GENDER ROLES IN ORGANIZATIONS IN THE SOUTHEASTERN UNITED STATES

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We the undersigned, certify that we read this thesis and approve it as adequate in scope and quality for the degree Master of Arts.

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Abstract

This thesis is a study on gender roles in organizations in the southeastern United States as compared to the rest of the United States. The hypothesis was developed after a review of literature that included relevant research on traditional gender roles, gender roles in organizations, gender roles in the southeastern United States and gender roles over time. After reviewing the literature the hypothesis that gender role experiences in organizations located within the southeastern United States will reflect more traditional than gender role attitudes than experiences in the rest of the United States.

The research study was conducted using egalitarianism as the philosophical basis and feminist standpoint theory as the theoretical foundation. The study consisted of online surveys of eight women working in various areas of the United States. The perceptions of the study participants regarding their experiences as women in the workforce were analyzed and it was found that the hypothesis is supported by the research.
TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION
Importance of the Study 5
Definitions of Terms Used 5
Organization of Remaining Chapters 5

CHAPTER 2: REVIEW OF LITERATURE 7
Philosophical Assumptions 8
Theoretical Basis 8
The Literature 10
Hypothesis 18

CHAPTER 3: SCOPE AND METHODOLOGY 19
Scope of the Study 19
Methodology 20

CHAPTER 4: THE STUDY 25
Introduction 25
Data Analysis 26
Results of the Study 29
Discussion 31

CHAPTER 5: SUMMARIES AND CONCLUSIONS 33
Limitations of the Study 33
Recommendations for Further Study 34
Conclusions 35

REFERENCES 36

APPENDIX
Interview Questionnaire 39
Mentor Agreement Form 49
Chapter 1

Introduction

*Men are from Mars, Women are from Venus* sold more than six million copies in the 1990s making it the No. 1 selling nonfiction book of the decade (CNN, 1999). Men and women communicate differently. Tannen’s theory on genderlect looks into communication between men and women as cross-cultural communication (Griffin, 2006). The differences start with the goal of communication. Tannen says that women are looking for a connection and men are striving for status and to maintain their independence (2006). The more masculine communication style has been genuinely accepted as the standard for organizational conversations (Alvesson & Billing, 1998).

The role of gender has varied by location, culture and time (Farnham, 1997). Several studies have been done on the role of gender in organizations and the role of gender based on region, but not putting the two together. This thesis focuses on gender roles in organizations in the southeastern United States.

The southeastern United States is commonly known for the stereotypes of the Southern Belle or Gentleman, the Redneck, racism, sexism, the conservative Christian and the slow pace of life. As different as the southeastern United States is labeled to be from the rest of the United States, it would follow that gender roles in organizations located in the southeastern United States would differ from organizations outside of the area.

Using Harding and Wood’s standpoint theory as guidance, the research in this paper focused on organizational experiences from the female’s point of view and analyzed their perspective of gender roles in the workforce. In *Feminist standpoint theory and muted group theory: Commonalities and divergences*, Wood states “women’s lives are systematically and
structurally different from the men’s lives and, that these differences produce different (and differently complete) knowledges” (2005, p. 61). Standpoint theory proposes that the view of the marginalized group, women in this instance, provides a “less false view of the world” (Griffin, 2006, p. 469) than looking at the issue from the eyes of the privileged class.

**Importance of the Study**

As the world becomes more connected, many organizations are doing business on a global scale. Cultural habits of a country can be mistakenly lumped together while the reality is quite different. Southeastern cities such as Charlotte, N.C., Atlanta, Ga. and Nashville, Tenn. are the headquarters of companies operating across the United States as well as overseas. Understanding the cultural differences of the southeastern United States in terms of gender roles will be beneficial for those doing business with individuals from the area as well as for those from the southeastern United States who do business with people from outside the geographical region.

**Definition of Terms Used**

When referring to the southeastern U.S., this thesis is referring to the area south of the northern borders of Arkansas, Kentucky and Virginia and east of the western borders of Arkansas and Louisiana. This encompasses Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia.

Another key term in this thesis is egalitarianism. Egalitarianism is the belief that an individual’s inequalities based on circumstances beyond that individual’s control should be eliminated (Cappelen & Tungodden, 2007). It applies to this thesis because gender is an uncontrollable attribute.
Lastly, feminist standpoint theory was used as the main theoretical foundation for this thesis and to develop the study used to test the hypothesis. Feminist standpoint theory is based on the belief that the minority’s viewpoint, in this case the women’s viewpoint, hold more truth than the viewpoint of the majority, or the men (Wood, 2005).

Organization of Chapters

This thesis is devised into five chapters. Chapter 1 is an introduction of the study. Chapter 2 focuses on reviewing the literature already available on the topics of traditional gender roles, gender roles in organizations and gender roles in the southeastern United States. From this review of literature, Chapter 2 introduces the hypothesis developed from the literature and tested during the study.

Chapter 3 details the methodology of the study and Chapter 4 outlines the results of the research. Finally, in Chapter 5 the study is analyzed. Limitations of the study are noted and areas for future exploration are introduced. Lastly, Chapter 5 summarizes and evaluates the findings of the study as compared to the philosophical and theoretical assumptions, the review of literature and as a test of the hypothesis.
Chapter Two

Review of the Literature

The examination of gender roles has been a popular topic throughout academia. Studies have been conducted on traditional gender roles and how they have changed over time. Researchers have looked into the role gender plays in the organizational setting as they pertain to power relationships. Scholars have studied the gender role expectations and perceptions in religions from Islam to Christianity. Differences in gender roles in different regions of the United States and world have also been analyzed.

The southeastern United States has proved particularly interesting to scholars, especially when comparing it to the northern United States (Powers et al., 2010). Researchers found “several consistent patterns” pointing to a strongly identifiable Southern culture (Powers et al., 2010, p. 40). Novelists have romanticized the life of southern belles and gentlemen in works such as Gone with the Wind and Daughters of New Orleans (Hall, 2008). The women as southern belles are given the task of embodying all things southern and used as “theologized symbols of virtue, honor, patriarchy and whiteness” (Hall, 2008).

