

Research Article

THE INFLUENCES OF GENDER ROLE ON CHARACTERISTICS OF SUCCESSFUL MANAGERS

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ABSTRACT

The perceptions of successful managers as masculine people have been mentioned in previous studies that have created barriers for women on the path to conquer managerial positions. This study was to examine the relationships between gender stereotypes and the characteristics of the successful managers that were perceived by both gender students in the diversified cultural context of Asian Institute of Technology (AIT). The participants included 240 students from 20 countries studying in three main departments in AIT. The original Schein Descriptive Index with 92 items was used in this study with three different categories namely successful managers, men and women along with the calculation of intraclass correlation coefficients (ICC) was used to determine the degree of resemblance of successful managers-men, successful managers-women. The findings firstly indicated that "Think manager, think male" still existed at AIT, and further revealed that female participants viewed both women and men were quite similar to successful managers while male participants perceived women were different from successful managers. From then, some further feasible suggestions were pointed to eliminate gender stereotype in management and create the environment where males and females have equal chances to reach managerial positions.

Keywords: managerial position, successful manager, gender stereotype, characteristics, Schein descriptive index.

INTRODUCTION

There are many factors that contribute to a successful leaders. According to Trait theories, people who are effective leaders have the suitable combination of traits and great leaders have some typical personality characteristics. These traits identify leaders from non-leaders. Judge & Bono (2004) reported that 12% of all leadership research published between 1990 & 2004 included the keywords 'personality' and 'leadership'. Personality traits or characteristics that successful managers are perceived to possess depend on many factors such as society, culture, organization, gender, especially, gender stereotyping about successful leaders are examined in various past studies. Schein (1973) stated "... successful middle managers are perceived to possess characteristics, attitudes and temperaments more commonly ascribed to men in general than to women in general..." Heilman, Block, Martell & Simon, (1989) showed that men are more identical to successful managers than women. Vinnicombe & Singh (2002) found that women managers do not think themselves as identical to the successful managers and they think managers as more masculine than themselves. This created the obstacle for women on the path of finding success in

managerial positions when they also think their own traits are not similar to traits of successful leaders.

Gender stereotypes of managerial position is still exist although there were positive changes that were more beneficial for women. This gender stereotype can create significant impacts in the career improvement of female managers. For example, gender stereotypical perception can be seen as impediment for women on the path to management positions when the management role is likely more relevant for men (Schein, 1973, 1975), resulting in "Think Manager, Think Male" maxim. Besides, it is not just only the hurdle at entry level but also the significant influence on women who hold a managerial position. Gender stereotyping in management can also shape favoritism that against women throughout the processes of "placement, promotion and training decisions" (Schein, 2001). Therefore, it may affect to every step on the way to reach leader position of women. Holton & Dent (2016) also stated that because of gender biased, women managers have still faced with many difficulties in their career therefore it needs the help from employers and individuals in organization to create the positive career environment for women.

In this study, "Think Manager, Think Male" maxim is examined again in the context of an international institute that is located in Thailand – Asian Institute of Technology (AIT) where there is diversified culture and religious beliefs and 1,700 students from 60 countries.

1. Theoretical Background and Hypothesis

1.1 Gender Stereotypes

Stereotypes are cognitions (beliefs, expectations and convictions) related to the characteristics, attributes and behavior specific to the members of a given group or social category (Hilton & Hippel, 1996). Devine (1989) believes that "stereotyping is automatic, which makes it inevitable." Conversely, Lepore & Brown (2007) did not agree with that it is automatic, they stated it depends on the individual. In recent study of Crites, Dickson & Lorenz (2015), they indicated that when a stereotype is adopted, "people retain their stereotypical views, even when their personal experience presents evidence contradicting a stereotype". Therefore, when they perceived a group of people is dominant in any specific roles of society and other groups are unappreciated in those roles.

