

What's Gender Got to Do with It?
A Ten-Year Retrospective Case Study of a
Management Development for Women Program

By
Wendy Forsyth

A Thesis in the
Department of Education

Submitted in Partial Fulfillment of the Requirements
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_____ Chair
Dr. T. Stathopoulos

_____ External Examiner
Dr. K. Barker

_____ External to Program
Dr. L. Dyer

_____ Examiner
Dr. G. Boyd

_____ Examiner
Dr. S. Shaw

_____ Thesis Supervisor
Dr. D. Dicks

Approved by _____
Chair of Department or Graduate Program Director

March 11, 2004
Date

Dean of Faculty _____

“No nation rises higher than its women.”

Neille McClung

Novelist, journalist, member of the group of five women who waged a landmark legal battle that in 1929 saw Canadian women constitutionally recognized for the first time as “persons”.

DEDICATION

I dedicate the thesis to the two people who have most influenced by life.

To my grandmother May Thwaites 1885-1975, who through war and peace touched the lives of all those with whom she came into contact:

As a nurse in a field hospital in France during WW1;

Running a canteen for the unemployed during the depression;

As an ambulance driver during the Blitz in London during WW2;

As a member and patron, of countless volunteer organizations, and to everyone who new and loved her.

To my best friend, business partner, and husband John, whose love, encouragement, and patience during this eight year epic gave me the motivation and perseverance to finish. For both of us this was also a journey of love, war, and peace!

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ABSTRACT

What's Gender Got to Do with It? A Ten Year Retrospective Case Study of a Management Development for Women Program

Wendy Forsyth, Ph.D.
Concordia University, 2004

This 10-year retrospective case study of a Management Development for Women Program uses a *theory-driven mixed method holistic design* and is jointly sponsored by St. Mary's University and Mt. St. Vincent University in Halifax, N.S. Subjects are the graduates of the MDW Program from 1990 to 2001 (N=137), divided into three chronological groups based on period of enrolment, (1990-93, 1994-97, and 1998-00).

The overall findings of this study indicate that women managers still face unique problems relating to gender in both organizational and educational institutions. The results suggest three distinct factors contributed to the success of the MDW program. First, the formal program content increased the participants' profile in their organization, and increased their effectiveness and self-confidence. Second, the culture and unexpected learning, and third, the single-gender feature. For the most part the results validated the conceptual framework under which the program has operated. The findings of the study show that there are still double standards for promotion, which are gender-based, and there are still issues relating specifically to women in management. Therefore, single gender management development programs, which are designed to address these issues, are still needed.

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CHAPTER 1: INTRODUCTION

Background

Educational Technology is a field of study that encompasses a large variety of educational concerns. Definitions vary somewhat depending on the perspective adopted by their authors. According to the Council of Europe (1975), two main definitions have emerged through the years. The first defines Educational Technology in terms of apparatus, media and various equipment and materials. The other is as a systematic approach to educational problems, in hope of discovering possible courses of action. Opting for the second definition, the Association for Educational Communications and Technology (1977) defines Educational Technology as “a theory about how problems in human learning are identified and solved”. (p. 132). Thus it becomes a multidisciplinary framework for synthesizing knowledge about how to improve and structure environments for human learning.

This research conducts a case study to evaluate a curriculum plan intended to lead women to successful careers as managers. Borrowing techniques from the program evaluation literature (theory-driven evaluation), case study methodology, organizational theory, adult education, and management development, the research develops a conceptual framework linking instructional to educational outcomes.

This research examines whether the espoused design (the program theory) obtains the results intended, not simply by looking at course outcomes but long-term applications of what participants were supposed to learn. This case study also identifies important unintended informal or incidental learning that occurred. The literature on Management Development stresses that such learning is usually timely, and relevant, thus contributing

productively to a management development program. Furthermore it helps the learner develop systems of action to continue to share knowledge and receive new information.

The conceptual framework of this research will help to pinpoint what kinds of environment add value to management development for women, thus enabling future program planners to incorporate these criteria into program development and evaluation. This is an integral part of Educational Technology.

The Problem

Management Development

Management development programs have been conducted to stimulate changes in managers' knowledge, skills, attitudes and behaviors. (Cervero, 1988; Tallman, 1989; Willis and Dublin, 1990). Grotelueschen (1986), in his "Quality Assurance in Continuing Education" and Nolan (1984), in "A New Approach to Continuing Education for business and the professions" both stress that the quality of management development should be linked to managerial performance, such linkage will promote continual and lifelong learning in managers. According to Grotelueschen as professional knowledge increases in complexity and practice the following factors should be considered:

- The need for professional development, promotion and succession
- The need for managers' lifelong learning
- The need for program evaluation and review for effectiveness
- The need for bridging theory and practice
- The need to be integrated into organizational culture.

Baldwin & Patgett (1994) defined management development as "a complex process by which individuals learn to perform effectively in managerial roles." However

according to Paavwe & Williams (2001) management development is a much more vague term, which not only implies change but some sort of progress in a desired direction, as compared with management education, where we know what is needed, has a structured situation, correct responses and we can “test”.

Poulet (1997) comments that effective management development programs are those from which people emerge re-energized and capable of transforming this energy into action that enhances the performance of their organization. Honey & Mumford (1982) point out that learning theory has shown us what is needed for complex learning is the ability to create and use analogies that connect several domains of knowledge. Therefore a major consideration for any management development program is whether it is seen as a stand-alone activity or if the content has been integrated into the company’s strategic efforts and support systems. The author concludes that a major weakness of management development programs is that they have all too often been seen stand-alone programs.

In a similar vein, Raelin (2000) comments that classroom learning has its place but is very self-contained. On the other hand management development is based on “the self- reflexive principle of becoming”, and specifically how managers learn at work. Therefore any management development learning must be work based. Raelin does not contend that classroom learning is bad but his argument is to do it with its sequencing.

According to Drucker (1999), the process of management itself has itself evolved since Taylor and Fayol. Today Drucker says we have very different assumptions about people and their work. “One does not “manage” people. The task is to lead people.”

