and to identify which factors act as obstacles and which as career accelerators. On the whole, the findings show that women employees advance in the organizational hierarchy, as the years go by, due to their human capital investment and the career-related and psychosocial mentoring support received from a senior colleague, while, with the increasing in the number of children women have to take care, their career growth stays behind. So, we can say that the age, the mentoring support and the human capital act as career accelerators and the number of dependants acts as a career obstacle. Strangely, the firm-related factors like the corporate culture, climate and practices found not to impact on women's career advancement, as also female personal responsibilities of mothering and domestic duties.

Particularly, the findings that mentoring positively impacts on female managerial advancement, is in consistence with Burt's (1998, cited by Ehrich 2008) findings that mentoring works as career accelerator for women, and those women holding senior positions, were advanced because they had a mentor once in their lives. Moreover, the survey's results confirm Apospori *et al.* (2006) finding that mentoring is positively linked to women's managerial career progress and for this reason female employees deploy many strategic actions and attitudes to get involved into this kind of relationship. Even more, the research's findings contradict Metz (2003) and Tharenou *et al.* (1994) conclusions that a mentoring support is not directly linked to female managerial advancement, rather indirectly linked through training. As well, the findings contradict Tlaiss and Kauser's (2010) conclusions that mentoring is not considered important for female career advancement in the organizational management, since most of them got promoted without it.

In addition, the finding that the human capital variable, like the education and work experience positively impacts on women's managerial advancement, is consistent with the human capital theory (Becker 1975, cited by Ballout 2007)

supporting that, career advancement is mostly explained by human capital acquirement and that persons who put their utmost to develop their human capital (i.e. knowledge, training, work experience) have many possibilities to increase their expected business rewards. Carmeli *et al.* (2007) found that, in organizational career advancement one of the managers' key criteria for intra-firm mobility is the education and the work experience of employees. Furthermore, the survey's finding is in line with Chenevert and Tremblay's (2002) results that, the level of education of women in organizational management influences their income increases, and it confirms as well the notion that female's enhanced education and work experience can help them break the 'glass ceiling' (Ng *et al.* 2005; Metz 2003; Wirth 2001; Tharenou 2001; Kirchmeyer 1998). Thus, it can be said that females have to be highly educated and with a great work experience to get promoted to the upper echelon positions.

Regarding the mothering and domestic duties, the findings show that they do not impact on female managerial advancement. Maybe this is ought to the fact that, women in the organizational management field, can afford financially to pay for outside help for children and domestic duties, reducing by this way the negative effects of family obligations on career growth (Kirchmeyer 1993, cited by Chenevert and Tremblay 2002). Though, the number of children a woman employee has to take care found to have a negative impact on managerial progress. Many researchers found a negative relation between those two variables (Hersch 1991; Crompton and Sanderson 1990, cited by Chenevert and Tremblay 2002; Tharenou *et al.* 1994) as the more children a working mother has to raise, the less time available to invest on training and career development. This is in contrast to Chenevert and Tremblay's (2002) conclusions that, the number of dependants is positively linked to career advancement, on women's income specifically, and in contrast to Metz (2003) results that the size of the family has no influence on women's career progress.

The findings on firm-related factors were unexpected. Neither the corporate culture, nor the corporate climate or the practices companies seem to adopt, found to be related to women's career advancement. A logical explanation may be that, cultures differ from company to company, and some of them may support the 'gender-ness' of corporate environments and some of them not. Possibly, the women who participated in this survey, work in places with a supportive leadership culture

and climate (Schyns *et al.* 2009) that encourage female career growth either because in an exceptional case they work for organizations which occupy women in top management positions, or because these organizations endorse the equal treatment of sexes and believe that, both men and women show the same work loyalty and they have the same professional abilities and the same professional rights for career advancement. In contrast to this survey's results, Petraki Kottis (1996) past research revealed that, women in management in Greek organizations, face prejudices and biases not in favor of them, and that companies in Greece do not fully exploit women talents and potentials. A possible explanation for the difference in findings is, that the author used on her research a greater sample, 107 questionnaires were sent back in contrast to the specific research's 57 questionnaires returned. As well, the results opposed to Dimovski *et al.* (2010) findings that a company's culture, climate and practices hinder the advancement of women in the organizational management field. Specifically, the author found that women experience a hostile corporate culture and a discriminatory climate against them which does not give the appropriate growth opportunities and the adequate corporate practices for their career development.

## **5.2. IMPLICATIONS**

Taking into consideration the research's findings, there is a number of implications for the human resource management in private organizations in Greece.

The results show that, females in organizational management advance because of their education. So, a first implication for organizations is to invest on the education of this diverse labor force and to implement practices that will enhance their knowledge. Numerous companies organize for their personnel in-house or out-house training seminars or they subsidize postgraduate programs, helping thereby their current workforce to increase their education level, their skills and their career advancement opportunities as a whole.

Another implication for organizations is that, the findings show that work experience is the factor with the most positive contribution to female managerial advancement. However, this may not be carried out because it may come in conflict with female family responsibilities. Hence, companies have to adopt a more supportive work culture and to implement family-balance policies and practices e.g.

flexible time, to retain talented women and make them invest on their work experience and give their best on their job.

A last implication for companies is that, women advance in organizational management because of career-related and psychosocial mentoring support. The truth, however, is that, females alone face many difficulties entering in a mentoring relationship. Therefore, organizations should help women through the implementation of formal mentoring programs or the promotion of informal mentoring, by informing all the interested parties about the benefits of this association and encourage fresh and veteran employees to participate. By this way, women won't feel disadvantaged and isolated from their companies.

### **5.3. LIMITATIONS**

The survey's findings are not without limitations. Despite the author's effort to increase the size of the sample to 297, including also the registered members of IAGME in Athens, the department denied participating in the survey. Since the population's size and the geographical coverage of the sample are quite small, the results cannot be generalized to the whole population. As well, the research was based on self-reports, it was based on the truthfulness of participants to state their earnings, number of promotions received and their subordinate staff. Moreover, the fact that the standards of occupational fees may vary across different business sectors, accompanying by the fact that the survey's sample comes from various entrepreneurial areas and its salaries may possibly differ, even if they hold the same managerial position, could affect, by this way, the accuracy of the survey's results. Another limitation may be the measurement of career growth with objective means without comprising subjective criteria, like measuring how satisfied women are with their career growth (Spurk *et al.* 2011).

### **5.4. RECOMMENDATIONS**

Future research, surveying a greater number of women throughout the country would increase the reliability of results. Moreover, the specific study focused on females working in various industries. The female managerial advancement procedure

may possibly be different from industry to industry. Therefore, an industry-specific research would give us a clearer picture of the circumstances exists in the Greek organizational setting. Even more, further research on the discrimination that might exists in Greek organizations against women, would tell us more about the challenges women deal with in our country. Additionally, for developing a more comprehensive insight of the subject, it would be necessary to include men sample and study on their perspectives against women employees, too. As well, the topic will benefit from a research on spouse contribution to a woman's career advancement. A study examining whether the husband or the partner of a woman's manager plays a positive or a negative role to her work-life, would give us a complete picture of the relationship among personal-life related variables and female career growth. Alternatively, a future research examining in which way the career obligations affect the family life of a careerist woman is proposed. Lastly, it is recommended a further research measuring of career growth with subjective means, like career satisfaction (Spurk *et al.* 2011). Asking from respondents to evaluate how successful they perceive their own careers, concerning their goals on salary and advancement or their career success on the whole. A study including the measurement of career growth with both objective and subjective means would shed more light on the issues (Schein 1978, cited by Heslin 2005)

## **5.5. REFLECTION OF LEARNING**

The whole dissertation process was a valuable training experience and an interesting way of broadening the author's knowledge in the specific thematic field. The study helped the author unfurl her independence and learn how to take initiations and make choices in a more responsible manner. Of course, during the preparation of the dissertation project the author got confronted with a number of significant challenges as well. The most important challenge faced, was the way of getting in touch with the research's population. Females working in management field are a very challenging population target; they are very busy persons, with many work responsibilities. Finding the most proper and district way to reach them helped the author to overcome a likely rejection that seemed very possible. Furthermore, the second big challenge experienced, was the organizational skills and the time management factors. The author learned that, being organized is prerequisite for a

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well-written thesis, finished on time. Making a schedule, writing down your aims and keeping a calendar, can help a student a lot in time management. Even more, the process of the creation of the survey's questionnaire was a very demanding but an intriguing experience as well – from the process of construction, with the compilation of the instrument's items, in such way that they should meet the research's aims and criteria, to the designing process, with the use of the Google Docs tool.

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# APPENDICES

## **APPENDIX A: Source / Target Questionnaires**

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Supervisor: Dr. Aspridis George, Assistant Professor, Department of Project Management, TEI of Larissa, E-mail: aspridis@teilar.gr

### **QUESTIONNAIRE TITLE:**

***MANAGEMENT AND WOMEN IN GREEK ORGANIZATIONS: FIRM - RELATED, INTERPERSONAL AND PERSONAL LIFE – RELATED FACTORS WHILE CLIMBING THE LADDER OF SUCCESS.***

This questionnaire should take about 10 minutes to complete. Do not spend too long on any question. Your first thoughts are usually your best! The study is **Anonymous** and the information you provide will be treated in the **strictest confidence**. Your participation will help me complete my master's dissertation and will make the difference between the success and failure of this study. If you have any questions or would like further information, please do not hesitate to contact me.

I thank you in advance for your help.