Gender, race and age are often subject of stereotype, in which, gender stereotypes are beliefs about typical man

and typical woman. Basically, there are four main kinds of gender stereotypes: personality traits, domestic behaviors, occupations and physical appearance. In which, gender stereotype in personality traits and occupations is the subject of debate for many researchers. According to Eagly & Steffen (1984) "...if perceivers constantly observe women caring for children, they are likely to think that characteristic to be necessary for child care, such as nurturance and warmth, are typical of women. Because most of people's activities are determined by their various social roles, stereotypes about groups of people should reflect the distribution of these groups into social roles in a society" Twenty years later, Diekman et al. (2005) also had the similar conclusion "...due to their presence in high-status social roles, men are seen as more active, instrumental, action-oriented, assertive and competent, while women are seen as kind, expressive, empathetic, supportive and nurturing as they often occupy caretaking roles". As a result, Gender stereotypes have had remarkable effect to the sorting of difference jobs due to the perception about various social roles of men and women. This leads to the influence to people's passion and attitude towards occupations (Cejka & Eagly, 1999).

1.2 Gender Stereotypes in Management

Gender stereotyping in management is formed when the features supposed to be needed to perform the managerial protagonist are attributed to one sex (Schein, 1973, 1975, 2001, 2006). According to Lyness & Heilman (2006) some attributes as such as accomplishment, direction, strength and greater managerial ability are usually imputed to men, and these qualities are measured to be necessary to conduct jobs type such as administration and management roles. On the other hand, features such as nurturance, association and affiliation coordination are more often attributed to women, and these traits have not factually involved in leadership or managerial roles. Based on three decade research it has been perceived that organization is intensely affiliated with a male gender type, with male executives and male administration students in specific believing that males are more prospective to have the indispensable features, assertiveness and spirit to accomplish administrative achievement (Schein, 2001). Kiser (2015) found that men believed themselves better than women in leading with positions such as political leader or business executives. Besides, this research also reveal that gender inequality still exist in

the workplace and gender perceptions (men and women perceive both their own group and the other group) contributed to it.

Gender stereotype has also been proven to have an influence on assessing women's performance when they have extended an administration role. Eagly & Karau (2002) recognized that there was a distinct difference between the gender roles often imputed to women, and the roles thought to be suitable for a leader. As a result, unfavourable perception for women came from this difference, which usually led to the form of negative valuation of women to hold management roles (Eagly & Karau, 2002). Lazzaretti et al. (2013) confirmed the gender inequality in management in their research participated by 99 companies in Brazil, they found that women accounted for just only 5.4% in the boards of these companies. Research results of Lyness & Heilman (2006) have demonstrated that there is not the similarity between the requirements of line management roles and the stereotypical traits imputed to women, "with women in these roles receiving lower performance ratings than either their female colleagues in staff jobs, or their male counterparts in either line or staff jobs". This suggests that specific management roles, such as line management, are more greatly related to the

attributes ascribed to males than females. Rhee & Sigler (2015) also concluded that management students rated for male leaders more effective and more preferred than female leaders even in case female leaders also possessed masculine style.

The above findings indicated how sex stereotype can impact the profession growth of women in organization. Over two decades ago, Schein (1989, 1996) and Schein & Mueller (1992) have recognized gender role typecasting as the barrier restraining the number of women in organization levels across the globe. Ling Suan, C. & Mohd Nasurdin (2016) found that the male employees received more positive support from supervisor than female employees. Gender stereotyping in work situations has been designated as “the root cause of the prejudiced handling of women in administrations, which confines their ascendant mobility” (Heilman, 2001). Smith, Caputi & Crittenden (2012) figured out that discrimination, prejudice against women, especially stereotypes in characteristics possessed by women can be seen as difficulties that women must face with on the path to pursue top positions in organizations. Recently, Carli & Eagly (2016) stated that women’s accessing to leading position has improved steadily, and they must deal

with gender stereotypes while men do not. Gender stereotypes created hurdle in leadership for women because they “depict women as unsuited to leadership, discrimination in pay and promotion, lack of access to powerful mentors and networks and greater responsibility for childcare and other domestic responsibilities”.