(p.21). Drucker concludes management is a discipline and a practice. As such it has to be operational and focus on results and performance across the entire economic chain.

Women in Management

Over the last twenty years we have witnessed a steady increase in women into management positions, however, there has been little change in women occupying senior management positions. For example, fewer than 5% of working women occupy senior-level positions in major corporations and only two women hold the position of chief executive officer in Fortune 1000 companies (Federal Glass Ceiling Commission 1995). Although the ceiling is recognized widely as a serious concern, little has been done to rectify the problem (Fagenson 1993). Despite years of media exposure, the glass ceiling remains a significant part of corporate culture. As a result, Macdonald and Hite (1998) stress the need for institutions educating students for positions in organizations to prepare them to recognize and to oppose disparate treatment. The author continues, "Our dilemma in addressing this topic in the classroom is how to approach it so the glass ceiling is recognized as part of a business strategy rather than being seen only as a feminist issue. One method we have found useful is to explore the concept from the perspective of women's management development." (p. 242).

Another danger is to believe that these issues are no longer relevant, although as Hall (1996) remarks, " we now have sitcoms with women as police officers, doctors and highly paid lawyers, asserting that even if there are still a few problems, this generation knows better." (p. 85). Hall concludes that this perspective shows little comprehension of the strength of entrenched cultural norms.

Organizational culture and management practices have consistently been identified as barriers to women's contribution and advancement to management (Gherardi, 1995; Hearn, 1994; Morrison, 1992; Sinclair, 1994). In turn these practices are also strongly influenced by the culture of management education (Fastenu 1995, and Simpson 1995). Research by Ashenden *et al* (1995) confirms that management curricula have serious potential not only to deter women students from entering management programs, but also ignore or marginalize their interests. There is a substantial and growing body of research exploring the relationship between masculinities and management. Kanter (1997) was among the early management researchers to identify a masculine ethic central to the image of managers.

According to Tannen (1995) women and men seem to grow up in different cultures. Consequently, female and male students entering management programs are likely to have been socialized differently, with different communication styles. Women and men use language in different ways, so it may be more difficult for women and men with less dominant linguistic styles to be heard in mixed groups, which in turn inhibits their confidence and contributions. (Gillian, 1982 and Tannen, 1995). Spender (1980) also found that women tend to employ less assertive behavioral patterns, and thus may be perceived as less powerful in mixed group settings.

Sinclair (2000) began incorporating material on discrimination and harassment within the mainstream of her organizational theory and organizational change course. The author comments that she followed a "women in management emphasis" that was popular with most women because it helped them explain their experiences as 'systemic systems' rather than 'personal' failures. When the groups were predominantly male,

discussions of the problems women encounter very quickly turned to “the trouble with women is... “ the urge to scapegoat the other seemed overwhelming” (p. 85).

These are some of the reasons why in 1989 the University of New Brunswick realized a need to develop a management development course for women taught by women where gender issues as well as management and development skills could be addressed. As the literature has shown, management development is a complex learning process, with the key ingredients being the integration of management development with the organization and application assignments that are work based. This research addresses both these issues.

This is a 10-year retrospective case study, using a *mixed method holistic design*, of a management development course for women designed and taught by women where the curriculum addresses management development as well as issues of ‘women in management’.

Background and Rationale of the Management Development for Women Program

Management Development for Women (MDW) is a program developed for women pursuing careers in management. The program is unique in building on the existing relationship between the female manager and her sponsoring organization.

Program Structure

In 1990 Mount Saint Vincent University and Saint Mary’s University co-sponsored a program for Management Development for Women. Both universities are well respected for their Commerce programs. It follows the model pioneered by the University of New Brunswick in 1987. Various models for programming were considered including the one

and two day generic management type programs available through the private sector and the certificate programs offered through universities. It was decided to produce a unique program in a coordinated curriculum covering basic conceptual and technical education required of middle and first line managers. The topics for the modules were developed by the program committee, which consisted of faculty from both the Commerce Departments of Mount Saint Vincent and Saint Mary's Universities and followed basic content areas of a Commerce degree. The content of each course is divided into multiple sections that are offered at different times during a nine-month period. By spreading out the content, the functional areas are linked and the participants have an opportunity to connect classroom and workplace learning. Students learn theory, practice techniques in the workplace and in the classroom, reflect on the learning, and then return to the classroom for more instruction. As well, they report on progress made in using the techniques in their workplace. These specific topics are: (note 3.5 hours is the length of each module)

- Introduction to business (before 1996)
- Entrepreneurship (after 1996) 1 × 3.5 hours
- Business Strategy 4 × 3.5 hours
- Business Communications 7 × 3.5 hours
- Project Planning and Management 4 × 3.5 hours
- Organizational Behavior 6 × 3.5 hours
- Accounting and Budgeting 5 × 3.5 hours
- Finance 4 × 3.5 hours
- Human Resource Management 6 × 3.5 hours

- Program Evaluation 4 × 3.5 hours
- Information Technology 4 × 3.5 hours
- Marketing 6 × 3.5 hours
- Change Management/Creative Problem Solving 4 × 3.5 hours

The above modules allow for work related application of learned techniques, plus providing the advantage of introspection, reflection and expert guidance not available during one or two day seminars. MDW is thus an integrated program of study, taught by women and is designed to build both general knowledge and practical management skills that can be applied immediately. The program is designed to offer a balance between theory and practical application of management skills. The balance is obtained through the use of work-based assignments in every module of the program. These are major assignments which participants must complete using data and circumstances from their workplace. The purpose of the assignments is to ensure the relevance of course work to student needs. In addition, the assignments allow the participants to look at the whole organization and not just the particular department or functional area where they work. Searching out the material required to complete the work-based assignments also enables the participants to network within their own organizations.