Using the work of scholars in various fields, such as communication, philosophy and sociology, this literature review will examine the published findings of scholars on gender roles. In particularly, literature exploring the topics of gender roles as they pertain to tradition, as they vary by region, in the organizational setting and how they have changed over time will be examined. The literature will then be used to develop a hypothesis to predict how current gender role attitudes and expectations in the southeastern United States would vary from those from other regions in the United States.

*Philosophical and Theoretical Foundations*
The study of cultures throughout the world have led researchers to discover the important role culture plays in communication within the group and with those from other cultures (Samovar, Porter & McDaniel, 2009). Triandis (as cited in Samovar et al., 2009) defines culture as the “shared meaning system found among those who speak a particular language dialect, during a specific historic period, in a definable geographic region” (p. 19). Culture is used to shape individuals, their beliefs and attitudes towards family, religion, conflict, education, authority, social expectations and accepted actions, gender roles and much more (Samovar et al., 2009). This review of literature begins with the assumption that culture plays a role in gender role expectations (Al-Jenaibi, 2010; Glenn & Simmons, 1967; Powers et al., 2010).

In addition, this review of literature finds the egalitarianism viewpoint as a commonly accepted ideal in regards to gender role attitudes (Al-Jenaibi, 2010; Eagly, 2007; Hurlbert, 1989; Kaylor, 2010; Lublin & Brewer, 2003; Powers et al., 2010). Egalitarianism finds its foundation rooted in the belief that an individual’s inequalities based on circumstances beyond that individual’s control should be eliminated (Cappelen & Tungodden, 2007). Egalitarianism applies to research on gender roles and attitudes because gender is an uncontrollable attribute; individuals are born male or female which determines gender role expectations. These expectations may vary depending on the culture the individual finds themselves living in (Powers et al., 2010).

*Standpoint Theory*

When studying gender roles, the power relationship between the sexes must come into the discussion. Studying the experience of a minority or marginalized group from the point of view of those in power can provide a skewed version of reality (Griffin, 2006). Those in power benefit from not seeing oppression in their world as it may be those very oppressions that are
giving them their power (Wood, 2005). Harding and Wood claim that using the viewpoint of those without the power is a better way to get a “less false view of the world” (Griffin, 2006, p. 483). Wood (2005) continued her advocacy of standpoint theory, or using the viewpoint of those in a minority or marginalized role to obtain a clearer version of the situation, to explain how patriarchy is used to make the divisions between men and women seem natural while women and men have completely different life experiences.

Wood (2005) takes standpoint theory farther by carving out different contingents within the overlying theory. Feminist standpoint, sex standpoint and race-ethnicity standpoint are just a few standpoints identified by Wood (2005). Feminist standpoint focuses on the viewpoint of women (Wood, 2005). Being a woman does not necessarily give someone a feminist standpoint; the individual must also be aware and able to analyze the power relations around them (Wood, 2005, p. 61).

Feminist standpoint theory goes even further, requiring the theorist to be able to describe, explain, predict, increase understanding and critique the power relations that exist (Wood, 2005). There are five key arguments at the base of feminist standpoint theory:

- The power relationships of society provide the very structure of said society giving men and women unequal social standing;
- Individuals in the lower social standing can provide a more accurate description of their environment;
- Individuals in the lower social standing are able to provide insight from within both social groups as they are members of one and privy to the inside workings of the other;
- Standpoint requires, above all else, a critical understanding of the power relations within the social context; and
Standpoint is not limited to one group at a time (Wood, 2005, p. 62).

As with most theories, feminist standpoint theory has its weaknesses. First, since group members can belong to more than one standpoint at a time, how can researchers weigh the influence of one standpoint over another (Wood, 2005)? In addition, how can it be determined which viewpoint provides a more accurate depiction of reality? The argument has been made that every person has only a partial view of their world and every viewpoint is a least partially valid (Wood, 2005). Lastly, feminist standpoint theory views the contradictions of the oppressed class as valuable while ignoring the dangers of living within conflicting realities (Wood, 2005).

Feminist standpoint theory is applicable to research on gender roles in the organizational setting because it recognizes that women in an organizational setting are in an environment of “masculine power dynamics” (Litwin & Hallstein, 2007, p. 115).

Traditional Gender Roles

“Sex is a fact; gender is an idea” (Griffin, 2006, p. 469). The idea of gender is an abstract one. Symbolic interaction theory proposes that children are born as asocial individuals and it through their experiences in the world that they gain meaning (Bohannon & Blanton, 1999). The primary caregivers, usually the parents, are main source of information on meaning to children during their early years (Bohannon & Blanton, 1999). This transfer of relational information in regards to gender roles and behaviors was found to be even stronger from mothers to daughters than any other caregiver/child relationship (Bohannon & Blanton, 1999). Even if the opinions of their roles as women change over time, the mother/daughter pair remains connected in their views (Bohannon & Blanton, 1999).

Throughout history, different cultures have categorized actions, attributes and responsibilities as characteristics of one gender or the other (Farnham, 1997). For instance,
during early southern colonization white settlers could not understand why the women of the Choctaw tribe allowed their sons to play while the mothers and daughters tended to the crops. To the white settlers, women tended to the house and the family; men worked outside raising the crop, tending to the livestock and hunting (Farnham, 1997). A Choctaw mother, on the other hand, would not let her son do women’s work, such as bringing in the harvest, for fear he would learn to be lady-like (Farnham, 1997). Men were to hunt; women were to raise the children and the crop in the Choctaw culture (Farnham, 1997).