1.3 Measure Gender Stereotype in Management

The relationships between genders typecasts and the manager stereotype is the topic of many past studies of many researchers with various methods. For instance, Lowell & Butterfield (1979, 1989) stated that both male and female respondents thought that the manager is masculine by using the Bem’s Sexual Role Inventory (BSRI). Vinnicombe & Singh (2002) used the personality attributes questionnaire (LAQ) to figure out that female managers see top managers remarkably more masculine than themselves while they thought themselves are more feminine. By using the Sino-American Person Perception Scale (SAPPS) developed by Lai & Bond (1997), in 2002 Yim and Bond examined the distance between one’s self-assessment and the rankings of a prosperous director with the study subject is Business Administration students of the Chinese University in Hong Kong. The outcome of this study is students

in both genders think successful middle manager as more common to men than women. This result also confirmed that female business students as well as women who pursue leading positions in their career path may still deal with continuing barriers and difficulties. (Prime & Carter, 2009) also had the same outcome in their study about senior managers' perceptions of men's and women's effectiveness based on ten key leadership behaviors. The result showed that while women were more effective than men at caring, men were more effective than women at action oriented. Especially, male perceived male managers were more effective than female managers at problem solving. This may lead to disadvantage for female managers.

1.4 Measure Gender Stereotype in Management by Schein Descriptive Index

Schein Descriptive Index (SDI) has been developed by Prof. Virginia Schein in her study in 1973 including 92 characteristics items that became the platform for later studies about the gender stereotypes of managers. In the early 1990s, Prof. Schein tried to describe the connection between genders typecasts and the apparent features as essential prerequisite for the executive's success. Schein found that male administrators (Schein, 1973) and women

administrators (Schein, 1991) identified the effective administrator as individual possesses the features, performances which more commonly affiliated with men than with women. She stated that women were observed as not to own the needed potentials to become efficacious in organization.

SDI has used to measure managerial gender stereotypes in different contexts such as in Europe, Asia countries and South Africa. (Virginia, Ruediger, Terri & Jiang, 1996) found that male and female management students in both countries - Japan and the People's Republic of China thought that "successful middle managers possess characteristics, attitudes and temperaments more commonly ascribed to men in general than to women in general". The comparison of this study with studies have done in Great Britain and Germany (Schein & Mueller, 1992) revealed that "think manager-think male" perception is totally agreed in these countries at various degree. In South Africa, Booyens & Nkomo (2010) figured out that "Think manager, think male" is confirmed for black and white men, not for black and white women. Especially, black female respondents thought women is more similar to successful manager than men while white women perceived both men and women possess needed managerial traits. In addition, Cross-cultural

comparisons in examining the sex-role stereotyping of management had done by Fullagar, Sumer, Sverke & Slick (2003). Their study is conducted in two countries with two culturally distinct Turkey and Sweden. Sweden was forecasted less managerial gender stereotypes than Turkey due to culture and religion. As another studies about sex-role stereotyping conducted by Schein and Mueller in US, British and German, male respondents perceived the successful middle management is more similar to men than women and “sex-role stereotyping was observed to be weaker among Turkish participants than Swedish participants”. Besides, the traits of a successful manager is quite identical between two countries.

SDI is also used to figure out the relationship between sex role stereotypes and traits necessary for management with study subject was students. In 1992, by using SDI again Schein and Mueller examined sex role stereotyping and requisite management characteristics of successful managers in three countries Germany, Great Britain and America with respondents male and female management students. Male students in all of three countries think that characteristics of men are more similar to successful middle managers than women. In the contrast, the result is various among female students

in these countries. Female respondents in German sex type the managerial position to the same degree as the males. While female students in British also have the perception of managerial gender stereotypes but lower than German females. And American female students do not sex type the managerial position, they think both men and women possess necessary characteristics for success managers. (Dodge & Fenzel, 1995) found that as male respondents in 1970s and 1980s, male adult MBA students also perceived that the successful managers had personal traits that were more similar to men than women. Conversely, this hypothesis was not confirmed in female MBA students. According to Fernandes & Cardoso (2003), students in both gender perceived that managers tend to be masculine. Furthermore, there is a significant difference in the comparison between two groups of manager and man manager, manager and woman manager. In which, the former group is more common to each other than the latter group. (Duehr & Bono, 2006) used the revised version of SDI (1973) with original 92 items and 26 new items to examine sex and organization typecasts of men and women directors and students. The study witnessed significant change in male managers' perception about women. They see it is more similar between women