Although the curriculum in the program is appropriate for men and women one of the main goals of the program is to increase self- confidence as a result of the opportunity to practice different management skills. An all female class creates a trusting atmosphere that encourages participation and teamwork. A mixed environment has a much more competitive atmosphere (Mavin and Bryans, 1999; Sinclair, 2000)). In addition the training needs of men and women are different. For example men generally

do not need to acquire skills to enable them to work in an environment dominated by the opposite sex. Another reason for the all female program is the different management styles of men and women. Women tend to have a more participative, team approach to management where men have a more competitive individualistic approach to management (van Velsor and Hughes, 1990; Valintine and Godkin , 2000; Cames, Vinnicombe and Snigh, 2001). Finally research done by Morrison *et al* (1987), and van Velsor and Hughes (1990) suggests the ideal learning environment may differ significantly for men and women, and provide key developmental opportunities, course work and technical/professional skills.

Participants

The program was developed for women who are or will be managers, in the private, public or non-profit sector. Each participant must be sponsored and have worked for three or more years as a supervisor, first line or middle manager, a professional position or a position that provides management preparation skills. The average age ranges between 25 and 40 years: and the class size is limited to 25 participants.

Sponsors

Participants must have a sponsor. If sponsorship by an employer or supervisor cannot be arranged, candidates may be sponsored by a voluntary or non-profit organization that is familiar with the candidate and her work. The sponsor should provide an appropriate environment and the necessary support for the candidate to carry out the assignments and responsibilities required in this program. Sponsors are expected to be instrumental in determining participants' learning needs in relation to their organization. They are encouraged to participate in molding the assignments to fit the needs of their

organization. In addition, they will be expected to participate directly in some assignments.

Instructors

Instructors in the program come from a variety of different backgrounds:

- University professors in the faculties of Commerce
- Consultants specializing in management training and in training specifically designed for women
- Management practitioners with strong academic backgrounds.

Planning and Advisory Boards

A planning committee oversees MDW, responsible for the curriculum, instructors and evaluation of the program. An advisory board provides liaison with business, government and professional leaders and assists the planning committee in the development, implementation and marketing of the program.

Performance Standards and Assessment Criteria

To successfully complete this program of studies, participants must be prepared to commit time and effort both during and between classes. Time must be set aside between sessions for completion of pre-course readings and assignments, as well as for completion of major workplace-based assignments that are a part of each course.

Assessment methods vary with each course. Instructors assess students on two criteria:

1. Class participation
2. Quality of assignments

The grading system for the assignments is a pass/fail with the opportunity to redo the assignment once. Students must pass all courses/modules to complete the program successfully. They are expected to maintain an acceptable standard in all courses and must attend all sessions. Students who are absent for reasons beyond their control must complete required assignments and demonstrate to the instructor, if requested, that they have achieved the required level of knowledge in the particular area.

Mount Saint Vincent University and Saint Mary's University jointly award a 'Management Development for Women' Certificate.

Program Design and Direction

The Management Development for Women program is an integrated series of nine 3-day sessions of instruction over a 9-month period from September to May. The content of each course is divided into multiple sections that are offered at different times during the 9-month period. By spreading out the content, the functional areas are linked and the participants have an opportunity to connect classroom and workplace learning. Students learn theory, practice techniques in the workplace and in the classroom, reflect on the learning, and then return to the classroom for more instruction. As well, they report on progress made in using the techniques in their workplace.

Objectives of the Program

According to the MDW brochure, the overall objective of the program is to "provide intensive management training to meet the specific needs of women committed to careers in management."

After completing the program participants will better understand the management process. The management process, controlling, staffing, leading and planning, are part of

the purposeful behavior involved in the creation and use of resources to achieve organizational goals. This umbrella process is integrated into all of the modules.

The seven program objectives are:

1. Understand the principles of the different functional areas, and the inter-relationships between functional areas

The modules of the course are specifically designed to integrate and build on all aspects of the management process. Only certain elements of the modules (blocks) are presented at any one time, with other elements being presented later on in the program. Additionally, as other modules are introduced in the learning stream, learning from one module adds to another, thereby integrating the learning from all blocks and all modules into the overall management package. Each module not taught in its entirety but is broken down into several time frames and delivered in conjunction with other modules so that the student may experience and understand how the knowledge of the different functional areas relate to each other, and their interdependence in management practices.

2. Develop specific management skills, through a continuous process of self-assessment, practice, and feedback

The delivery process of the program enables presentation of theory in class, the opportunity for reflection and application in the workplace. Competencies and management skills are built into all the work based assignments. Since the student is required to complete at least one and often more than one assignment for each module she will test her own understanding and knowledge, practice that knowledge and skill/s in her organization and receive feedback and evaluation from her instructor. Ideally she will also receive feedback from the manager of the department in which her project was done.

This continual process of application, assignments and feedback will help increase self-confidence and self-esteem.

3. Develop a solid foundation for career development and further education

Students will buy into life long learning; students will decide they like to learn, appreciate the benefits of their increased knowledge and skills, and have gained enough confidence and motivation to take other courses

4. Develop broader career horizons

Through the work based assignments of the course students will be exposed to many other departments and career opportunities. Work based assignments provide the student with the opportunity to interview and work with directors and managers of other departments which in many case was a different functional area than her own. For example someone working in finance is required to do a marketing assignment.

5. Bring their career interests to the attention of employers

Students work closely with their sponsors and have the opportunity to demonstrate their capabilities to them. In addition working on assignments in other departments gives her the exposure and opportunity to network with other managers.

6. Develop contacts with an active network of women with similar career goals

The MDW course is structured so that the first weekend has a residential component. Students complete class norms and exercises are provided so that everyone gets to know each other. The presentations of the modules of the course provide the student with the opportunity to collaborate with each other on class projects. Students are encouraged to help and share expertise with each other. Every year there is an alumni

party to which all participants are invited so different classes (years) have an opportunity to network.

7. Address some of the concerns specific to women as managers.

Specific issues as they relate to gender such as communication and leadership styles, the glass ceiling as well as issues related to course content.

The two expected outcomes of the program for employers as stated on the prospectus are:

1. Benefit from a structured and integrated program which prepares managers efficiently at minimal cost and disruption to the firm

All participants have sponsors from their organization who are required to release participants for three consecutive days each month for nine months. At the outset of the program, sponsors set joint goals with participants for the program. Work-based assignments are based on organizational and participants' needs.