Al-Jenaibi (2010) found that each gender was known for having a different way of thinking, reacting, understanding and adapting in addition to physiological and biological differences. In many cultures and religions throughout history, men are considered to be the superior gender (Al-Jenaibi, 2010). Typical gender roles have given women the assignment of caregiver and submissive to the men in their lives whether that is their father, grandfather, brother, husband or boss (Chaffins & Forbes, 1995). Additional gender stereotypes describe women as intellectually inferior, less emotionally stable and less assertive (Chaffins & Forbes, 1995).

Research in gender role orientation has found that men and women have different stereotypical associations, coping strategies and levels of self esteem (Scherer & Petrick, 2001). As stated by Meisenbach (2009), traditional western gender roles called for the man to be the primary financial provider and authoritarian while the woman handles caring for the home and children (p. 2). Even though only one third of United States’ households reflected the traditional male breadwinner model at the beginning of the 21st century, the idea of breadwinner is still a primarily male gender identity trait (Meisenbach, 2009, p. 2). Women, on the other hand, are
expected to possess feminine qualities such as cheerfulness and a desire for motherhood (Meisenbach, 2009, p. 4).

**Gender Roles by Region**

A map of the United States shows 48 land-locked states stretched across more than 2,500 miles. Within the continental United States, researchers have found distinct differences in culture by region (Romero, Alsua, Hinrichs & Pearson, 2007). Differences in food, dialect, music, body language and traditions vary between geographical regions (Romero et al., 2007, p. 190). These cultural differences can be explained by several factors: dominant religious group, geographic isolation, introduction of foreign culture, native inhabitants, economic climate and interaction with other cultures (Romero et al., 2007, p. 190).

Studies have found that men and women of the northern United States hold more egalitarian attitudes toward racial and gender roles (Powers et al., 2003). In additional, those living in the northern United States viewed residents of the southeastern United States as possessing more traditional gender role attitudes (Powers et al., 2003). In 1967, a study by Glenn and Simmons found that the differences between the southern culture and other cultures of the United States on an individual basis and as a whole were extremely polarized (Glenn & Simmons, 1967).

The region of the southeastern United States has been of particular interest to researchers (Powers et al., 2003). A distinct culture, labeled simply “southern,” has been identified (Powers et al., 2003). Hurlbert (1989) named five defining characteristics of southern culture: the use and approval of violence and force, conservative political attitudes, conservative racial attitudes, conservative attitudes towards women and conservative moral and religious orientations.
The conservative attitudes towards women in southern culture revolve around the idea of the southern lady or southern belle (Hurlbert, 1989). The southern belle is known for her devotion to her husband and family; she is physically weak and depends on the man in her life for protection from the outside world (Hurlbert, 1989). Southern gender role attitudes include a division of labor which assigns most domestic and nurturing tasks to the woman and those of financial responsibility to the man (Hurlbert, 1989).

Conservative attitudes towards women’s place in the world are noted in the religious doctrines of the Southern Baptist faith (Kaylor, 2010). In 1998, the Southern Baptist Convention adopted an amendment to the Baptist Faith and Message, the official statement of faith of Southern Baptists, called “Article on Family” (Kaylor, 2010). The amendment’s purpose was to define the roles of women in the home, church and society (Kaylor, 2010). It called for women to be submissive to their husbands and explained the importance of women’s work within the home, such as childbearing and housework, as their “God-given responsibility” (Kaylor, 2010, p. 337).

Conservative attitudes towards gender roles are also found in politics (Lublin & Brewer, 2003). The states of the southeastern United States have been slow to elect women to state legislatures and local offices with authoritative roles (Lublin & Brewer, 2003). If elected to a political office in the southeastern United States, a woman’s position is dominantly one that is process-oriented with little ability to set the policies she implements (Lublin & Brewer, 2003). The traditional belief in southern culture is to let the woman run the house while men tend to matters of government (Hurlbert, 1989).
Gender Roles in Organizations in the United States

Beginning with the expectations and stereotypes of communication styles, men and women are placed into categories based on the past experiences of the interpreter (Lee, 1999). These roles follow traditional gender roles of woman as nurturer and better able to handle emotional issues that arise in the workplace (Lee, 1999). Communication strengths of women have helped them gain acceptance and prestige in some fields such as public relations (Al-Jenaibi, 2010). At the same time, women with children are thought to have issues with their emotions and handling both their organizational and family responsibilities effectively (Al-Jenaibi, 2010). In the realm of academia, female graduate students with children reported being passed over for opportunities because of perceived distractions at home that could affect their work (Lynch, 2008).

Women in the United States are more often being praised as having good leadership skills and abilities, but are faced with a lack of opportunity to get the leadership position or prejudice and pushback when they obtain a supervisory role (Eagly, 2007). In 2006, 36 percent of respondents to a Gallup Poll in the United States favored a male supervisor over a female supervisor while only 19 percent of respondents preferred a female supervisor over a male (Eagly, 2007). In the same poll, even though 92 percent of respondents said they would vote for a qualified woman candidate affiliated with their political party for President, only 55 percent of respondents said that the United States is ready for a female President (Eagly, 2007). Lublin and Brewer (2003) found that voters in southern states are more comfortable with women in elected roles with less discretion to implement change.

The idea of the glass ceiling refers to an invisible barrier in organizations for minorities and women of all races (Chaffins & Forbes, 1995, p. 380). Coined in the early 1980s, the glass
ceiling represents an organizational level past which woman can climb no further (Chaffins & Forbes, 1995). While women are seen as nurturing and submissive, the more aggressive label attached to men has been used to stereotype them as better leaders (Chaffins & Forbes, 1995). In 2008, women in the United States still earned only 77 cents to every dollar earned by men (Bolick, 2011). Chaffins and Forbes (1995) found that while women in today’s workforce may be rising to management positions, many of these positions are merely token roles with little to no influence on organizational direction (p. 380).