## A section: Organizational culture/climate/practices

1. Please state () the extent to which you agree with the following...

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	<b>Masculine-oriented corporate culture</b>	1	2	3	4	5
1	There are many more males than females in leadership roles in your organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Men tend to choose other men for project collaboration in your organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Men usually chair the important meetings in your organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Top management in your organization believes it is more important for men to have a professional career than it is for women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Your organization prefers to have men in high-level positions rather than women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Women are not visible in management roles in your organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Corporate climate regarding women employees</b>					
7	In your organization, women receive more unfair judgments for their work performance than men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	In your organization, women are unfairly judged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	In your organization, negative perceptions and stereotypes about women's professional capabilities constitute barriers to women's advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	In your organization, negative perceptions and stereotypes about women's commitment to their career constitute barriers to women's advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Working life is characterized by negative attitudes towards women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	In your organization, the way women have been treated by management and superiors, has been influenced by negative attitudes towards them at work, because of their gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Men fail to pay attention to what women say at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	In your organization, women feel they have to be extra well prepared for talking professionally to men to make them pay attention to what they say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	In your organization, women have to be more accomplished in their work than men in order to be promoted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	In your organization, women must be more accomplished and 'pushy' to be promoted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Your organization does not value diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Corporate practices regarding women employees</b>					
18	In your organization, women have fewer opportunities than men for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	In your organization, women receive fewer opportunities for professional development than they wish for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	In your organization, women do not have somebody or somewhere to turn to, if they experience difficulty at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	In your organization, men receive more organizational support and trust than women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	In your organization, women would prefer to receive more support and trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	In your organization, women do not receive enough organizational support to manage their professional work and domestic responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B section: Mentoring** (\*Mentoring refers to one's relationship with a senior colleague (mentor), where the mentor helps the less-experienced employee with career advancement advices and psycho-social support).

2. Have you ever had a mentor (at some point) in your professional life?

Yes

No (If no, please move to the section labeled "Mothering duties")

3. If yes, please state () your mentor's gender.

Male  Female

4. Please state () the extent to which you agree with the following...

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1	Your mentor did not give you assignments that increased written and personal contact with upper management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Your mentor did not give you assignments or tasks in your work, that prepared you for an advanced position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Your mentor did not provide you with feedback regarding your performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Your mentor has not encouraged you to try new ways of behaving in your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Your mentor has not encouraged you to talk openly about your anxiety and fears that detracts from your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Your mentor has not encouraged you to prepare for advancements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### C section: Mothering duties

5. Do you have any children (and/or stepchildren)?

Yes  No

6. If yes, please state () the total number of your children.

1  2  3  4 at least

If you do not have children, please skip the following section and move to the section labeled "Domestic duties"

7. Please state () the extent to which you agree with the following...

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1	Your work is not done on time because you have to take care of your child(ren)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Due to parental obligations you are unable to attend to important events at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	You have to leave work early to attend to the needs of your child(ren)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4	You find it difficult to concentrate at work because you worry about your child(ren)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Taking care of the child(ren) makes it difficult for you to do your best at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Your work suffers because you need to take care of your child(ren)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### D section: Domestic duties

8. Please state () the extent to which you agree with the following...

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1	You have to arrange/schedule or perform domestic activities during work hours or at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	You have difficulty concentrating on your work because you are preoccupied with domestic matters at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	You have to rearrange your work schedule because you have to take care of domestic matters at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Activities and chores at your home interfere with your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Domestic responsibilities reduce the effort you put in your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Domestic activities interfere with your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your help!

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**ΤΙΤΛΟΣ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ:**

***ΓΥΝΑΙΚΕΣ ΣΤΗ ΔΙΟΙΚΗΣΗ ΣΤΟΥΣ ΕΛΛΗΝΙΚΟΥΣ ΟΡΓΑΝΙΣΜΟΥΣ:  
ΟΡΓΑΝΩΤΙΚΟΙ, ΔΙΑΠΡΟΣΩΠΙΚΟΙ ΚΑΙ ΠΡΟΣΩΠΙΚΟΙ ΠΑΡΑΓΟΝΤΕΣ  
ΚΑΤΑ ΤΗΝ ΑΝΑΡΡΙΧΗΣΗ ΣΤΗ ΣΚΑΛΑ ΤΗΣ ΕΠΙΤΥΧΙΑΣ.***

Για να συμπληρώσετε το παρόν ερωτηματολόγιο, θα χρειαστείτε περίπου 10 λεπτά . Να μην ξοδέψετε πολύ χρόνο για οποιαδήποτε ερώτηση. Οι πρώτες σκέψεις σας είναι συνήθως οι καλύτερες! Η έρευνα είναι **ανώνυμη** και οι πληροφορίες που θα δώσετε θα αντιμετωπιστούν με **απόλυτη εχεμύθεια**. Η συμμετοχή σας θα βοηθήσει στην ολοκλήρωση σας μεταπτυχιακής μου διατριβής και θα συμβάλλει στην επιτυχία σας έρευνας σας. Αν έχετε οποιαδήποτε απορία ή επιθυμείτε περισσότερες πληροφορίες, μην διστάσετε να επικοινωνήσετε μαζί μου.

Σας ευχαριστώ εκ των προτέρων για τη βοήθειά σας.

- ❖ Παρακαλώ δηλώστε () την ηλικία σας.
- 20-29     30-39     40-49     50-59     60+
- ❖ Παρακαλώ δηλώστε () την οικογενειακή σας κατάσταση.
- Παντρεμένη     Χήρα  
 Σε σοβαρή σχέση, με συμβίωση     Διαζευγμένη  
 Σε σχέση     Χωρίς σχέση
- ❖ Παρακαλώ δηλώστε () το επίπεδο σας εκπαίδευσης
- Λύκειο     ΑΕΙ-ΑΤΕΙ     Μεταπτυχιακό     Διδακτορικό
- ❖ Παρακαλώ δηλώστε () τη θέση που κατέχετε στην επιχείρηση.
- Προϊσταμένη     Διευθύντρια     Διευθύνων σύμβουλος/Πρόεδρος
- ❖ Παρακαλώ δηλώστε σε ποιον επιχειρηματικό κλάδο εργάζεστε.
- .....
- ❖ Παρακαλώ δηλώστε () τα συνολικά χρόνια σας επαγγελματικής σας εμπειρίας.
- Λιγότερα από 10 χρόνια     10-20 χρόνια     20-30 χρόνια     30-40 χρόνια
- ❖ Παρακαλώ δηλώστε () πόσοι υπάλληλοι είναι υπόλογοι σε σας για σας επιδόσεις σας.
- 1-10 υπάλληλοι     11-20 υπάλληλοι     21-30 υπάλληλοι     31-40 υπάλληλοι  
 41-50 υπάλληλοι     Περισσότεροι από 50 υπάλληλοι
- ❖ Παρακαλώ δηλώστε () το συνολικό αριθμό εποπτικών/διευθυντικών προαγωγών που έχετε πάρει στη διάρκεια της καριέρας σας.
- 1     2     3     4     5 το λιγότερο
- ❖ Παρακαλώ δηλώστε () ποιος είναι, κατά προσέγγιση, ο ετήσιος μισθός σας, πριν από σας περικοπές λόγω οικονομικής κρίσης.
- Λιγότερο από €20,000     €20,001 - €30,000     €30,001 - €40,000  
 €40,001 - €50,000     €50,001 - €60,000     Περισσότερο από €60,001

## Α ενότητα: Οργανωτική κουλτούρα/ κλίμα/ πρακτικές

1. Παρακαλώ δηλώστε (☑) το βαθμό στον οποίο συμφωνείτε με τα ακόλουθα...

		Διαφωνώ απόλυτα	Διαφωνώ	Ουδέτερη	Συμφωνώ	Συμφωνώ απόλυτα
	<b>“Αρρενωπή” εταιρική κουλτούρα</b>	1	2	3	4	5
1	Στον οργανισμό σας, υπάρχουν πολύ περισσότεροι άνδρες από σας γυναίκες σε ηγετικούς ρόλους	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Στον οργανισμό σας, οι άνδρες τείνουν να επιλέγουν σας άνδρες για συνεργασία σε επιχειρησιακά έργα	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Στον οργανισμό σας, οι άνδρες συνήθως προεδρεύουν σας σημαντικές συναντήσεις	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Η ανώτατη διοίκηση του οργανισμού σας πιστεύει ότι είναι πιο σημαντικό για σας άνδρες να έχουν μια επαγγελματική σταδιοδρομία από ό, τι για σας γυναίκες	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Ο οργανισμός σας προτιμά να έχει άντρες σε υψηλόβαθμες θέσεις αντί για γυναίκες	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Στον οργανισμό σας, οι γυναίκες δεν είναι ‘ορατές’ σε διοικητικούς ρόλους	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Εταιρικό κλίμα για σας γυναίκες υπαλλήλους</b>						
7	Στον οργανισμό σας, οι γυναίκες λαμβάνουν περισσότερες άδικες κριτικές, σχετικά με την απόδοσή σας, σε σύγκριση με σας άντρες	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Στον οργανισμό σας, οι γυναίκες κρίνονται άδικοι	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Στον οργανισμό σας, οι αρνητικές αντιλήψεις και τα στερεότυπα, σχετικά με σας επαγγελματικές ικανότητες των γυναικών, αποτελούν εμπόδια στην προαγωγή σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Στον οργανισμό σας, οι αρνητικές αντιλήψεις και τα στερεότυπα, σχετικά με την αφοσίωση των γυναικών στην καριέρα σας, αποτελούν εμπόδια στην προαγωγή σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Η εργασιακή ζωή χαρακτηρίζεται από αρνητικές στάσεις απέναντι σας γυναίκες	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Στον οργανισμό σας, οι γυναίκες πιστεύουν ότι ο τρόπος αντιμετώπισής σας από την διοίκηση και από σας ανωτέρους σας, είναι επηρεασμένος από την αρνητική στάση απέναντί σας λόγω του φύλου σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Οι άνδρες δεν δίνουν προσοχή σε ό, τι λένε οι γυναίκες σας συνεδριάσεις	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Οι γυναίκες αισθάνονται ότι πρέπει να είναι πολύ καλά προετοιμασμένες, ώστε να μιλήσουν επαγγελματικά με σας άνδρες, προκειμένου να δώσουν προσοχή σε αυτά που έχουν να πουν	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Στον οργανισμό σας, οι γυναίκες πρέπει να είναι πιο καταξιωμένες από σας άνδρες, προκειμένου να προαχθούν	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Στον οργανισμό σας, οι γυναίκες πρέπει να είναι πιο καταξιωμένες και πιο πιεστικές για να προωθηθούν	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Ο οργανισμός σας, δεν εκτιμά την ποικιλομορφία	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Εταιρικές πρακτικές για σας γυναίκες υπαλλήλους</b>						
18	Στον οργανισμό σας, οι γυναίκες έχουν λιγότερες ευκαιρίες από σας άνδρες για επαγγελματική ανάπτυξη	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Στον οργανισμό σας, οι γυναίκες έχουν λιγότερες ευκαιρίες για επαγγελματική ανάπτυξη από ό, τι θα ήθελαν	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Στον οργανισμό σας, οι γυναίκες δεν έχουν κάποιον ή κάπου να στραφούν εάν εμφανιστεί μια δυσκολία στην εργασία	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21	Στον οργανισμό σας, οι άνδρες λαμβάνουν περισσότερη οργανωτική υποστήριξη και εμπιστοσύνη από ό, τι οι γυναίκες	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Στον οργανισμό σας, οι γυναίκες θα προτιμούσαν να λαμβάνουν περισσότερη στήριξη και εμπιστοσύνη	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Στον οργανισμό σας, οι γυναίκες δεν λαμβάνουν αρκετή οργανωτική υποστήριξη για να διαχειριστούν σας επαγγελματικές και οικιακές σας υποχρεώσεις	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Β ενότητα: Καθοδήγηση** (\*Η καθοδήγηση αναφέρεται στη σχέση ανάμεσα σε ένα ανώτερο στέλεχος (μέντορας) και σε έναν άπειρο υπάλληλο, όπου ο μέντορας βοηθά τον νέο υπάλληλο προσφέροντάς του συμβουλές επαγγελματικής ανέλιξης και ψυχο-κοινωνική υποστήριξη).