2. Have the opportunity to recognize, support and promote women with management potential

Sponsors can become mentors and provide guidance to ensure participants are developing the management skills necessary to progress their management career within the organization.

Significance of the study

The study provides evidence bearing on the accuracy of the espoused theory (conceptual framework) for the MDW program by explaining whether the skills and knowledge taught in the program were used/not used, disseminated and developed over time. Second it takes a look at the particular concerns and issues of Women in Management from a retrospective standpoint and pinpoints inhibitors, and enhancers to

career advancement. Third it identifies advantages and disadvantages of single gender education for women in a management development program. Fourth, it provides the program administrators of Saint Mary's and Mount Saint Vincent University with valuable information about how the program works, and how it has contributed and influenced its graduates over the years in their professional careers. The results will allow them to make additions or changes that will enhance and strengthen the program. As well the study provides valuable information to other institutions that may wish to develop a similar program. Finally the research makes a unique contribution to the management development literature as a retrospective study of long-term impacts of an academic program on learners in the workplace. No such studies were found in the literature to date.

CHAPTER 2: LITERATURE REVIEW

Women in Management

The concept of Gender

Gender theory by its definition is feminist theory. Gender theory covers a broad range of philosophical perspectives and a myriad of solutions all relating to gender inequality. All these theories share the same assumption that the main reason for women having lesser social status and fewer advantages than men of similar education, class background, religion, racial category, and ethnic group, is gender. From these theories follow feminism's proposed solutions or remedies.

Lorber (2001) explains its politics:

- *Gender reform theory* fights to equalize the status of men and women within the existing structure and focuses on women's work in the family and the economy as the source of gender equality.
- *Gender resistance theory* challenges the very structure of the gendered social order by questioning its basis—the division of people into two genders. It also claims gender cannot be neutral because men's dominance is too strong. Gender equality it argues ends up with women becoming much like men. It also stresses the importance of perspectives based on women's experience.
- *Gender rebellion (postmodern) theory*; this perspective argues that gendered social order sets men against men as well as women. This perspective fights for equal representation for men and women, disadvantaged people, including gay

and lesbians, other exploited people and especially disadvantaged women and children in the global economy.

According to Scott (1988), gender designates a set of social constructions that produce appropriate roles for men and women. Wicks and Bradshaw (1999) build on the definition by stating that gender and sex are therefore related phenomena, but gender refers to social origins of subjective identities rather than biological ones. “If one views gender as a set of differences between men and women then in most societies and organizations the experiences, beliefs and values of women will be subjugated to those men in a way that creates a hierarchical ordering.” p.373

Similarly Wilson (2001), states that the word ‘gender’ does not refer to biological sex but is a social construct that refers to a bi-polar concept of male and female that could be described as a set of characteristics on a continuum. My definition of gender in this research reflects the interpretation of Scott (1988), Wicks and Bradshaw (1999) and Wilson (2001). Thus ‘gender’ is not pigeonholed into a dichotomous biological variable of male and female, but relates to the social and cultural constructions that result in the inequality that is systemically ingrained in many of our social systems and business organizations.

Meyerson and Fletcher (2001) who acknowledge that although women have made enormous gains in recent years, point out they still comprise only 10% of senior managers in Fortune 500 companies. Today they remark, it is much less easy to spot overt gender discrimination, instead discrimination against women lingers in common work practices and cultural norms that appear on the surface to be unbiased.

Some organizations have tried to rout out gender discrimination by teaching women to behave more like men. “The next step was to accommodate women through special policies and benefits, while still others, celebrated women’s differences by giving them tasks for which they were ‘well suited’, but each of those approaches proffers solutions for the symptoms, not the sources, of gender equality” (Meyerson and Fletcher, 2001 p.68). Gender bias, the authors say, will be undone only by a persistent campaign of incremental changes that discover and destroy the deeply embedded roots of discrimination. The authors conclude all too often theses embedded problems which the authors call ‘problems with no name’, are experienced by women as a situation that effects them alone or worse seen as a problem with them. However when women share theses experiences they recognize that many of the problems they experience as individuals are actually systemic and not unique to their organization. They also realize that promoting change can benefit the organization as well as the men and women in it.

Martin (2000) also comments that the working of gender is often more subtle and hidden. For example job descriptions or job advertisements may seem gender-neutral, but the attributes required, (assertiveness, competitiveness, interpersonal sensitivity, or cooperativeness) are often code words that reflect and reinforce gender stereotypes, affecting who applies and who is hired. Martin concludes that because these types of obvious and relatively subtle mechanisms, large differences in pay and promotion opportunities continue to characterize most organizations.

Mattis (2001) in her research of a gender-blind analysis of male managers’ written performance reviews of both male and female direct reports, found that managers gave feedback about job performance equally to both males and females. However they also

spent additional time with their direct male reports discussing their career path in the organization and important developmental assignments that would lead to advancement. The research also showed that male managers uniformly failed to have such discussions with their female reports. When the CEO of the company was interviewed, his comments were that men understand what the informal career paths are, women don't.

The Conference Board of Canada in their news release of August 2002 suggested four strategies to overcome these cultural and systemic barriers to women's full participation in the workforce.

1. Develop stretch assignments, which provide exposure to cross- functional management issues.
2. Mentoring and networking, which provide individuals to come together and discuss issues and exchange ideas.
3. Management development programs that provide formal learning in structured courses.
4. Continuing education, which provides opportunity to upgrade credentials and solidify understanding of management principles.

In addition the news releases states that that in order to develop women's leadership potential requires business to challenge organizational culture and gender-based assumptions by reviewing and updating the leadership competencies required by the organization, and expressing them in terms that are inclusive of women.

Finally the Conference Board comments,

Businesses must understand the realities of women's competing work-life time demands and should design complementary strategies for supporting these

women who face work-life balance issues. This includes fostering frank career discussions with women adjusting career development timelines, and speaking to successful women to gain understanding of women's development needs.

(Conference Board of Canada News Release 02-28 2002).