Research shows that women face barriers in leadership positions that their male counterparts do not (Eagly, 2007). These barriers refer to prejudicial opinions of women as leaders even though research also shows that women possess effective leadership styles just as much, if not more, than men (Eagly, 2007). Women with children are handicapped when being evaluated for managerial positions when the organization’s leaders feel that she will not be as available to them for overtime and travel because of her responsibilities at home (Alvesson & Billing, 1998).

*Evolution of Traditional Gender Roles Over Time*

The application of gender roles is dynamic (Alvesson & Billing, 1998). While traditional gender roles are still in place, the commonalities and severity of their existence has diminished as women have gained higher education levels and adapted their priorities in regards to family and career (Bolick, 2011). Research has shown that the parental influence on their children has a significant impact on the children’s views toward gender roles (Marks, Lam & McHale, 2009). An increase in female activities outside of the home without an increase of male activity in the home has been found (Goldscheider & Goldscheider, 1992). On the other hand, some families with parental figures possessing traditional gender roles have produced children with more
egalitarian attitudes when the father took a more active role in the lives of the children (Marks et al., 2009).

Recent research has found that women are holding more egalitarian attitudes towards gender roles than men (Scott-Carter, Corra & Carter, 2009). Attitudes towards women’s roles outside of the household are somewhat divided along race lines with black men and women holding less traditional views on women working outside the home (Scott-Carter et al., 2009).

Several reasons for the shift in gender role attitudes in the United States have been noted. First, women are obtaining higher levels of education than in the past (Bolick, 2011). Fifty-five percent of college graduates ages 25 to 29 were women in 2010 (Bolick, 2011). Women also outnumber men in graduate school with 60 percent of all bachelor’s and master’s degrees awarded in 2010 going to women (Bolick, 2011). In addition, increased participation of women in the military operations has introduced the female soldier and veteran that has seen combat and returned home injured to the United States (Silva, 2008).

Women working outside of the home is a necessity for some families (Powers et al., 2003). The trend of more egalitarian gender views has also infiltrated the southeastern United States (Power et al., 2003). Reasons for this shift in option include the influx of people moving to the area for employment opportunities, expanding job opportunities in the area, higher education levels for men and women and an increasing number of single mothers (Powers et al., 2003).

Conclusion

The literature has shown that attitudes toward traditional gender roles in the United States have shifted (Bolick, 2011; Powers et al., 2003). With this shift, women are becoming more educated and less dependent on the men in their lives for financial support (Bolick, 2011). Women are still faced with obstacles in obtaining high-ranking leadership positions in
organizations even though they possess the proper leadership skills to be effective and excel in the position (Eagly, 2007).

While the southeastern United States has shifted its gender role attitudes over time, residents of the southeastern United States still hold more traditional gender role attitudes than the rest of the United States (Powers et al., 2003). The explanation for the shift in gender role attitudes can be attributed to the migration of people from other areas into the southeastern United States, higher education levels of both men and women in the southeastern United States and an increase in single mothers in the area (Powers et al., 2003).

Even though the research shows some change in gender role attitudes in the southeastern United States, the topic of gender roles in organizations in the southeastern United States has yet to be explored. Based on the previous research on gender roles, how gender roles affect organizations in the United States, gender roles in the southeastern United States and the shift of gender role attitudes in the United States over time, a prediction on gender roles attitudes in organizations in the southeastern United States can be developed. The following qualifiers are used:

- Traditional gender roles in the United States called for women to handle household and family matters while men handled financial and political issues (Meisenbach, 2009).
- Throughout history, women have faced obstacles in obtaining high-ranking positions in organizations in the United States (Eagly, 2007).
- Attitudes toward gender roles in the United States have shifted with time to a more egalitarian attitude (Powers et al., 2003).
- Gender role attitudes in the southeastern have shifted in recent years, but still remain more traditional than the rest of the United States (Powers et al., 2003).
Based on these four qualifiers, the hypothesis of this research paper is that gender role experiences in organizations located within the southeastern United States will reflect more traditional than gender role attitudes than experiences in the rest of the United States.

To test the hypothesis above, interviews with women working outside of the home were conducted to evaluate their experiences compared to the hypothesis’ prediction. Chapter three details the methodology in regard to setting up, conducting and analyzing the interviews.
Chapter 3
Scope and Methodology

Scope

After completion of the literature review, the design of the research began with the goal of comparing gender role experiences of women in the southeastern United States to those of women outside of the southeastern United States. Four groups of women were needed for this research: women from the southeastern United States currently employed by an organization located within the southeastern United States, women from outside the southeastern United States working in organizations located outside the southeastern United States, women from outside the southeastern United States working in organizations located within the southeastern United States and women from the southeastern United States working in organizations located outside the southeastern United States.

The women from the southeastern United States who still live and work in the area were important to this research to determine views on gender roles as natives that have stayed in the area. Following the same thought pattern, women from outside the southeastern United States who still live and work outside of the southeastern United States were important to this research to set a baseline for the views on gender roles in organizations outside of the southeastern United States. Both of these groups provided firsthand workforce experiences with little to no reference to the other area’s gender role expectations. The women in these two categories help to provide a baseline for the experiences a woman might expect while working in organizations in those regions.

The observations provided by the women with work experience in the southeastern United States and outside the area were key to identifying the differences experienced in
organizations in and outside of the southeastern United States. Women in the latter two
categories were able to make direct comparisons of their work experiences in both areas.

It is important to note that when classifying participants based on their geographic
location, the southeastern United States, in this study, is defined as the area south of the northern
borders of Arkansas, Kentucky and Virginia and east of the western borders of Arkansas and
Louisiana. This encompasses Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana,
Mississippi, North Carolina, South Carolina, Tennessee and Virginia.

Methodology

Using the feminist standpoint theory as the theological foundation for this study, all eight
participants were women. Women, as the minority and marginalized group in the United States
workforce, were asked to provide their experiences as they pertain to their gender. This survey
focused on the experiences and perceptions of the participants. It should be noted that this paper
is based on these perceptions of the participants.