2. Είχατε ποτέ (κάποια στιγμή) έναν καθοδηγητή-μέντορα στη ζωή σας ;

Ναι

Όχι (Εάν όχι, παρακαλώ μεταβείτε στην ενότητα με τον τίτλο “Υποχρεώσεις μητρότητας”)

3. Εάν ναι, παρακαλώ δηλώστε () το φύλο του καθοδηγητή-μέντορα.

Άνδρας  Γυναίκα

4. Παρακαλώ δηλώστε () το βαθμό στον οποίο συμφωνείτε με τα ακόλουθα...

		Διαφωνώ απόλυτα	Διαφωνώ	Ουδέτερη	Συμφωνώ	Συμφωνώ απόλυτα
		1	2	3	4	5
1	Ο μέντοράς σας, δεν σας ανέθεσε εργασίες, οι οποίες αύξησαν τη γραπτή και προσωπική επαφή με τα ανώτατα και ανώτερα στελέχη	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Ο μέντοράς σας, δεν σας ανέθεσε εργασίες και καθήκοντα, τα οποία σας προετοίμασαν για μια ανώτερη θέση	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Ο μέντοράς σας, δεν σας παρείχε ανατροφοδότηση σχετικά με την απόδοσή σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Ο μέντοράς σας, δεν σας ενθάρρυνε να δοκιμάσετε νέους τρόπους συμπεριφοράς στη δουλειά	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Ο μέντοράς σας, δεν σας ενθάρρυνε να μιλάτε ανοιχτά για το άγχος και σας φόβους σας που υποβαθμίζουν την εργασία σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Ο μέντοράς σας, δεν σας ενθάρρυνε να προετοιμαστείτε για επαγγελματική εξέλιξη	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Γ ενότητα: Υποχρεώσεις μητρότητας**

5. Έχετε δικά σας παιδιά (ή/και θετά παιδιά);

Ναι  Όχι

6. Εάν ναι, παρακαλώ δηλώστε () το συνολικό αριθμό των παιδιών σας.

1  2  3  4 τουλάχιστον

Εάν δεν έχετε παιδιά, παρακαλώ προσπεράστε την ακόλουθη ενότητα και προχωρήστε στην ενότητα με τίτλο "Οικιακά καθήκοντα"

7. Παρακαλώ δηλώστε () το βαθμό στον οποίο συμφωνείτε με τα ακόλουθα...

		Διαφωνώ απόλυτα	Διαφωνώ	Ουδέτερη	Συμφωνώ	Συμφωνώ απόλυτα
		1	2	3	4	5
1	Η δουλειά σας δεν είναι ολοκληρωμένη στην ώρα σας, γιατί πρέπει να φροντίσετε τα παιδιά σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Λόγω γονικών υποχρεώσεων, αδυνατείτε να παραστείτε σε σημαντικές εκδηλώσεις που αφορούν τη δουλειά σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Πρέπει να φύγετε νωρίς από τη δουλειά σας, για να φροντίσετε σας ανάγκες των παιδιών σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Σας είναι δύσκολο να συγκεντρωθείτε στη δουλειά σας, γιατί ανησυχείτε για τα παιδιά σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Η φροντίδα των παιδιών σας καθιστά δύσκολο να κάνετε το καλύτερο δυνατόν στη δουλειά σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Η εργασία σας πλήττεται, διότι πρέπει να φροντίσετε τα παιδιά σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Δ ενότητα: Οικιακά καθήκοντα

8. Παρακαλώ δηλώστε () το βαθμό στον οποίο συμφωνείτε με τα ακόλουθα...

		Διαφωνώ απόλυτα	Διαφωνώ	Ουδέτερη	Συμφωνώ	Συμφωνώ απόλυτα
		1	2	3	4	5
1	Πρέπει να κανονίσετε/προγραμματίσετε ή να εκτελέσετε οικιακές δραστηριότητες εν ώρα εργασίας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Δυσκολεύεστε να συγκεντρωθείτε στην εργασία σας, γιατί σας απασχολούν οικιακά ζητήματα	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Πρέπει να ρυθμίσετε εκ νέου το χρονοδιάγραμμα σας εργασίας σας, γιατί πρέπει να φροντίσετε οικιακά ζητήματα	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Δραστηριότητες και μικροδουλειές του σπιτιού σας παρεμβαίνουν στην εργασία σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Οι οικιακές υποχρεώσεις μειώνουν την προσπάθεια που επενδύετε στην εργασία σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Οι οικιακές δραστηριότητες παρεμβαίνουν στην εργασία σας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Σας ευχαριστώ πολύ για τη βοήθειά σας!

## APPENDIX B: Reliability and Validity – Cronbach's Alpha tests

### Scale – Corporate culture

#### Reliability Statistics

Cronbach's Alpha	N of Items
,952	6

### Scale – Corporate climate

#### Reliability Statistics

Cronbach's Alpha	N of Items
,852	11

### Scale – Corporate practices

#### Reliability Statistics

Cronbach's Alpha	N of Items
,853	6

### Scale –Mentoring

#### Reliability Statistics

Cronbach's Alpha	N of Items
,993	6

### Scale – Mothering

#### Reliability Statistics

Cronbach's Alpha	N of Items
,993	6

### Scale – Domestic duties

#### Reliability Statistics

Cronbach's Alpha	N of Items
,899	6

### Scale – Managerial Advancement (MA)

#### Reliability Statistics

Cronbach's Alpha	N of Items
,768	4

## APPENDIX C: Statistical Analysis

### C1. Frequencies

Statistics

		Age	Education	Business sector	Marital status	Work experience	Position	No. staff	Managerial promotion	Salary	Mentor existence	Mentor's sex	Children existence	No. children
N	Valid	57	57	57	57	57	57	57	57	57	57	57	57	57
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mean	3,00	2,47	3,54	2,09	2,65	1,95	1,75	2,25	2,67	1,67	,49	1,33	1,39
	Median	3,00	3,00	3,00	1,00	3,00	2,00	2,00	2,00	3,00	2,00	,00	1,00	1,00
	Mode	3	3	2 <sup>a</sup>	1	3	2	1	2	2	2	0	1	0
	Minimum	1	1	1	1	1	1	1	1	1	1	0	1	0
	Maximum	4	4	9	5	4	3	4	4	6	2	2	2	4
	Perce 25	2,00	2,00	2,00	1,00	2,00	2,00	1,00	2,00	2,00	1,00	,00	1,00	,00
	ntiles 50	3,00	3,00	3,00	1,00	3,00	2,00	2,00	2,00	3,00	2,00	,00	1,00	1,00
	75	4,00	3,00	5,00	3,50	3,00	2,00	2,00	3,00	3,00	2,00	1,00	2,00	2,00

a. Multiple modes exist. The smallest value is shown

### C2. Frequency tables

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	4	7,0	7,0	7,0
	30-39	11	19,3	19,3	26,3
	40-49	23	40,4	40,4	66,7
	50-59	19	33,3	33,3	100,0
	Total	57	100,0	100,0	

**Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School graduate	3	5,3	5,3	5,3
	University graduate	25	43,9	43,9	49,1
	Postgraduate	28	49,1	49,1	98,2
	PhD	1	1,8	1,8	100,0
	Total	57	100,0	100,0	

**Business sector**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	financial/insurance activities	8	14,0	14,0	14,0
	manufacturing	14	24,6	24,6	38,6
	accommodation/food service	10	17,5	17,5	56,1
	information/communication	4	7,0	7,0	63,2
	professional,scientific,technical activities	14	24,6	24,6	87,7
	wholesale/retail trade	2	3,5	3,5	91,2
	transportation/storage	3	5,3	5,3	96,5
	real estate	1	1,8	1,8	98,2
	human health	1	1,8	1,8	100,0
	Total	57	100,0	100,0	