Management education and organizational culture -- a vicious cycle

Calvert and Ramsey (1992) in their review of women in management research, called for a new set of assumptions that would include women. The authors state that in the early seventies and eighties most research focused on the "fit" between women and organizations, according to Calvert and Ramsey, management education also had roots in a similar paradigm. Betters-Reed and Moore (1995) point out that the assumption of most management education is that human resources must fit or adapt to the organizational culture. Until very recently organizational culture has been a white male Anglo-Saxon culture, therefore the notion of fit is a paradox for women. "Management education may assume difference as deficient and encourage assimilation by the minority group to 'fit' the majority group's philosophy." (Betters-Reed and More, 1995, p.28) The implicit (and sometimes explicit) assumption has been that women would succeed if they adopted characteristics of 'effective male managers'. Women could therefore succeed if they became more assertive, dressed for success, became more politically and socially astute, and attended management training and development programs that adopted this philosophy. By having adopted this philosophy, educational institutions accepted the status quo of white male culture as being 'the norm', which in turn was reflected by the

gender biases in both curriculum and learning environments. According to Mavin and Bryans (1999), universities have been uniquely placed to play a crucial role to encourage individuals, organizations and professional bodies to critically challenge their ways of working and thinking. “By ignoring the concept of gender in management, business/management schools magnify the choice to collude with the status quo; simply repeating existing management theory and practice” (p. 99). Mavin and Bryans conclude that gender on the agenda will allow for more appropriate management styles for organizations. Figure 1 on page 22 represents what the authors call *the vicious cycle of cultural barriers* of education and organizational culture. The model clearly illustrates the symbiotic dependence between management education and organizational culture.

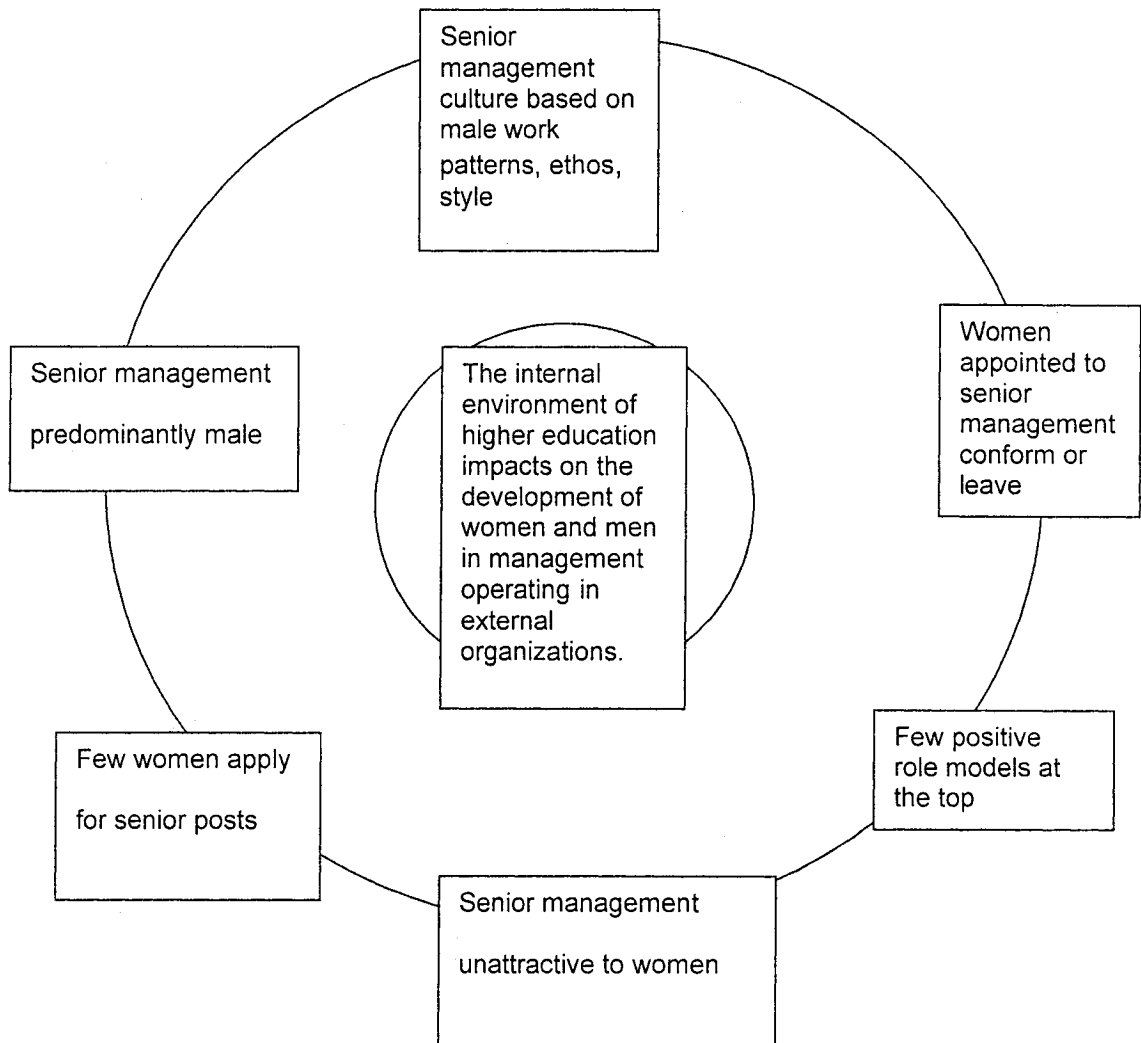


Figure 1. Vicious circle of cultural barriers. From Mavin and Bryans (1999) Gender on the agenda in management education? *Women in Management Review* vol.14 no. 3, p. 102

Smith (1997) also talked about this vicious circle and agrees that there are potential problems in the educational environment that are not conducive to women's advancement and development. Similarly, Smith has argued that management practices identified as barriers to women's advancement and contribution to management are strongly influenced by the culture of management education.