and successful managers while stereotypes of male students changed unremarkably. Other studies (Orser, 1994; Duehr & Bono, 2006; Moneim Elsaied & Elsaied, 2012; Berkery et al., 2013) appear to quarrel the insight of the woman's image as close to the director's image. In summary, majority of the past data reviewed showed that the manager's role is more common imputed to men than women. In some research reports, though, it is depicted also that female subjects have a tendency to develop a close association among the apparent appearance of women and the managers' image. However, it is also clear that women's image tied to the context in which a woman is a mother, a housewife rather than a leader. This feminine stereotype resulted in women are not appreciated in the management role. Nowadays, in the context gender stereotypes may change in the way that is advantageous for women. This study expect to see there is any change in perception of male and female students about successful managers' traits which considered more similar to men as in almost past studies with two hypotheses below.

H1: Male and females students would perceive successful managers as possessing characteristics more commonly ascribed to men in general than to women in general.

H2: Female students would perceive women in general as more similar to successful managers than male students do.

METHODOLOGY

Sample

The population of the study is all students of AIT. There are three schools in AIT and it is offering undergraduate, graduate and doctoral degree for students. Currently, there are more than 1700 students from 60 countries. According to Krejcie & Morgan (1970), the sample size is 313 with a population of 1700. So 320 questionnaires were given out randomly in three schools. A total of 265 questionnaires were usable. In which, 105 samples for successful manager category, 80 samples for men category and 80 samples for women category. Finally, 240 samples were used in this study due to the equal number of samples for three different categories (groups). This is convenient for comparison between 3 groups in data analysis. Besides, the gender balance is also ensured to avoid bias ideas between male and female students.

Stratified random sampling is used in collecting data. For each subpopulation, the proportionate random collecting is conducted. For example, in this study, the overall sample is divided in two groups – male students and

female students. The equal number of both gender respondents is expected. The same questionnaire is classified in three different categories and each group will answers for all three categories.

Measuring Instrument and Data Collection

The original SDI (Schein, 1973) encompassed 92 adjectives and descriptive terms are used to explore the characteristics of successful managers sex role stereotypes and. The same form of SDI with 92 items was used to ask respondents what they think about three categories separately: successful managers, men and women in general. To make evaluation, they were requested to think that they were about to meet a person for the first time and the only thing they know is that the person is a successful manager or man or woman due to each category. The respondents filled the questionnaire by rating descriptive terms that based on five-point scale: "1 - not characteristic, 2 – somewhat uncharacteristic, 3 – neither characteristic nor uncharacteristic, 4 – somewhat characteristic, 5 – characteristic" (Schein, 1973).

The respondents were selected randomly and the questionnaires were distributed in classes, study rooms in a four-week period. All surveys were kept strictly confidential and anonymity. Surveys were

excluded if some of personal information were not reported or they were incomplete or the same choice was used for all items. Beside this, the secondary data will be collected from many sources such as journals, articles and websites.

Data Analysis

Descriptive analysis of data was used to analyze respondents' personal and demographic information like age, gender, field of study, nationality. Descriptive analysis was also used to figure out top 20 outstanding characteristics that belong to successful managers, men in general and women in general due to the respondents' perception. For this, percentage values, mean, median and standard deviation values were used.

Intraclass correlation coefficients (ICC, r1) were calculated to find the correlation between pairs of observations - successful manager and men; successful manager and women. According to Hays (1963), "the larger the value of r, the more similar the observations in the class tend to be relative to the observations in different classes". When comparing the intraclass correlation coefficient across the two groups, "if the difference in the correlation between two sets of conditions (e.g. successful managers and men in general as compared to successful managers and women in general) exceeds

0.29, the difference is statistically significant ($p < 0.05$)". (Duehr & Bono, 2006). In addition, ICC also were calculated according to various variables such as field of study, nationality and religion.