The quantitative nature of this study can be indentified in how the questions were posed
to the participants as well as the desire to “verify or falsify a relations or hypothesis we already
have in mind” (Neuman, 2011, p. 166). Participants were asked to quantify their experiences in
terms of value placed on characteristics and pressure they felt to act a certain way because of
their gender.

The original plan for the research included face-to-face or phone interviews with eight
women and only using a questionnaire when an interview could not be scheduled. Working with
the schedules of women executives around the United States proved difficult and caused the
research to be conducted through an online questionnaire, using the electronic survey tool Survey
Monkey, for all eight participants. After additional contemplation, the use of an anonymous
questionnaire over interviews offered a better chance to get unrestrained answers to sensitive questions. In addition, an online questionnaire is a type of asynchronous interview that allows participants time to think about their responses and edit them until the response matches what the participants wanted to convey with their words (Eriksson & Kovalainen, 2011). Another advantage to the online questionnaire is that it is accommodating to the busy schedules of the women who agreed to participate in the research.

A major ethical concern of all research is the principal of voluntary consent (Neuman, 2011). To voluntarily consent to a study, participants should willing consent to participate in the study without the researcher using any means of coercion, deception or disguise (Neuman, 2011). Before taking the survey, all participants were asked to read a consent form and agree to its contents. The consent form detailed the purpose of the study, what would be done with the information gathered during the study, the voluntary nature of their participation in the study and the participants’ ability to stop or withdrawal from the study at any time.

After reading an informed consent form, participants were asked to take the questionnaire and answer all questions honestly with the knowledge that their answers would be used for a research paper, but that their identities would remain confidential and not be revealed in this paper.

Survey questions focused on participant’s experiences related to gender roles while in the workforce. First, survey participants answered qualifying questions on age, birthplace, current residence and type of work. The next page of questions focused overall experiences in the workplace based on gender. One question asked about supervisory experienced and participants who answered affirmatively to supervising other associates were asked how, if at all, gender affected their experiences as a supervisor.
Next, participants were asked to classify themselves into one of the four categories defined in the study: women from the southeastern United States currently employed by an organization located in the southeastern United States, women from outside the southeastern United States working in organizations located outside the southeastern United States, women from outside the southeastern United States working in organizations located within the southeastern United States and women from the southeastern United States working in organizations located outside the southeastern United States. Based on their answers to this question, participants were either directed to a page with questions asking them to compare their experiences working in organizations inside the southeastern United States to working in organizations outside the southeastern United States, or to the final question.

After those answering the comparative questions were done with those questions, they were directed to the final question as well. This question asked for any additional comments they felt relevant to their experiences as a women in the workforce.

Research Validity

Verifying the accuracy or validity of a study can take many forms. Face, content, criterion and construct validities are all options in measuring the accuracy of this study (Neuman, 2011). The validity of this study refers only to the measurement of the data as it is intended to test the hypothesis that gender role experiences in organizations located within the southeastern United States will reflect more traditional gender roles than experiences in the rest of the United States. It is not transferable to additional variations of the hypothesis. For this study, traditional gender role attitudes were identified in Chapter two and included that women were expected to possess more nurturing and caregiver qualities, be less aggressive and be submissive to men (Chaffins & Forbes, 1995). Measuring the validity of this study using other markers, such as
biological, would be inappropriate. “At its core, measurement validity tells us how well the conceptual and operational definitions mesh with one other: The better the fit, the higher is the measurement validity” (Neuman, 2011, p. 211).

Once the questionnaire was designed, the validity of the study was reviewed. The research needed to measure the appropriate concept: gender roles in the southeastern United States as compared to the rest of the United States. This is face validity, or the acceptance by the scientific community that the indicator measures the construct (Neuman, 2011, p. 212).

The content validity of the research design indicated that the questionnaire is designed to answer all parts of the hypothesis (Neuman, 2011, p. 212). Responses of women from four geographical categories were considered to analyze their experiences in regards to gender roles in organizations as it pertains to leadership experiences, career opportunities, expectations and personal trait value.

Lastly, the idea of convergent validity is important to this study. The hypothesis states gender role experiences in organizations located within the southeastern United States will reflect more traditional than gender roles than experiences in the rest of the United States. With this hypothesis, the research must show similarities in the experiences of the women when working in the southeastern United States as well as between the experiences of the women working outside of the area. In addition, these experiences must reflect more traditional gender role attitudes than the women working outside of the southeastern United States to have high convergent validity.

With the research study designed to produce valid data, the questionnaires were distributed to participants with the instructions to review, contemplate and answer the questions. Once completed the questionnaire should be submitted. A deadline of seven days was given to
ensure the survey was completed in a timely manner. Then the responses were gathered and analyzed. Chapter 4 details the results of the study.
Chapter 4

The Study

Introduction

This research study was conducted using an online questionnaire asking eight women about their experiences as women in the workforce. The participants were categorized by where they grew up and where they were working now, specifically noting whether the location was within or outside of the study-defined area of the southeastern United States. Participants were asked how gender had affected their experiences in the workforce in regards to compensation, opportunity for advancement and perceived competence. Then participants were asked to describe how, if at all, their gender affected the expectation of them when asked to work overtime and non-first shift hours. The participants who supervised others were asked if their gender had affected their experiences with those whom they supervised. The participants who were from the southeastern United States and now live and work outside the area and the participants that were from outside the southeastern United States and now live and work in the southeastern United States were asked additional questions to compare their experiences in the workforce outside the southeastern United States to their experiences working in the southeastern United States. Lastly, all participants were asked if they had anything else they wanted to add regarding their experiences in the workforce as women.