Since gender is a powerful cultural factor in life experience, it is inevitable that the story of women's attitudes to power and behaviour as managers have shown significant differences to that based primarily on male incumbency of leadership roles. Research has also shown (Edwards *et al* 1999), that such leadership roles are still a main stumbling block to women's career development. In particular key opportunities have been largely informal and opaque, it was a matter of 'who you knew' and 'who knows you'. (Bierema, 1999; Wicks and Bradshaw, 1999; van Velsor and Hughes, 1990) have also acknowledged this 'old boys network' as a major barrier to career advancement. In order to advance Wicks and Bradshaw (1999) state women are expected to demonstrate personal strength and prove themselves more extensively than men before being awarded promotions. Recall the findings are similar to Mavin and Bryans (1999) illustrated in Figure 1 which shows that even if women do succeed into senior management, the culture of the organization is so unattractive women often leave. Hewlett (2002) interviewed high ranking female executives and concluded, "women's lives have expanded but the grudging attitudes of most corporate cultures weigh down and constrain what individual women feel is possible" (p.73)

Using a case analysis, Bierema (1999) looked at executive women's learning and development and advancement in corporate culture. A model of this development is

shown in Table 1, page 25. The model details women's proposed learning tactics, negotiation strategies, and transition characteristics over the course of their career development. Bierema's model has been used in this study as a guideline for MDW participant's advancement. Her study further identified important differences between the career development experiences of men and women. While men may have gone through stages similar to women identified in her study, Bierema notes men have had the advantage of learning a culture that is already controlled by other men. In this light she stressed that, "adult educators and human resource development professionals should reassess development programs for both men and women and revise them to adequately meet the needs of women." (p. 119) Bierema concludes that in her research she found the lack of gender awareness of women in her study was alarming, and advocated that how women develop (or fail to develop) gender consciousness is an area that needs to be investigated.

Schien (1999) defines culture as:

Organizational culture is defined as a set of widely shared attitudes, values and assumptions that give rise to specific behaviors and physical manifestations which become entrenched in the minds and practices of organizational participants. (p. 29)

Wicks and Bradshaw (1999) reported on values in the culture of Canadian work organizations and concurred that gendered assumptions still form the basis of organizational culture. The implication was that gender cultures create a different set of behaviour and performance norms for women and men. Women reported (indicated by that men were rewarded for more unfriendly behaviour such as being task-oriented and tough-minded, while women were rewarded for behaviour that was friendly and

supporting and accepting of authority. In this study, this profile of the gender-related culture of Canadian organizations will be compared to the culture in the MDW program.

Table 1: *Model of Executive women's development*

Developmental Stage	Compliant Novices	Competence Seekers	Change Agents
Learning Tactics	Authority Figures Higher Education Peers Company Training Relationships Mistakes Peers	Higher Education Peers Mentors Informal Mistakes Risk Taking	Self- Reflection Collaboration Teaching
Negotiation Strategies	<i>Acquiescence</i> Politeness Friendliness "Grateful Women's Syndrome" External Approval Naiveté	<i>Adaptation</i> Competence Cooperation Knowledge Advocacy Internal Focus	<i>Influence</i> Reflection Challenge Systems focus Relationships Networks
Transition Characteristics	Rude Awakenings Skill Deficiency Confidence in Ability	Career Success Rank Yearning for "More" Desire for change Competence	Career Changes Life Changes Goal Changes Dissatisfaction

Bierema, L. (1999) A model of executive women's learning and development. *Adult Education Quarterly*, Vol. 29, No. 2, p. 111.

Models of women's learning

Loughlin and Mott (1992) suggested that there are many differences between the way women know and learn, but found two distinct themes between the two. The themes "relatedness" and "connectedness" surfaced as the primary differences between women's knowing and men's knowing.

Loughlin and Mott chose the word relatedness because it 'emphasizes a women's underlying psychic presence to others.' The authors recommend that women's professional development and professional learning should include the process of centering women's learning in their authentic selves. This process should include, three cyclical actions: 1) learners commitment making, 2) action, and 3) reflection all within a significant professional experience (p.86). Elliott (2000) also talked about women's learning in terms of connectedness grounded in experience and encouraged learners to develop critical understandings of their lived experience. Through these greater understandings, Elliott (2000) stated women might be empowered to take action to change their lives. On a more pessimistic note, she reflected that the constraints against social transformations might be greater than the possibilities.

Informal and Incidental Learning

Baskett and Marsick (1992) also commented on professionals' ways of knowing. The authors suggested that knowledge taught formally in professional schools was really just the tip of the iceberg and that nine-tenths of professional knowledge practice was unseen and unheralded. The authors stated, "Knowledge embedded in practice, while

always used by professionals, is only now beginning to be understood. Is it a wonder that employers of newly graduated professionals have complained that they are not trained to work in the real world” (p.11). This type of knowledge acquired outside of the classroom can be called by many names. For example: learning by doing, learning by experience, continuous learning, accidental or incidental learning, or learning from mistakes, the authors have named informal or incidental learning. Cseh, Watkins and Marsick (1999) developed a framework for understanding such learning, which is illustrated in Figure 2.on page 28. The authors credit the work of previous researchers such as the science action model of Argyris and Schon (1968), John Dewey’s (1937) learning from experience, and Kurt Lewin’s understanding of interaction of individuals and their environment. Figure 2 reflects the process of informal and incidental learning of the study.