RESEARCH RESULTS AND DISCUSSION

Research Results

As can be seen from Table 1, in top 20 characteristics of successful managers, there are 15 items that are similar to both male and female respondents, namely, leadership ability, self-confident, logical, emotionally stable, able to separate feeling from ideas, analytical ability, understanding, self-controlled, well informed, intelligent, helpful, decisive, competent, ambitious, and skilled in business matters.

In rating for men, 14 items were identical in opinion of both gender male and female respondents. Correspondingly, both gender students rated 14 identical items in rating for women. The result is interesting that male students rated 12 items as being most characteristic of men. The attributes are those that are similar to 12 out of top 20 characteristics of successful

managers while they rated for women with only 1 item "Helpful" is common to top 20 characteristics on managers. On the contrary, female students rated for women with 6 items (Helpful, Sociable, Understanding, Competitive, Intelligent and Ambitious) that were similar to top 20 characteristics of successful managers. Female respondents rated for men with 9 items common to top 20 personality traits of successful managers.

By comparing and ranking mean values of 92 items we can see that in top 20 characteristics of 3 categories, both male students and female students perceived that men have traits that more identical to successful managers than women and the female students perceived women are quite common to the successful managers (they rated for women with 6 items similar to top 20 traits of successful manager) than the male students rated for women (they rated just only 1 item similar to top 20 traits of successful manager). This initial result is quite similar to the finding of Schein (1973), Orser (1994, Yim & Bond (2002) and Fernandes & Cardoso (2003)

Table 1 Details of Top 20 Items with Mean Scores of 3 Categories by Gender

Successful manager ratings			Men ratings			Women ratings	
All respondents	Male respondents	Female respondents	Male respondents	Female respondents	Male respondents	Female respondents	
Leadership ability	Leadership ability	Leadership ability	Self-reliant	Strong need for achievement	Talkative	Helpful	
Understanding	Understanding	Self-confident	Independent	Adventurous	Sentimental	Generous	
Self-confident	Analytical ability	Strong need for achievement	Self-confident	Vigorous	Neat	Kind	
Analytical ability	Logical	Logical	Leadership ability	Independent	Interested in own appearance	Desire for friendship	
Logical	Self-confident	Emotionally stable	Intelligent	High need for power	Strong need for security	Interested in own appearance	
Emotionally stable	Competent	Able to separate feeling from ideas	Strong need for achievement	Direct	Humanitarian values	Cheerful	
Self-controlled	Emotionally stable	Analytical ability	High need for power	Emotionally stable	Cheerful	Humanitarian values	
Competent	Self-controlled	Understanding	Competent	Logical	Kind	Neat	
Well informed	Skilled in business matters	Self-controlled	Understanding	Self-reliant	Curious	Sociable	
Helpful	Well informed	Well informed	Analytical ability	Competitive	Sympathetic	Understanding	
Intelligent	Consistent	Intelligent	Vigorous	Forceful	Values pleasant surroundings	Grateful	
Able to separate feeling from ideas	Ambitious	Helpful	Logical	Self-confident	Generous	Competitive	
Strong need for achievement	Helpful	Desires responsibility	Desire for friendship	Desires responsibility	Sophisticated	Aware of feelings of others	

Successful manager ratings			Men ratings		Women ratings	
All respondents	Male respondents	Female respondents	Male respondents	Female respondents	Male respondents	Female respondents
Ambitious	Competitive	Decisive	Ambitious	Desire for friendship	Helpful	Sympathetic
Skilled in business matters	Creative	Competent	Desires responsibility	High need for autonomy	Shy	Values pleasant surroundings
Decisive	Intelligent	Self-reliant	Assertive	Leadership ability	Grateful	Courteous
Creative	Curious	Ambitious	High need for autonomy	Competent	Aware of feelings of others	Intelligent
Competitive	Able to separate feeling from ideas	Persistent	Helpful	Analytical ability	Courteous	Curious
Self-reliant	Decisive	Sociable	Frank	Ambitious	Exhibitionist	Ambitious
Sociable	Industrious	Skilled in business matters	Self-controlled	High self-regard	Desire for friendship	Talkative

According to the results illustrated in Table 2 the similarity between the overall ratings of successful manager and men was remarkable with $r^1 = 0.809$, $p < 0.001$. In contrast, the resemblance of successful manager and women was considerably weaker with $r^1 = 0.390$, $p < 0.001$. As mentioned in method of analysis part, if the difference among two sets of conditions is higher than 0.29 then the difference is statistically significant. The difference here is $0.419 > 0.29$ so based on the perception of both gender students, the characteristics of

successful managers were imputed to men than to women.