**Marital status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	37	64,9	64,9	64,9
	Living with significant other	2	3,5	3,5	68,4
	Involved in a relationship	4	7,0	7,0	75,4
	Widowed	4	7,0	7,0	82,5
	Divorced	10	17,5	17,5	100,0
	Total	57	100,0	100,0	

**Work experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 10 years	7	12,3	12,3	12,3
10-20 years	17	29,8	29,8	42,1
20-30 years	22	38,6	38,6	80,7
30-40 years	11	19,3	19,3	100,0
Total	57	100,0	100,0	

**Position**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Supervisor	13	22,8	22,8	22,8
Manager	34	59,6	59,6	82,5
CEO/President	10	17,5	17,5	100,0
Total	57	100,0	100,0	

**No.staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10 employees	28	49,1	49,1	49,1
11-20 employees	17	29,8	29,8	78,9
21-30 employees	10	17,5	17,5	96,5
31-40 employees	2	3,5	3,5	100,0
Total	57	100,0	100,0	

**Managerial promotion**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	21,1	21,1	21,1
2	26	45,6	45,6	66,7
3	12	21,1	21,1	87,7
4	7	12,3	12,3	100,0
Total	57	100,0	100,0	

**Salary**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than €20,000	8	14,0	14,0	14,0
€20,001 - €30,000	20	35,1	35,1	49,1
€30,001 - €40,000	19	33,3	33,3	82,5
€40,001 - €50,000	5	8,8	8,8	91,2
€50,001 - €60,000	3	5,3	5,3	96,5
More than €60,001	2	3,5	3,5	100,0
Total	57	100,0	100,0	

**Mentor existence**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	19	33,3	33,3	33,3
no	38	66,7	66,7	100,0
Total	57	100,0	100,0	

**Mentor's sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid without mentor	38	66,7	66,7	66,7
man	10	17,5	17,5	84,2
woman	9	15,8	15,8	100,0
Total	57	100,0	100,0	

**Children existence**

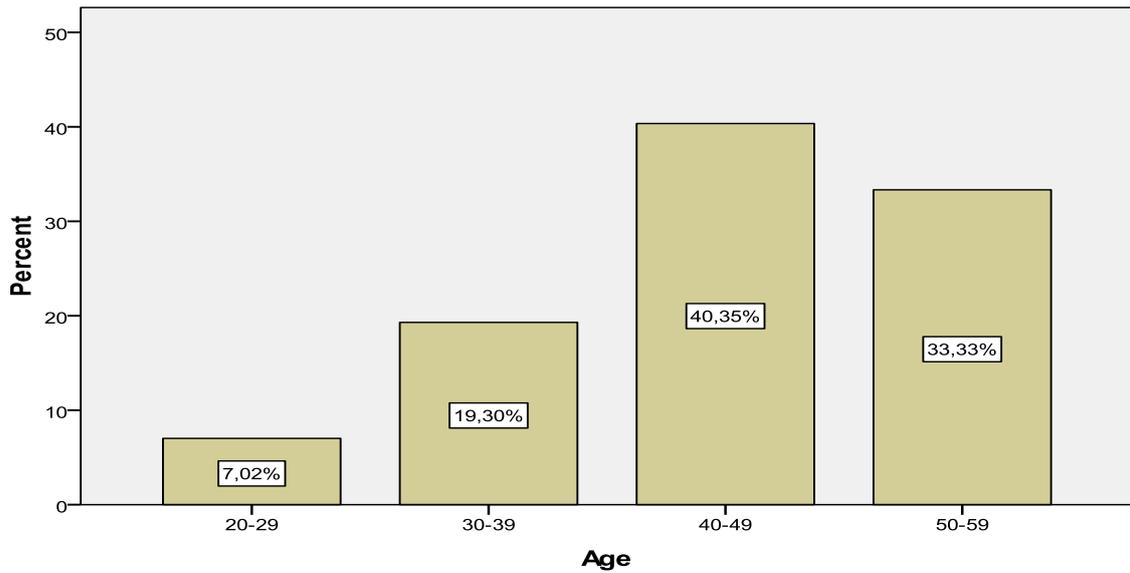
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	38	66,7	66,7	66,7
no	19	33,3	33,3	100,0
Total	57	100,0	100,0	

**No.children**

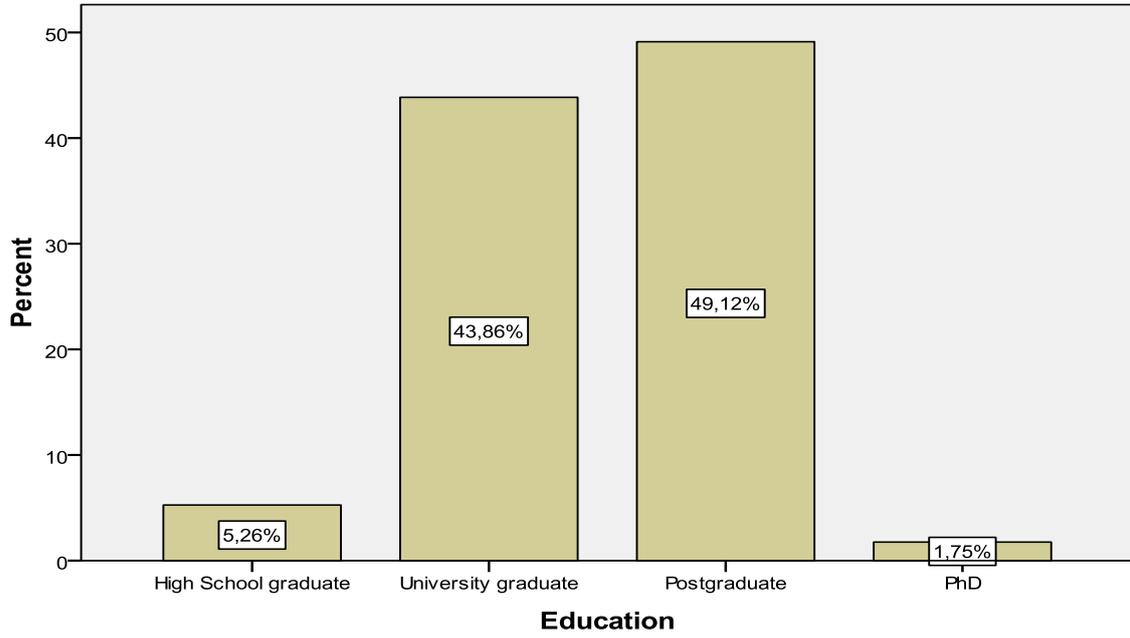
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid without children	19	33,3	33,3	33,3
1	14	24,6	24,6	57,9
2	11	19,3	19,3	77,2
3	9	15,8	15,8	93,0
4 at least	4	7,0	7,0	100,0
Total	57	100,0	100,0	