Based on the action of science theories of learning experience, Cseh, Watkins and Marsick reinforce the idea that problem solving is not linear and thus their model is neither linear or prescriptive and have described it as, “steps such as observation and reflection are interwoven through various phases of the model, and the learning process various because of the situation in which people find themselves.” (p. 344)

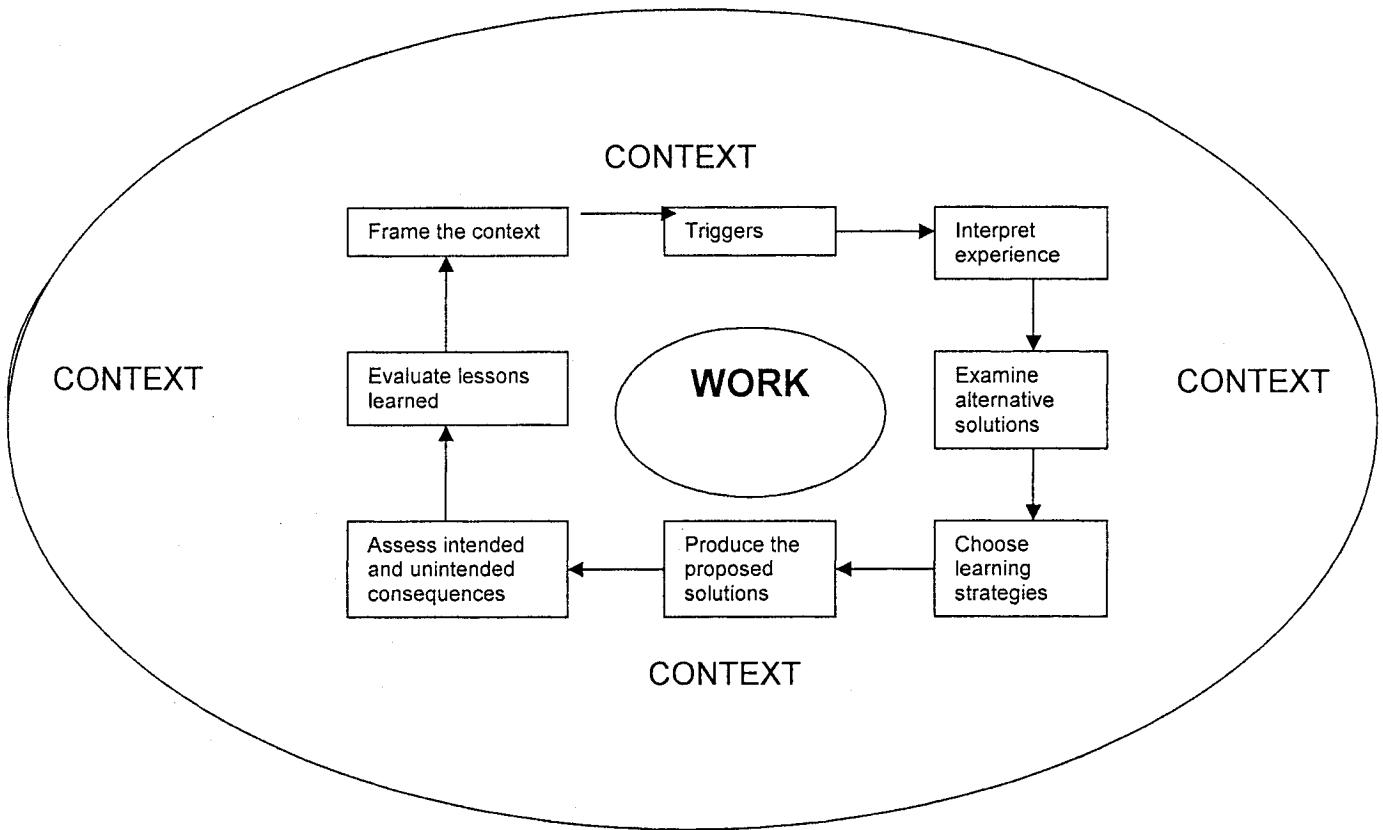


Figure 2. A re-conceptualized informal and incidental learning model (Cseh, M., Watkins, K., & Marsick, V., 1999). Re-conceptualizing Marsick and Watkins' model of informal and incidental learning in the workplace. (1999, p. 349)

Management development

In a similar vein, Spender (1994) talked about different types of knowledge and knowing as being an interregal part of management development. He emphasized that management is 'getting things done through people'. According to Spender, "the organizational embeddedness requires the manager to negotiate with social agents and power holders who make up the organizations environment." (p. 393) Spender states this process requires four different types of learning:

1. Scientific or objective knowledge which includes abstract theory, formulas or algorithms;
2. Social knowledge, which includes the social, economic, and cultural context in which the organizations' activities are embedded;
3. Local knowledge which relates to the people and processes embraced by their managerial activities;
4. Self-knowledge about their own personal history, attitudes, and motives.

Spender's concept of managerial knowledge is the third framework in which the results of this study have been discussed.

The literature has shown that management education and development has for the most part reflected organizational culture and has been wrought with gender biases. In order to ameliorate such deficiencies gender-neutral management development is needed. Findings by Smith (1997) in her research on management education, from a female perspective shows half of the women respondents in her study experienced significant levels of discomfort when lecturers used language or examples that excluded their gender, but no men reported experiencing such discomfort. The majority of respondents,

but especially women, also reported that lecturers' inclusion of both female and male perspectives in their teaching would have had a "positive" or "very positive" effect on their learning experience.

In her research, Betters-Reid and Moore (1995) found that both women and men felt greater levels of confidence in giving their opinions in same-sex rather than mixed-sex student groups, and women felt more confident in offering their opinions in class when the lecturer was of the same sex as themselves. Women perceived significantly more sex-biased attitudes in male lecturers than did male students, and were three times more likely to challenge lecturers' sex-biased attitudes than men. However, most students preferred not to confront or challenge these, for fear of academic and social penalties.

According to Perriton (1999), women students were perceived to be advantaged because they listen, notice, share information and see situations from a wider perspective. On the other hand, they were seen as disadvantaged because they tend to be dominated in various ways by male students, moreover, this domination denied men the benefit of hearing and learning about different viewpoints. Women were more likely to express their disapproval of another student's dominating behaviour by either ignoring the behaviour or making cautious comments, while their male counterparts were more likely to request the unacceptable behaviour to stop directly. Men were seen as advantaged because they were taken more seriously, and more powerful because of their more visible and vocal behaviour, but were perceived to be disadvantaged because they have a narrower field of perception. Perriton (1999) concludes it would appear that business/management schools should be prepared to actively consider and carefully examine their courses and programs in terms of delivery and content to determine

whether they were providing the knowledge and skills that both men and women feel they most needed to be successful managers.