ICCs are also used to test for gender differences in the relationship between gender role stereotypes and needed managerial traits. For male ratings, the outcome showed that the difference in the correlation between successful manager and men in general ($r^1 = 0.826$, $p < 0.001$) and successful manager and women in general ($r^1 = 0.164$, $p < 0.001$) was $0.662 > 0.29$ (Table 4.5). Conversely, in female ratings, the correlation between successful manager and men in general (r^1

$= 0.772$, $p < 0.001$) and successful manager and women in general ($r^1 = 0.546$, $p < 0.001$) led to the difference is $0.226 < 0.29$. Therefore, these results revealed that male students thought successful manager is more common to men than women while female students thought that women are also quite similar to successful manager.

From above findings, Hypothesis 1 predicted that “male and females students would perceive successful managers as possessing characteristics more commonly ascribed to men in general than to women in general” is partially supported. The results only support male respondents’ perception, but failed to support female respondents.

Table 2 Analysis of Intraclass Correlation Coefficients

Source	Df	MS	F	r^1	Difference
All respondents					
Successful manager and men					
- Between items	91	0.814	1.223***	0.809***	
- Within items	92	0.156			
Successful manager and women					
- Between items	91	0.587	2.346***	0.390***	0.419
- Within items	92	0.363			
Males respondents					
Successful manager and men					
- Between items	91	0.875	0.926***	0.826**	
- Within items	92	0.152			
Successful manager and women					
- Between items	91	0.548	4.829***	0.164***	0.662
- Within items	92	0.477			
Females respondents					
Successful managers and men					
- Between items	91	0.787	1.371**	0.772***	
- Within items	92	0.18			
Successful managers and women					
- Between items	91	0.649	0.392**	0.546***	0.226
- Within items	92	0.293			

Note: *** $p < 0.001$

Table 3 Intraclass Coefficients within Field of Study

Field of study	All respondents			Male respondents			Female respondents		
	Successful manager	Successful manager & women	Difference	Successful manager	Successful manager & men	Difference	Successful manager	Successful manager & women	Difference
	& men	& women		& men	& women		men	women	
SET	0.777***	0.437***	0.34	0.729***	0.327***	0.402	0.600***	0.324***	0.276
SERD	0.773***	0.210***	0.563	0.853***	-0.153	1.006	0.663***	0.434***	0.229
SOM	0.849***	0.577***	0.272	0.747***	0.351***	0.396	0.863***	0.638***	0.225

As the result from the Table 3 above, we can see that all respondents from SET and SERD and SOM rated stronger correlation between successful manager and men than the correlation between successful manager and women. However, only the difference of correlation in SOM respondents is lower than 0.29 (0.272). It means only SOM students thought that there is not significant different in characteristics of successful manager, men and women. More specifically, ICC is also calculated in accordance with gender of students in 3 main fields of study. The outcomes show that male students in 3 main schools rated higher correlation of successful manager and men than women and the difference is 0.402, 1.006, 0.396 (>0.29) respectively. On contrary, the difference of correlations in female students of 3 schools lower than 0.29 (0.276, 0.229, 0.225) although

they also rated higher score for correlation between successful manager and men than successful manager and women. It indicated that female students thought not only men but also women possessed necessary traits of the successful manager. Moreover, the outcomes also showed that female students in SOM rated higher correlation between women and successful manager than female students in SET and SERD (0.638, 0.324, 0.434 respectively) or female students in School of Management rated women are more similar to successful manager than female students in two others schools.