Chapter 4 details the results of the study. After analyzing the study findings, this chapter discusses the findings as they relate to the review of literature in Chapter 2, as they relate to the hypothesis developed based on the review of literature and the implications of the study.
Data Analysis

The eight participants ranged in age from 20 to 59 with one participant in the age range of 20-29, two participants in the age range of 30-39, one participant in the age range of 40-49 and four participants in the age range of 50-59. Three of the questionnaire participants had obtained bachelor’s degrees and five of the participants had gone on to receive graduate degrees. Of the eight participants six supervised others in their current positions. The participants were divided evenly into the four geographical indicators the study was looking for: two of the eight participants were from the southeastern United States working in the southeastern United States, two were from the southeastern United States working outside the southeastern United States, two were from outside the southeastern United States working outside the southeastern United States and two were from outside the southeastern United States working in the southeastern United States. Five of the participants worked in the health care industry, one worked in administration, one worked in retail and the other in public accounting.

Table 1 shows the answers of the eight participants in regards to how gender has affected their experiences in the workforce in regards to compensation, opportunity for advancement and perceived competence. Participants were asked to classify how much, if at all, their gender had negatively impacted their experiences in the workforce in these three areas.
Table 1

<table>
<thead>
<tr>
<th>Participant Number</th>
<th>Classification</th>
<th>Negative impact on compensation</th>
<th>Negative impact on opportunities for advancement</th>
<th>Negative impact on perceived competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>From the southeastern United States working in the southeastern United States</td>
<td>Rarely</td>
<td>Rarely</td>
<td>Rarely</td>
</tr>
<tr>
<td>2</td>
<td>From the southeastern United States working outside the southeastern United States</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>3</td>
<td>From the southeastern United States working outside the southeastern United States</td>
<td>Never</td>
<td>Never</td>
<td>Rarely</td>
</tr>
<tr>
<td>4</td>
<td>From outside the southeastern United States working in the southeastern United States</td>
<td>Always</td>
<td>Always</td>
<td>Often</td>
</tr>
<tr>
<td>5</td>
<td>From the southeastern United States working in the southeastern United States</td>
<td>Often</td>
<td>Often</td>
<td>Often</td>
</tr>
<tr>
<td>6</td>
<td>From the southeastern United States working outside the southeastern United States</td>
<td>Rarely</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>7</td>
<td>From the outside the southeastern United States working in the southeastern United States</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Sometimes</td>
</tr>
<tr>
<td>8</td>
<td>From outside the southeastern United States working outside the southeastern United States</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>

Table 2 displays the answers of four of the survey participants, those with experiences both inside and outside the southeastern United States, when asked how their abilities were valued in the workforce when working in the southeastern United States. They were asked to classify their answers as high, neutral or low.
Table 2

<table>
<thead>
<tr>
<th>Participant</th>
<th>Classification</th>
<th>Working inside the southeastern United States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Compass</td>
</tr>
<tr>
<td>2</td>
<td>From the southeastern United States working outside the southeastern United States</td>
<td>Neutral</td>
</tr>
<tr>
<td>3</td>
<td>From the southeastern United States working outside the southeastern United States</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>From outside the southeastern United States working in the southeastern United States</td>
<td>Low</td>
</tr>
<tr>
<td>7</td>
<td>From the outside the southeastern United States working in the southeastern United States</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 3 displays the answers of four of the survey participants, those with experiences both inside and outside the southeastern United States, when asked how their abilities were valued in the workforce when working outside the southeastern United States. Again, participants were asked to classify their answers as high, neutral or low.
Table 3

<table>
<thead>
<tr>
<th>Participant</th>
<th>Classification</th>
<th>Working outside the southeastern United States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Compass</td>
</tr>
<tr>
<td>2</td>
<td>From the southeastern United States working outside the southeastern United States</td>
<td>Neutral</td>
</tr>
<tr>
<td>3</td>
<td>From the southeastern United States working outside the southeastern United States</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>From outside the southeastern United States working in the southeastern United States</td>
<td>High</td>
</tr>
<tr>
<td>7</td>
<td>From the outside the southeastern United States working in the southeastern United States</td>
<td>High</td>
</tr>
</tbody>
</table>

Results

When asked if gender had affected their experiences in regard to compensation, all but one participant had experienced a negative impact to their compensation rate they attributed to their gender. The one participant that had not experienced a negative impact to their compensation based on their gender was from the southeastern United States and working outside of the area. Both participants that came to the southeastern United States from outside the area felt that their gender affected their compensation at least some of the time with one of those participants was adamant that their compensation was negatively affected by their gender most, if not all, of the time.
When asked about opportunity for advancement and perceived competence, all of the participants had at least one experience where they believed their gender to negatively affect their perceived competence and all but one participant had at least one experience where they perceived their gender negatively impacted their opportunity for advancement.

Only one of the six participants that supervised other employees had experiences where their gender affected their role as a supervisor. This participant found the issue to be related to a female supervisor with all female subordinates. In her experiences, she found that many of her subordinates took issue with the decisions she made in regards to duty coverage, division of responsibilities and scheduling. She also experienced problems with her subordinates when one of their co-workers was recognized for an excellent job or promoted within the organization.

Of the four participants with experiences working both inside and outside the southeastern United States, all four reported that a high value was placed on their leadership skills and problem solving skills when working outside of the southeastern United States. One of those four women also reported that their leadership abilities were highly valued and two of these four women reported that their problem solving abilities were highly valued when working inside the southeastern United States. One of the participants from outside the southeastern United States working in the southeastern United States felt that she was expected to act differently because she was a woman, was overlooked for opportunities to advance in favor of less qualified male candidates and felt she had to work harder to prove her abilities because they were undervalued as a result of her gender when she was working in the southeastern United States.
When reviewing the answers of the two participants from the southeastern United States working outside of the area, both participants felt their leadership abilities and problem solving capabilities were valued higher when outside the southeastern United States.

All participants that had worked both inside the southeastern United States and outside of the area felt that there was a difference in culture between the two areas. Of the participants that had experiences working inside and outside the southeastern United States, the younger participants had found less differences in their experiences based on their gender. One of those younger participants, who currently works in the northeastern United States, is pregnant with her first child and noted that expectations of her had begun to change in regards to hours worked and goals for the future now that she is going to be a mother.