**C3.Diagrams**

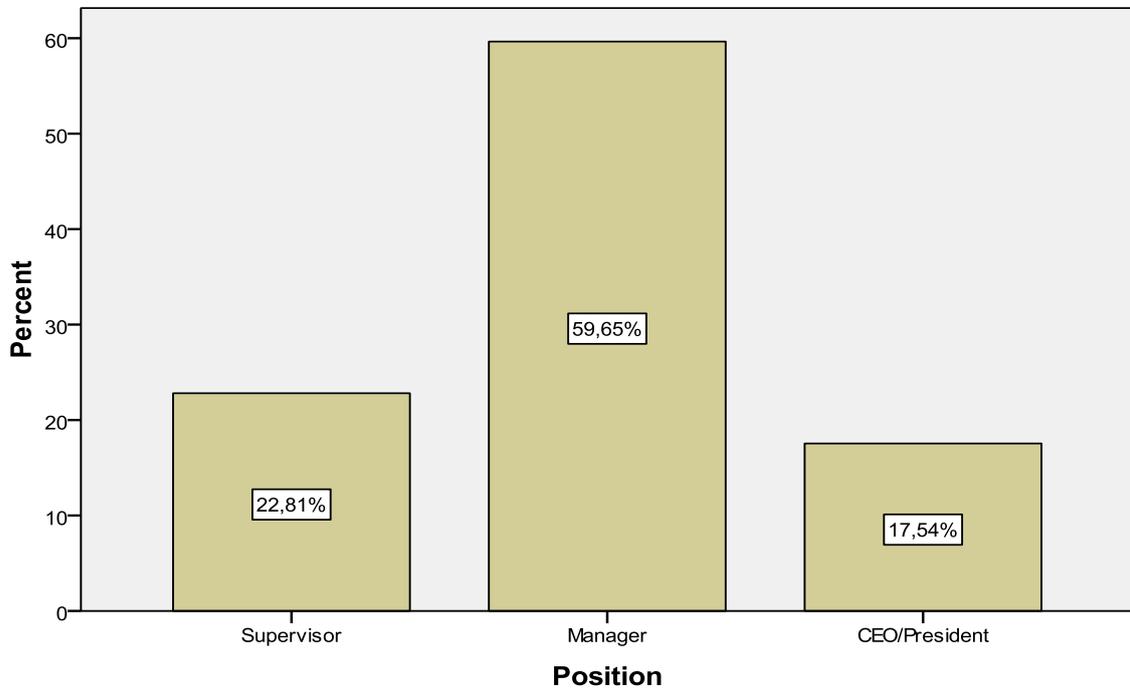
**Age**



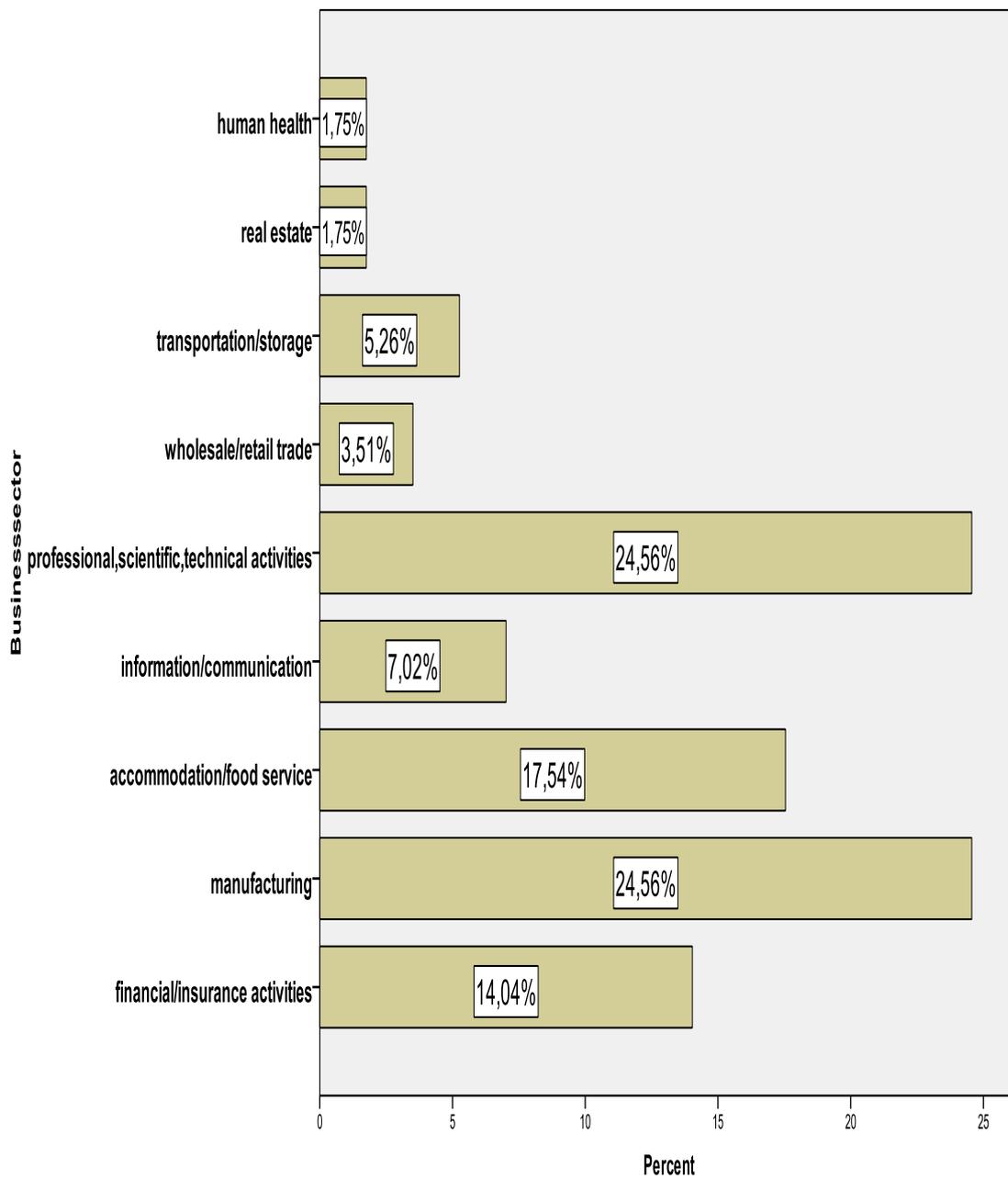
### Education



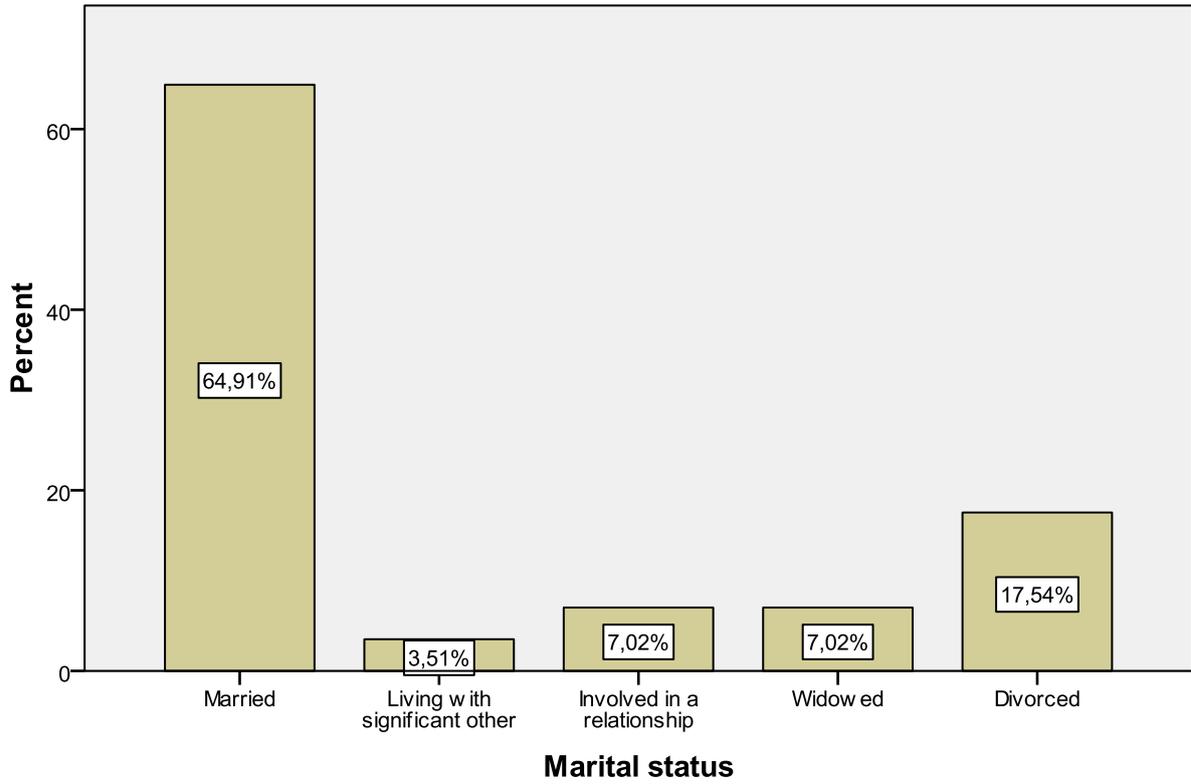
### Position



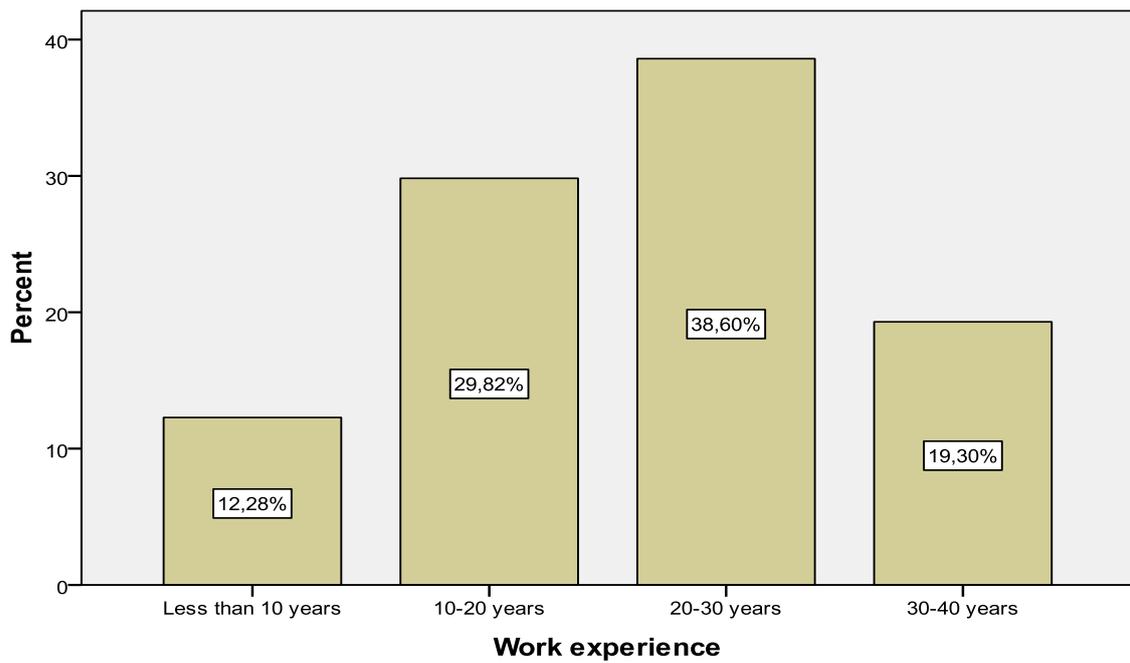
Businesssector



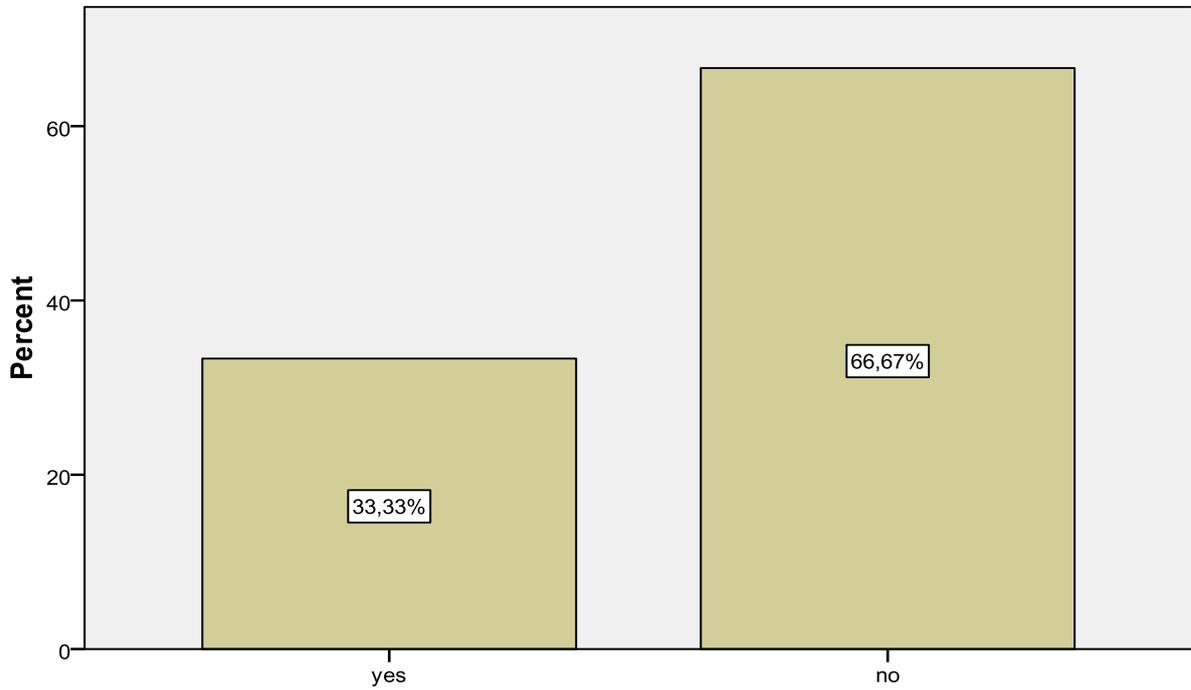
### Marital status



### Work experience

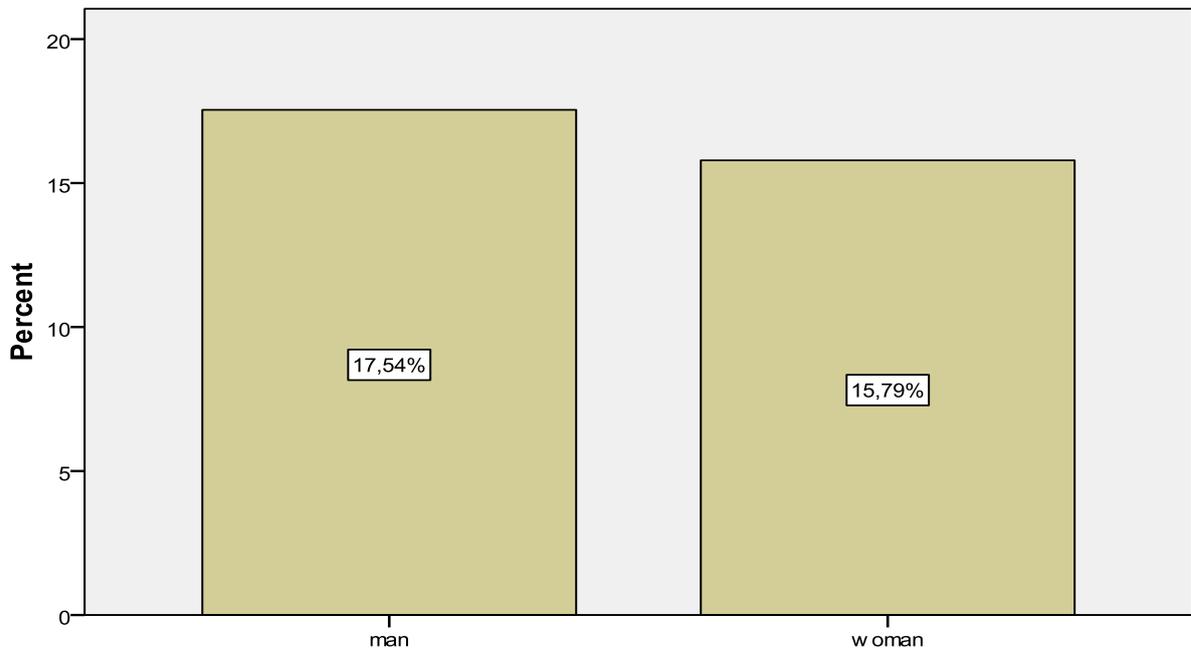


### Mentorexistence



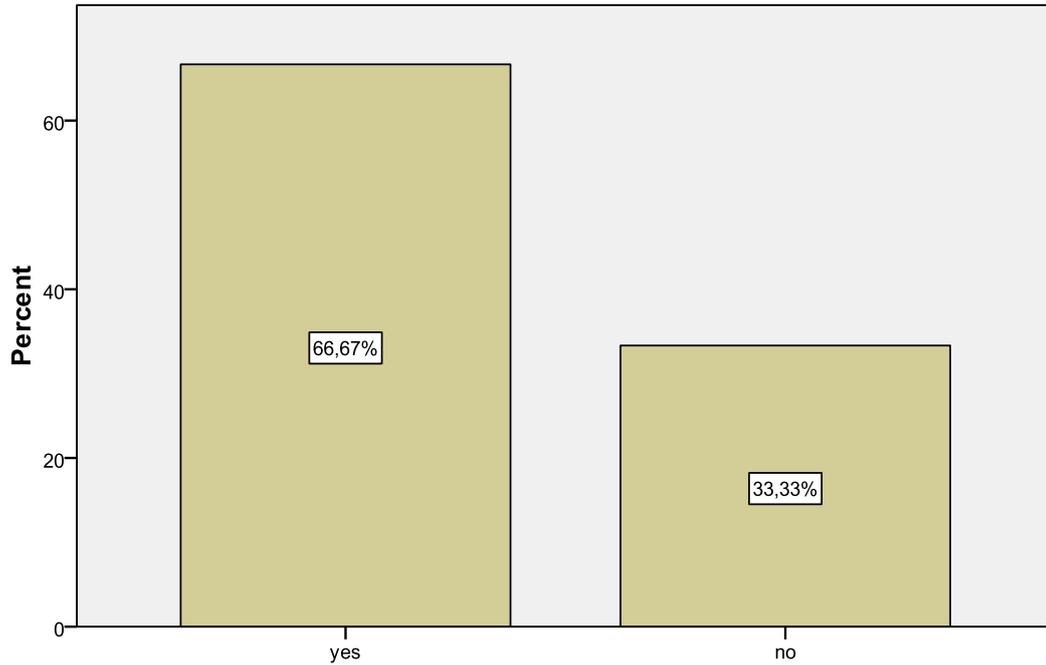
### Mentorexistence

### Mentorssex



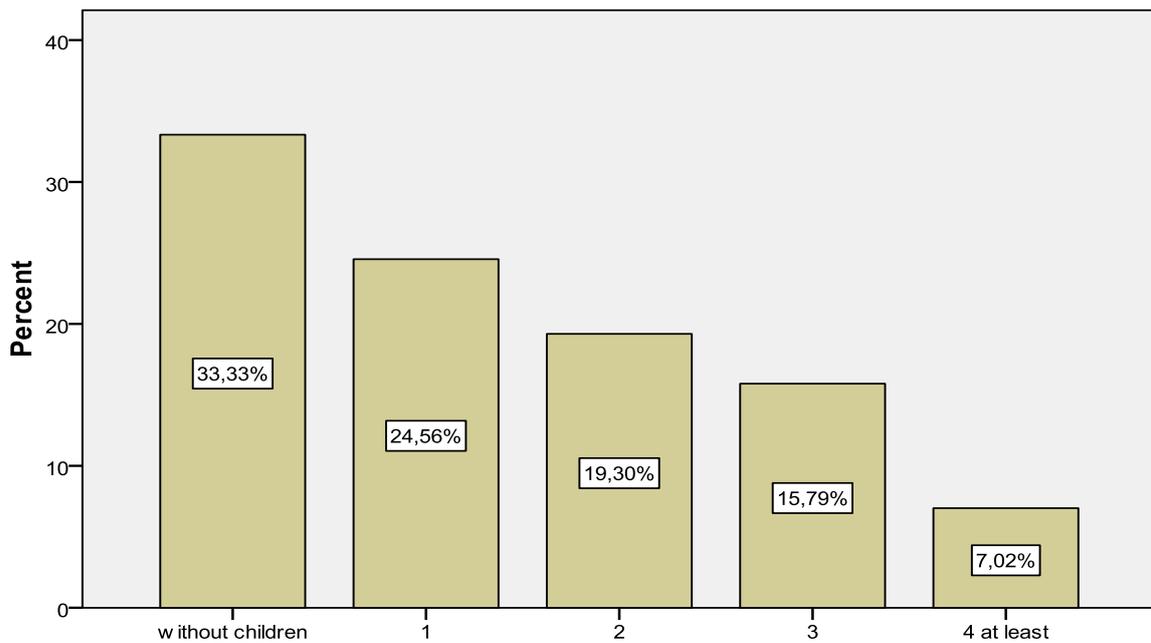
### Mentorssex

### Children existence



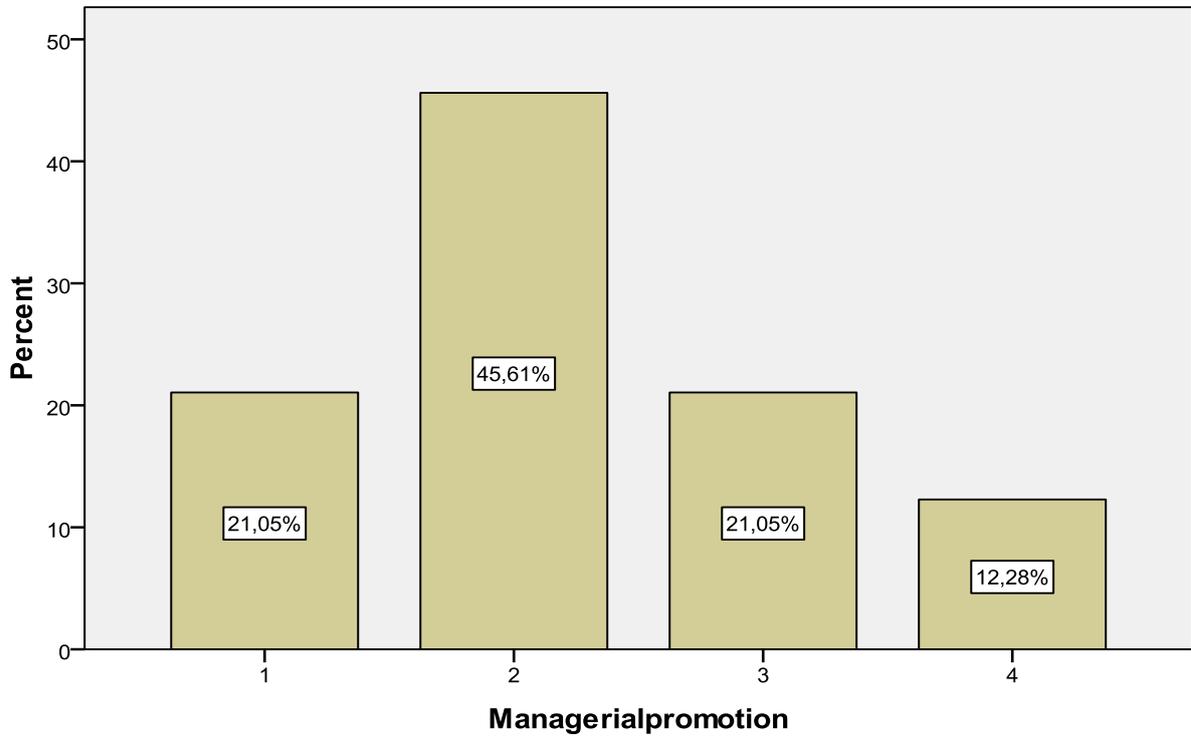
### Children existence

### No.children

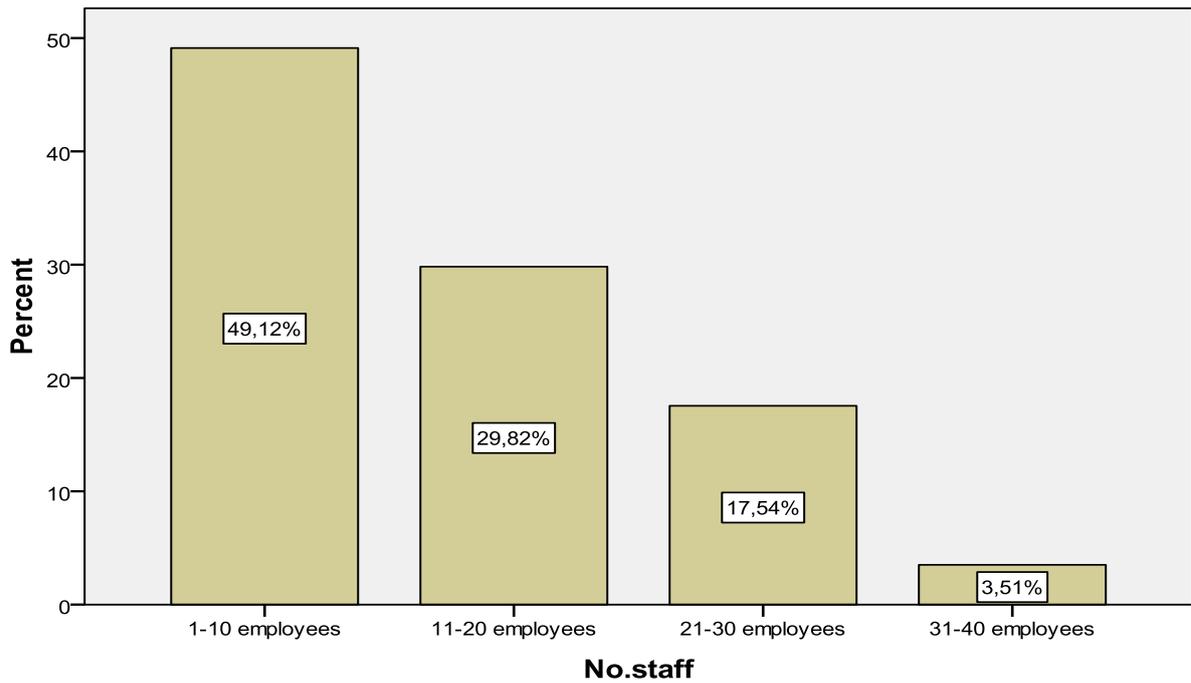


### No.children

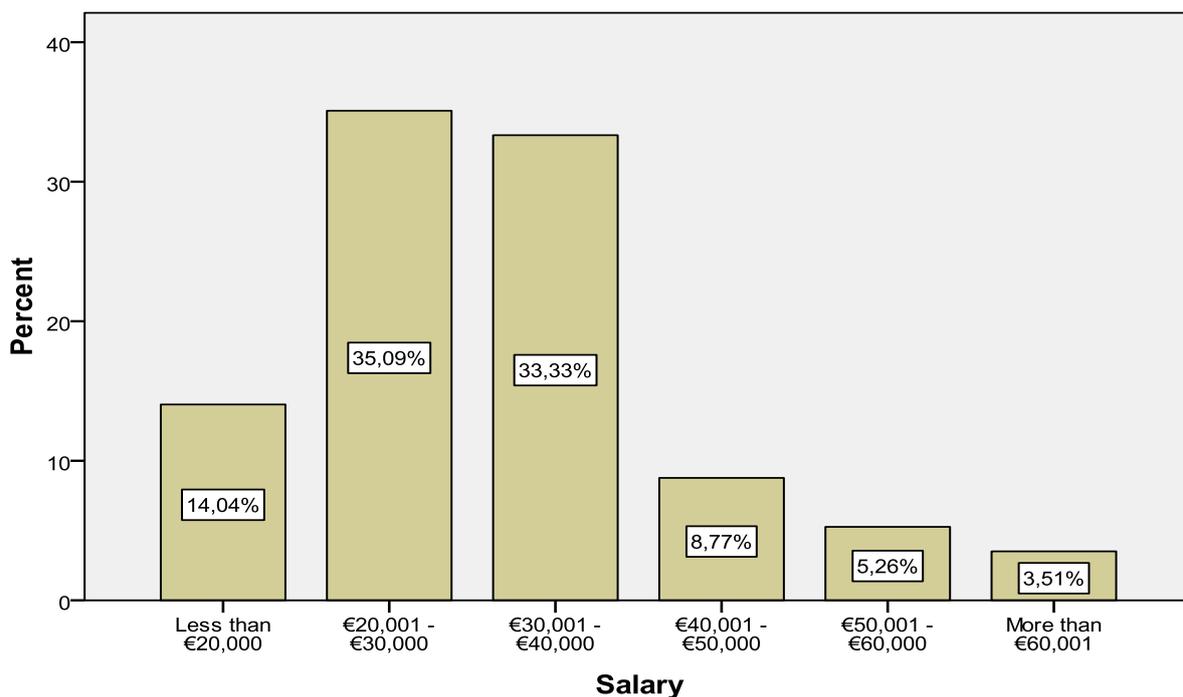
### Managerialpromotion



### No.staff



### Salary



## C4. Correlations

### Correlations

			MA	Mean culture
Kendall's tau_b	MA	Correlation Coefficient	1,000	-,023
		Sig. (2-tailed)	.	,813
		N	57	57