Discussion

The findings from this study support the findings from literature. Besides, some new findings are figured out in the context of international institute in an Asian country. With first target are to identify characteristics

or traits successful managers are perceived to possess based on Schein Descriptive Index; 80 students included 50% male, 50% female were requested to rate the characteristics of successful managers based on 92 descriptive items. The top 20 characteristics of successful managers show that 15 items are similar to both male and female students' ratings – Leadership ability, Understanding, Analytical ability, Logical, Self-confident, Competent, Emotionally stable, Self-controlled, Skilled in business matters, Ambitious, Helpful, Intelligent, Able to separate feelings from ideas and Decisive. This result supports Duehr & Bono (2006) who found top ten personality traits of successful middle managers were: Leadership ability, Competent, Knowledgeable, Consistent, Self-confident, Trustworthy, Self-controlled, Well-informed, Intelligent, Fair, Sense of purpose and Skilled in business matters. There are 7 similar characteristics between this study's finding and Duehr & Bono's finding. In addition, the result also supports

Berkery, Morley & Terman (2013) when they also identified top 20 characteristics of manager by rating 92 descriptive items "14 of these items the ratings of managers were more similar to men (all of which were agentic in nature, e.g. frank, forceful, competitive) and for six of the items the ratings of managers were more similar to women (all of which were communal in nature, e.g. understanding, modest, helpful)". 12 out of 20 characteristic items of successful managers in this study are similar to the result of Berkery, Morley and Terman and the items are: Leadership ability, Self-confident, Strong need for achievement, Logical, Self-controlled, Well informed, Intelligent, Decisive, Competent, Ambitious, Skilled in business matters, Competitive. Therefore the image of successful managers in this study are quite similar with the managers' image in finding of Berkery, Morley & Terman (2013) that are ascribed to men. However, 2 communal items that were rated to be more identical to women were Understanding and Helpful.

Table 4 A Comparison of Intraclass Coefficients of Various Studies used 92 Items of the Schein Descriptive Index

	Sample								
	Schein et al. (1989)	Schein &Mueller (1992)	Orser (1994)	Schein et al. (1996)	Sauers et al (2002)	Fullagar et al. (2003)	Duehr &Bono (2006)	Berkery et al. (2013)	This study
USA	Germany	Canada	Japan	New zealand	Turkey	USA	Ireland	International Institute - Thailand	
male respondents									
Managers and Men	0.70**	0.74**	0.66**	0.54**	0.72**	0.57**	0.40**	0.707***	0.826***
Managers and Women	0.11	-0.04	0	-0.07	0.36**	0.11	0.1	0.149	0.164***
female respondents									
Managers and Men	0.51**	0.66**	0.38**	0.66**	0.66**	0.59**	0.45**	0.570**	0.772***
Managers and Women	0.43**	0.19*	0.47**	0.19**	0.46**	0.34**	0.35**	0.434***	0.546***

Note: **p < 0.01, ***p < 0.001

The second aim of this study is identifying difference between male and female

students' perception about successful managers. According to the result above, male respondents perceived the attributes of successful manager as more common to men than to women. The stronger correlation between successful managers and men was identified with $r^1 = 0.826$ compared to the correlation of successful manager and women $r^1 = 0.164$. The finding of this study is compatible with revelations of previous studies in various contexts that is synthesized

in the Table 4. From males' point of view, the difference of correlation between successful manager and men and between successful manager and women consistently exceeded 0.29 in findings from 1989 to 2013 and the similar result found in this study in the context of an international Institute in Thailand where the majority of respondents were from Asian countries. It means that males thought that men possess necessary traits of managers (minimum $r^1 = 0.40$, maximum $r^1 = 0.826$) or successful managers and women did not have traits of managers (minimum $r^1 = -0.04$, maximum $r^1 = 0.164$).