Discussion

Before the study was conducted, it was hypothesized that the gender role experiences of women working in the southeastern United States would reflect more traditional gender role attitudes than experiences outside the southeastern United States. The review of literature in Chapter 2 found studies detailing ways in which women in the workforce are perceived to have lower leadership capabilities than their male counterparts (Chaffins & Forbes, 1995). In addition, Bolick (2010) reported that in 2008 women earned 77 cents for every dollar earned by a man for the same work. The study showed that the women working inside and outside the southeastern United States had experienced instances where felt their gender had affected their compensation, opportunity for advancement and perceived competence.

The review of literature had found women to be more compassionate and nurturing (Lee, 1999). In addition, men have been stereotyped as better leaders because of their more aggressive nature (Chaffins & Forbes, 1995). Further questioning of the women in the study with
experiences working in both the southeastern United States and outside the area found that they had experienced that the work competencies of compassion, integrity, leadership ability, persistence, nurturing and problem solving were all generally valued higher outside the southeastern United States than within the area. While the literature may have found that women are considered more nurturing and compassionate and that the southern culture highly values those attributes (Powers et al., 2003), those attributes have not been highly valued in organizations in the southeastern United States in the experiences of the study participants.

It is important to note that the study was developed using the feminist standpoint theory, a theory valuing the experiences of those in the minority over those in the majority (Wood, 2005). The study focused solely on the experiences of women and their perceptions of these experiences. However, the study provided evidence to suggest that the hypothesis that gender role experiences in the southeastern United States are more traditional than those in the rest of the United States has merit. The women of the study with experiences outside of the southeastern United States reported their abilities around the competencies of compassion, integrity, leadership ability, persistence, nurturing and problem solving were valued more outside of the southeastern United States. In addition, participants noted a distinct difference in culture as it pertains to gender in the southeastern United States.

The philosophical foundations and theoretical underpinnings of this work along with the limitations of the study, areas for further exploration and final conclusions are discussed in Chapter 5.
Chapter 5

Summaries and Conclusions

While completing the survey research and analyzing the results, limitations of the study were noticed as well as additional topics for exploration. Chapter 5 discusses these limitations and other areas for exploration as well as provides final conclusions of the study.

Limitations of the Study

This study was completed with eight female participants using an online questionnaire. With the method used, there are three limitations to the study that should be addressed. First, the sample size was small. Next, the online questionnaire method eliminates the ability to ask follow up questions based on respondents answers to previous questions. Lastly, the theoretical foundation of the study is based on feminist standpoint theory which values the views of the minority.

The sample size for this study was limited to eight participants. With just two participants from each study-defined category, it is possible that the participants’ experiences do not match the experiences of others in the same category. Increasing the sample size would increase the probability of the study’s results being a true reflection of the culture of each of the study-defined categories.

The eight participants were interviewed using an online survey. While convenient for both the researcher and the participants, the online nature of the survey eliminated the possibility of asking follow up questions during the interview. The participants had places to offer additional comments on their answers, but an in-person interview would have provided the researcher with the opportunity to ask for clarification or further explanation of the participants’ answers.
Lastly, the theoretical foundation for the study is based on the ideas of feminist standpoint theory. Feminist standpoint theory starts with the assumption that men and women are unequal in the eyes of society (Wood, 2005). In addition, feminist standpoint theory values the experiences of the marginalized group, the women, as a truer version of reality (Wood, 2005). This theory disregards the experiences and perceptions of the men. While feminist standpoint theory may provide a truer version of reality, it is not a complete version of reality as the men’s experiences are not represented. *Recommendations for Further Study*

In addition to finding limitations in the study, other areas for future exploration were discovered during the research. The areas for future study can be grouped into two topical categories: gender roles and the southeastern United States.

Gender roles in organizations in the southeastern United States were the focus of this research paper. While analyzing the responses of the participants, the research showed areas for further exploration in gender roles. First, there is the role of sexual orientation in gender roles. Two of the participants in this study were lesbians. Did this have any effect on their experiences in the workplace? If it did, would these experiences differ based on the region of the United States that they lived and worked? In addition, it was noted that the younger participants in the study had experienced less instances where they perceived their gender to affect their workplace experiences. Another area for exploration would be the change in gender role expectations over time.

The southeastern United States has been studied quite a bit, as found during the review of literature in Chapter 2. In addition to looking at gender roles in the area, the overall culture of organizations in the southeastern United States is another area for further exploration. Future
studies on the political culture, including campaign practices and fundraising techniques, in the southeastern United States is another area for consideration in future studies.

Conclusions

This research paper was developed based on the philosophical belief that egalitarianism is the ideal viewpoint for gender role attitudes. Egalitarianism would eliminate any inequalities based on a person’s gender because a person cannot control what gender they are born (Cappelen & Tungodden, 2007). The study rooted its theoretical assumptions in feminist standpoint theory and focused its research on the experiences of women in the workforce.

The review of literature found several previous studies on traditional gender roles, gender roles in organizations and gender roles in the southeastern United States to develop the hypothesis that gender role experiences in organizations in the southeastern United States would reflect more traditional than gender role attitudes than experiences in the rest of the United States.

The research, information provided by eight women working in various parts of the Unites States, found that women with experiences both inside and outside the southeastern United States reported that their abilities of compassion, integrity, leadership, persistence, nurturing and problem solving were valued less when working in the southeastern United States. In addition, the participants noted experiencing a distinct difference in culture in regards to gender in the southeastern United States. The overall conclusion of the study found that gender role experiences in organizations located within the southeastern United States reflect more traditional gender role expectations than experiences in organizations in the rest of the United States.
References


Appendix A: Survey Questionnaire

Gender Roles in Organizations

Informed Consent Form

I am voluntarily choosing to participate in a research study designed and executed by Channe Conlee as part of her thesis project for a master’s degree in Communication and Leadership Studies at Gonzaga University. This research study is looking to determine how gender roles in organizations in the southeastern United States differ from gender roles in organizations in the rest of the United States.