	Mean culture	Correlation Coefficient	-,023	1,000
		Sig. (2-tailed)	,813	.
		N	57	57
Spearman's rho	MA	Correlation Coefficient	1,000	-,041
		Sig. (2-tailed)	.	,764
		N	57	57
	Mean culture	Correlation Coefficient	-,041	1,000
		Sig. (2-tailed)	,764	.
		N	57	57

**Correlations**

			MA	Mean Climate
Kendall's tau_b	MA	Correlation Coefficient	1,000	-,127
		Sig. (2-tailed)	.	,188
		N	57	57
	Mean Climate	Correlation Coefficient	-,127	1,000
		Sig. (2-tailed)	,188	.
		N	57	57
Spearman's rho	MA	Correlation Coefficient	1,000	-,186
		Sig. (2-tailed)	.	,167
		N	57	57
	Mean Climate	Correlation Coefficient	-,186	1,000
		Sig. (2-tailed)	,167	.
		N	57	57

**Correlations**

			MA	Mean Practices
Kendall's tau_b	MA	Correlation Coefficient	1,000	,094
		Sig. (2-tailed)	.	,333
		N	57	57
	Mean Practices	Correlation Coefficient	,094	1,000
		Sig. (2-tailed)	,333	.
		N	57	57
Spearman's rho	MA	Correlation Coefficient	1,000	,137
		Sig. (2-tailed)	.	,310
		N	57	57