On the contrary, in the case of female respondents the result from this study supports previous findings of Schein (1989), Sauers (2002), Fullagar (2003), Duehr & Bono (2006) and Berkery et al. (2013). The difference in the correlation between 'women and managers' and 'men and managers' was not statistically significant in these studies (not exceed 0.29). The females in these cases thought women also have the needed characteristic of managers. Especially, female students in School of Management rated higher correlation between successful manager and men, between successful managers and women than female students two other schools. This finding partially supports for finding of Orser (1994) when she found that female business students (final year) rated the stronger correlation between managers and women ($r^1 = 0.47$, $p<0.01$) than female non-business students (final year) ($r^1 = 0.16$, $p<0.05$); but female business students (final year) rated to weaker correlation between successful manager and men ($r^1 = 0.38$, $p<0.01$) than female non-business students (final year) ($r^1 = 0.53$, $p<0.01$).

These results also showed that female students viewed women as more common to successful managers than male students do – the finding for the final aim of

this study. While male respondents did not appreciate women in managerial role, female respondents in these researches viewed both men and women are similar to successful manager. In this study, the similar result is found when $r^1 = 0.164$ ($p <0.001$) is the correlation between successful manager and women in male respondents, female students rated the stronger correlation between successful managers and women with $r^1 = 0.546$ ($p <0.001$). It is also highest value when comparing with the results in past studies. Therefore we can conclude that female students of International Institute located at Asian perceived women as more common to successful managers than male students do or the hypothesis 2 "Female students would perceive women in general as more similar to successful managers than male students do" is supported. Especially, female students in School of Management viewed that women are more similar to successful manager than female students in two other school – SET and SERD. There are several reasons for this result. Firstly, due to feature of majors, SOM has more female professors than SET and SERD while these two schools in engineering and technology field so majority professors are male. As a result, by interacting with them in studying and researching daily, the mentor's image became the leader or

manager's image in students' perception. In additions, the number of male students in these school is more than female students so this can affect their thought about traits of a manager. Secondly, SOM students have had the chance to learn courses that related to human resource development, organizational development, leadership which have given them insight about gender equality in management, different styles of leadership (beside traditional leadership). Besides, real case studies about female leaders or female CEOs who achieved certain success in their career path have been presented and discussed in classes. Consequently, these things somehow have impacted female students' view about the successful managers.

Implications for Practice

As can be seen that gender stereotyping of managerial positions still exist in diversified environment of an international Institute in an Asian country – Thailand. Actually, it is unable to eliminate this perception quickly. It needs time to change the perception about women in managerial roles. To deal with this problem, some recommendations for AIT and organizations are recommended as follows:

Regarding to Asian Institute of Technology of Thailand, perceptions can change thorough observing, perceiving

and evaluating about what takes place around their life. Education is a good way to contribute in changing perception. Therefore, gender equality should be stressed in curriculum of all fields of study to ensure the view of gender equality in management is formed in the lecture room. This hopefully continue being maintained in the workplace after. Additionally, some activities related to gender egalitarian can be organized in campus such as workshops, seminars, game shows. Besides, successful female leaders or successful female alumni can be invited to Career talk for students to share experience in their career path. This will encourage female students to become leaders in future and change male student's perception about women's image in managerial position.

For other organizations, the findings from this study showed that female students perceived women are quite similar with successful managers. Women have both argentic and communal characteristics. According to Hackman (1992), Hall (1998) and Koenig (2011), masculine characteristics may not be described as characteristics of efficient and influential leaders, the combination between of masculine and feminine traits will contribute to the successful managers for both male and female with more flexibility and advantage. It is called transformational leadership. Thus, Organizations should

change focusing on traditional leadership style that ascribed masculine traits to new leadership style that mixed of masculine and feminine. Besides, organizations should encourage equal work environment where male and female have the similar chance to hold managerial positions. Furthermore, organizations should mention about gender equality in Orientation day for new employees. The equal opportunities to access training programs, developmental programs should be offered for both gender employees. In addition, gender diversity, flexible work patterns should be considered in workplace to give more advantages for women in organization.

SUGGESTIONS AND RECOMMENDATIONS

The findings from this study showed that male students still have gender stereotype in management as the past studies. However, the reasons behind this perception have not explained clearly yet. So further studies should focus on this point of view. As mentioned in findings of this study, female students in School of Management perceived women are more identical to success managers than students from two other schools. So field of study can be a factor that effected to female respondents' perception which should be examine in further research in other schools.

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