By clicking “I agree”, I am agreeing to participate in a survey about my experiences in the workforce as they pertain to gender roles. I understand that the information I share will be used to produce a research paper. I also understand that I will not be identified by name or organization in this paper.

1. By clicking “I agree”, I confirm that I have read and understand the information presented in this consent form. I understand that my participation in this research study is voluntary and I may decline to participate at any time.

- [ ] I agree
- [ ] I do not agree
Gender Roles in Organizations

The purpose of this survey is to compare gender roles in the Southeastern United States to the rest of the United States. You will be asked a series of questions. Think about each question and answer according to your personal experiences as a woman in the workforce.

For the purposes of this survey, when referring to the Southeastern United States, the survey is referring to the area south of the northern borders of Arkansas, Kentucky and Virginia and east of the western borders of Arkansas and Louisiana. This encompasses Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia.

2. Which category below includes your age?
   - 20-29
   - 30-39
   - 40-49
   - 50-59
   - 60 or older

3. What is the highest level of school you have completed?
   - High school degree
   - Associate degree
   - Bachelor degree
   - Graduate degree

4. Where in the United States did you grow up?

5. Where in the United States do you currently reside?

6. In what industry do you work?
### Gender Roles in Organizations

7. In your experiences in the workforce, do you feel that your gender effects the following:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for Advancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How do you feel that gender effects expectations of you at work in regards to your schedule and overtime?

9. Have you ever felt stereotyped by your gender at work? If so, please describe this experience and how it affected you and your employment.

10. In typical workplace interactions you have experienced, do you feel that gender helps determine role expectations? If so, how?

11. Do you supervise employees?

   - Yes
   - No
12. As a supervisor, have you experienced any complications with your direct reports that you would contribute to being a female manager? Please explain.
13. Which sentence best describes your current employment situation?

- I am from the southeastern United States and I work in the southeastern United States.
- I am from the southeastern United States and I work outside of the southeastern United States.
- I am from outside of the southeastern United States and I work in the southeastern United States.
- I am from outside of the southeastern United States and I work outside the southeastern United States.
# Gender Roles in Organizations

**From the southeastern United States, Working outside the southeastern Unite...**

14. Think about your experiences while working in the southeastern United States. Now, think about your work experiences since you left the southeastern United States. During your time working in the southeastern United States, did you:

<table>
<thead>
<tr>
<th></th>
<th>More</th>
<th>Same</th>
<th>Less</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel pressure to act in a certain way because you were female.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel my abilities were undervalued because you were a female.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get overlooked for leadership opportunities because you were female.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have to work harder to prove your abilities because you were female.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Think about your experiences while working in the southeastern United States. Now, think about your work experiences since you left the southeastern United States. While working in the southeastern United States, rate how you think the following characteristics were valued in your work performance.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>High</th>
<th>Neutral</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurturing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. Think about your experiences while working in the southeastern United States. Now, think about your work experiences since you left the southeastern United States. While working outside of the southeastern United States, rate how you think the following characteristics are valued in your work performance.

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Neutral</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Persistence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nurturing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Problem solving</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
# Gender Roles in Organizations

## From outside of the southeastern United States, Working in the southeastern...

17. Think about your experiences while working outside the southeastern United States. Now, think about your work experiences since you moved to the southeastern United States. Working in the southeastern United States, do you:

<table>
<thead>
<tr>
<th>Feel pressure to act in a certain way because you were female.</th>
<th>More</th>
<th>Same</th>
<th>Less</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feel my abilities were undervalued because you were a female.</th>
<th>More</th>
<th>Same</th>
<th>Less</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Get overlooked for leadership opportunities because you were female.</th>
<th>More</th>
<th>Same</th>
<th>Less</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have to work harder to prove your abilities because you were female.</th>
<th>More</th>
<th>Same</th>
<th>Less</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

18. Think about your experiences before you began working the southeastern United States. Now, think about your work experiences since you moved to the southeastern United States. Working in the southeastern United States, rate how you think the following characteristics are valued in your work performance.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>High</th>
<th>Neutral</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Persistence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nurturing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Problem solving</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
19. Think about your experiences while working outside the southeastern United States. Now, think about your work experiences since you moved to the southeastern United States. While working outside of the southeastern United States, rate how you think the following characteristics are valued in your work performance.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>High</th>
<th>Neutral</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurturing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. Thank you for taking the time to complete this survey. Do you have any additional thoughts you would like to share in regards to your experiences as a woman in the workforce?
APPENDIX B: Mentor Agreement Form

MENTOR AGREEMENT

You have been asked to serve as a Mentor for __Dianne Conlee___________, who is completing the requirements for her/his Masters Degree in Communication and Leadership Studies. As a mentor you are asked to share ideas with this student and read the next to final draft of their thesis. You are not expected to directly supervise this student’s work but rather meet with them as a “young colleague.” If you are willing to serve as a Mentor for him/her, please sign this agreement.

I am willing to serve as a Mentor for __Dianne Conlee________________ as she/he completes her/his thesis. I realize I do not need to supervise their work in any direct fashion and will only serve as a more experienced colleague with a younger colleague. I will provide help in the way of suggestions, ideas and resources and am willing to review drafts of their written work. I also agree to read the next to last draft of the student’s thesis and will sign my name on the title page of their final draft. My signature on the thesis only indicates that I have read it and is no indication of the quality of the work. I will not be asked to assign a grade or make any evaluative comments to the course convener.

Signature____

Title___Lecturer, COML______________________

Email and telephone number _caputog@gonzaga.edu / (206) 985-4128________

Date___12 Feb 2012__