	Mean Practices	Correlation Coefficient	,137	1,000
		Sig. (2-tailed)	,310	.
		N	57	57

Correlations

			MA	Mean Mentoring
Kendall's tau_b	MA	Correlation Coefficient	1,000	,191
		Sig. (2-tailed)		,064
		N	57	57
Mean Mentoring	MA	Correlation Coefficient	,191	1,000
		Sig. (2-tailed)	,064	
		N	57	57
Spearman's rho	MA	Correlation Coefficient	1,000	,259
		Sig. (2-tailed)		,052
		N	57	57
Mean Mentoring	MA	Correlation Coefficient	,259	1,000
		Sig. (2-tailed)	,052	
		N	57	57

Correlations

			Education	Work experience	MA
Kendall's tau_b	Education	Correlation Coefficient	1,000	,035	,242*
		Sig. (2-tailed)		,770	,026
		N	57	57	57
Work experience	Education	Correlation Coefficient	,035	1,000	,428**
		Sig. (2-tailed)	,770		,000
		N	57	57	57
MA	Education	Correlation Coefficient	,242*	,428**	1,000
		Sig. (2-tailed)	,026	,000	
		N	57	57	57
Spearman's rho	Education	Correlation Coefficient	1,000	,039	,293*
		Sig. (2-tailed)		,773	,027
		N	57	57	57

Work experience	Correlation Coefficient	,039	1,000	,524**
	Sig. (2-tailed)	,773	.	,000
	N	57	57	57
MA	Correlation Coefficient	,293*	,524**	1,000
	Sig. (2-tailed)	,027	,000	.
	N	57	57	57

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Correlations**

			MA	Mean Children
Kendall's tau_b	MA	Correlation Coefficient	1,000	-,186
		Sig. (2-tailed)	.	,057
		N	57	57
Mean Children	MA	Correlation Coefficient	-,186	1,000
		Sig. (2-tailed)	,057	.
		N	57	57
Spearman's rho	MA	Correlation Coefficient	1,000	-,252
		Sig. (2-tailed)	.	,059
		N	57	57
Mean Children	MA	Correlation Coefficient	-,252	1,000
		Sig. (2-tailed)	,059	.
		N	57	57

**Correlations**

			MA	No.children
Kendall's tau_b	MA	Correlation Coefficient	1,000	-,221*
		Sig. (2-tailed)	.	,029
		N	57	57
No.children	MA	Correlation Coefficient	-,221*	1,000
		Sig. (2-tailed)	,029	.
		N	57	57
Spearman's rho	MA	Correlation Coefficient	1,000	-,292*

	Sig. (2-tailed)		,027
	N	57	57
No.children	Correlation Coefficient	-,292*	1,000
	Sig. (2-tailed)	,027	
	N	57	57

\*. Correlation is significant at the 0.05 level (2-tailed).

**Correlations**

			MA	Mean Domestic duties
Kendall's tau_b	MA	Correlation Coefficient	1,000	,022
		Sig. (2-tailed)		,819
		N	57	57
Mean Domestic duties		Correlation Coefficient	,022	1,000
		Sig. (2-tailed)	,819	
		N	57	57
Spearman's rho	MA	Correlation Coefficient	1,000	,054
		Sig. (2-tailed)		,691
		N	57	57
Mean Domestic duties		Correlation Coefficient	,054	1,000
		Sig. (2-tailed)	,691	
		N	57	57

			Age	MA
Kendall's tau_b	Age	Correlation Coefficient	1,000	,370**
		Sig. (2-tailed)		,000
		N	57	57
MA		Correlation Coefficient	,370**	1,000
		Sig. (2-tailed)	,000	
		N	57	57

Spearman's rho	Age	Correlation Coefficient	1,000	,470**
		Sig. (2-tailed)	.	,000
		N	57	57
	MA	Correlation Coefficient	,470**	1,000
		Sig. (2-tailed)	,000	.
		N	57	57

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### C5. Stepwise regression analysis

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Age	.	Stepwise (Criteria: Probability-of-F- to-enter <= ,050, Probability-of-F- to-remove >= ,100).
2	MeanMentoring	.	Stepwise (Criteria: Probability-of-F- to-enter <= ,050, Probability-of-F- to-remove >= ,100).
3	Education	.	Stepwise (Criteria: Probability-of-F- to-enter <= ,050, Probability-of-F- to-remove >= ,100).
4	Work experience	.	Stepwise (Criteria: Probability-of-F- to-enter <= ,050, Probability-of-F- to-remove >= ,100).
5	No.children	.	Stepwise (Criteria: Probability-of-F- to-enter <= ,050, Probability-of-F- to-remove >= ,100).

a. Dependent Variable: MA

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,485 <sup>a</sup>	,235	,222	,71060	,235	16,938	1	55	,000
2	,549 <sup>b</sup>	,302	,276	,68534	,066	5,128	1	54	,028
3	,663 <sup>c</sup>	,440	,408	,61965	,138	13,056	1	53	,001
4	,726 <sup>d</sup>	,528	,491	,57445	,088	9,669	1	52	,003
5	,789 <sup>e</sup>	,622	,585	,51896	,094	12,714	1	51	,001

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, MeanMentoring

c. Predictors: (Constant), Age, MeanMentoring, Education

d. Predictors: (Constant), Age, MeanMentoring, Education, Workexperience

e. Predictors: (Constant), Age, MeanMentoring, Education, Workexperience, No.children

**ANOVA<sup>f</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,553	1	8,553	16,938	,000 <sup>a</sup>
	Residual	27,772	55	,505		
	Total	36,325	56			
2	Regression	10,962	2	5,481	11,669	,000 <sup>b</sup>
	Residual	25,363	54	,470		
	Total	36,325	56			
3	Regression	15,975	3	5,325	13,868	,000 <sup>c</sup>
	Residual	20,350	53	,384		
	Total	36,325	56			
4	Regression	19,166	4	4,791	14,520	,000 <sup>d</sup>
	Residual	17,160	52	,330		
	Total	36,325	56			
5	Regression	22,590	5	4,518	16,775	,000 <sup>e</sup>
	Residual	13,736	51	,269		
	Total	36,325	56			

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, MeanMentoring

c. Predictors: (Constant), Age, MeanMentoring, Education

d. Predictors: (Constant), Age, MeanMentoring, Education, Workexperience

e. Predictors: (Constant), Age, MeanMentoring, Education, Workexperience, No.children

f. Dependent Variable: MA

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1,294	,328		-3,943	,000
	Age	,431	,105	,485	4,116	,000
2	(Constant)	-1,458	,325		-4,491	,000
	Age	,432	,101	,486	4,276	,000
	MeanMentoring	,235	,104	,258	2,265	,028
3	(Constant)	-2,720	,456		-5,962	,000
	Age	,453	,092	,510	4,947	,000
	MeanMentoring	,262	,094	,286	2,776	,008
	Education	,477	,132	,373	3,613	,001
4	(Constant)	-2,597	,425		-6,115	,000
	Age	,051	,155	,057	,329	,743
	MeanMentoring	,321	,089	,352	3,593	,001
	Education	,395	,125	,309	3,155	,003
	Workexperience	,470	,151	,546	3,109	,003
5	(Constant)	-2,181	,401		-5,438	,000
	Age	,028	,140	,031	,199	,843
	MeanMentoring	,328	,081	,359	4,054	,000
	Education	,292	,117	,229	2,503	,016
	Workexperience	,538	,138	,625	3,903	,000
	No.children	-,200	,056	-,321	-3,566	,001

a. Dependent Variable: MA

**Excluded Variables<sup>f</sup>**

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Meanculture	-,009 <sup>a</sup>	-,076	,940	-,010	,998
	MeanClimate	-,091 <sup>a</sup>	-,768	,446	-,104	,997
	MeanPractices	,030 <sup>a</sup>	,241	,811	,033	,926
	MeanMentoring	,258 <sup>a</sup>	2,265	,028	,295	1,000
	Education	,351 <sup>a</sup>	3,216	,002	,401	,996
	Workexperience	,527 <sup>a</sup>	2,687	,010	,343	,325
	MeanChildren	-,238 <sup>a</sup>	-2,076	,043	-,272	1,000
	No.children	-,340 <sup>a</sup>	-3,066	,003	-,385	,981
	MeanDomestic	,010 <sup>a</sup>	,083	,934	,011	,994
2	Meanculture	,049 <sup>b</sup>	,417	,678	,057	,952
	MeanClimate	-,059 <sup>b</sup>	-,506	,615	-,069	,980
	MeanPractices	,120 <sup>b</sup>	,969	,337	,132	,844
	Education	,373 <sup>b</sup>	3,613	,001	,445	,990
	Workexperience	,663 <sup>b</sup>	3,571	,001	,440	,308
	MeanChildren	-,248 <sup>b</sup>	-2,263	,028	-,297	,998
	No.children	-,342 <sup>b</sup>	-3,232	,002	-,406	,981
	MeanDomestic	,079 <sup>b</sup>	,668	,507	,091	,932
	3	Meanculture	,119 <sup>c</sup>	1,113	,271	,153
MeanClimate		,000 <sup>c</sup>	,002	,998	,000	,956
MeanPractices		,092 <sup>c</sup>	,818	,417	,113	,840
Workexperience		,546 <sup>c</sup>	3,109	,003	,396	,295
MeanChildren		-,198 <sup>c</sup>	-1,949	,057	-,261	,976
No.children		-,272 <sup>c</sup>	-2,706	,009	-,351	,932
MeanDomestic		,061 <sup>c</sup>	,569	,572	,079	,930
4		Meanculture	,070 <sup>d</sup>	,691	,492	,096
	MeanClimate	-,111 <sup>d</sup>	-1,077	,286	-,149	,854
	MeanPractices	,144 <sup>d</sup>	1,377	,175	,189	,821
	MeanChildren	-,218 <sup>d</sup>	-2,349	,023	-,312	,972
	No.children	-,321 <sup>d</sup>	-3,566	,001	-,447	,915
	MeanDomestic	-,022 <sup>d</sup>	-,214	,831	-,030	,865
	5	Meanculture	,081 <sup>e</sup>	,886	,380	,124

MeanClimate	-,110 <sup>e</sup>	-1,187	,241	-,166	,854
MeanPractices	,104 <sup>e</sup>	1,093	,280	,153	,810
MeanChildren	,068 <sup>e</sup>	,477	,635	,067	,376
MeanDomestic	,012 <sup>e</sup>	,132	,895	,019	,855

- a. Predictors in the Model: (Constant), Age
- b. Predictors in the Model: (Constant), Age, MeanMentoring
- c. Predictors in the Model: (Constant), Age, MeanMentoring, Education
- d. Predictors in the Model: (Constant), Age, MeanMentoring, Education, Workexperience
- e. Predictors in the Model: (Constant), Age, MeanMentoring, Education, Workexperience, No.children
- f. Dependent Variable: MA