Management development for Women

Advantages of women-only management development

Because of the unique problems that women face in the workforce, one solution is for single gender management development programs. This type of program would not only include regular management curriculum but also foster a collaborative learning environment that would include issues that were specific to women in management. According to Hite and McDonald (1995) a collaborative environment that fosters freedom of expression and encourages women to offer their ideas, would also provide an opportunity for richer interaction because more information would be available to all students. Finally, McDonald and Hite (1998) concluded developing women for upper management positions would be a vital link in maintaining the competitive advantage that may mean the difference between success and decline, particularly in this era of global business.

Willis and Daisley (1997) in their research looked at attitudes of women towards women-only development. The authors surveyed over 1,400 women for a variety of organizations and found that before experiencing women-only training, many women already had a positive attitude at the prospect of such training while some women had mixed feelings about the women-only aspect, such as apprehensiveness or fearfulness. However, having experienced women-only training, these women changed their views and reported many positive advantages:

- Women's point of view is heard;
- There were similar issues between participants;
- Women were able to explore issues especially relevant to women.

In women-only development training courses, in comparison with mixed-sex courses:

- Women's confidence increases;
- Women felt more able to be trusting;
- Women felt more comfortable;
- Women felt more free to be themselves;
- Women felt more able to take risks.

Criticisms of women only management development

Some authors (Reavely, 1989; Lewis & Fagenson, 1995) have criticized single gender management training programs as stressing the differences between men and women. Such programs, the authors stated, isolate women even further from the male-dominated management ranks and thus may have a negative effect in the long run. The second criticism was that women may be viewed as getting preferential treatment and this may cause resentment, alienation and tension. The last criticism was that such programs isolate women or ascribe to them a deficiency relative to men. Furthermore these programs allowed prejudice and bias against women managers to be discussed, increased women's promotability to management positions, and encouraged them to remain with their companies for longer periods of time.

In contrast increased participation of women in mixed programs may lead to the incorrect assumption that women will achieve equal representation in senior management positions; increased participation does not guarantee equal outcomes. The review of the literature has found that management development was still often addressed with the assumption that male characteristics were to be the norm. The assumption was that in order for women to progress through the ranks of management, women managers needed to adopt these characteristics, including all the pervasive societal assumptions and stereotypes about male leadership. Mixed management classes have shown that males tend to speak more, interrupt more, thus the learning environment becomes an extension of male-dominated organizational culture (Perriton, 1999; Marvin and Bryans, 1999).

Final thoughts

In summary research findings (Smith, 1997a; Perriton, 1999; Betters-Reid and Moore, 1995) suggested there was a masculine bias in management education, which could disadvantage both female and male learners. In turn, this might discourage future managers from capitalizing on gender diversity in the workforce and militate against an environment in which management cultures invite, cultivate and benefit from the talents of women employees.

On the other hand a truly gender-neutral management development program would equally advance both men and women. Such a program where the curriculum, instruction and participants accepted a gender-natural philosophy and where the glass ceiling and other issues that have plagued women for so long are seen as management and organizational issues and not just as issues that related to women. By exploring these

issues everyone would be better able to capitalize on the benefits of diversity. By opening up intellectual debate on gender issues, management educators, learners, and everyone concerned with management development will need to re-conceptualize their thinking about management development and management development training programs.

Methodological Frameworks

Analysis of program evaluation: An overview

According to Patton (1999), program evaluation was developed parallel to the profession of management consulting and organizational development encompassing a wide diversity of theory, method, and practice. "Evaluation's niche is defined by its emphasis on reality testing based on systematic data collection for improvement, judging merit and worth, or generating knowledge about effectiveness." (p. 94)

Patton explains evaluation findings have served three primary purposes: rendering judgments, facilitating improvements, and/or generating knowledge. Chelimsky (1997) also discusses these three purposes and distinguishes them by three underpinnings.

1) Judgments have been underpinned by the accountability perspective, 2) the developmental perspective, and 3) knowledge generation which operates from the knowledge perspective of academic values, i.e. theory building, theory testing, or just figuring out how to measure outcomes.

Smith (1999) also comments on the proliferation of evaluation approaches, and cautions that diversity of viewpoints makes the very definition of evaluation itself an issue. For example researchers like Rossi and Wright (1977) have felt that the ideal model for evaluation researchers was the randomized controlled experiment. Contrast this

with Eisner (1990) whose definition of evaluation was in the form of a qualitative inquiry, "...qualitative enquiry has no obligation, moral, epistemological, or otherwise to be scientific in character." (p. 180)

Theory-Driven Evaluations

According to Sulha, Cousins & Bradley (1986), if one's goal is to promote utilization, it is not simply enough to describe different types of use and catalogue the contributing factors. These authors challenged the research community to attend to the task of theory building (Chen, 1990, 1996, 1997; Weiss, 1997). Weiss (1997a) defines theory based evaluation, "a theory-based evaluation of a program is one in which the selection of a program features to evaluate is determined by an explicit conceptualization of the program in terms of theory, a theory which attempts to explain how the program produces the desired effects." (p. 177)

Scriven (1996) contends that many evaluations that have been labelled as *theory-driven*, involve no theory. Evaluators thought that by identifying the components of what Scriven calls 'evalund', the evaluation was theory-driven. On the contrary, Scriven notes that many evaluations "involve no economical set of principles that accounts for the presence and relation between components and explains the results of the program by appeal to these principles." (p. 59). However, Scriven's position is that we do not always need theories in order to fix things explain failures or understand program logic. Like Scriven (1996), Fitz-Gibbon and Morris (1996) state that theory-based evaluations must include a causal relationship. Examples of such a causal relationship include Piaget's theory of learning, social/psychological theories of attitude change, or a world-view such as the "Summerhill" philosophy.

Patton (1997) stated that this deductive approach of drawing on scholarly theories from academic literature does not come without pitfalls; there is a tendency to force the program to be evaluated into the specific theory pigeonhole, and to let theory testing become a higher priority than generating useful results. In addition Weiss (1997) has cautioned that much of the theory in the social sciences is at a high level of abstraction, phrased in terms of global relationships, and therefore has not been very useful at the level of specificity at which programs operate.

Weiss and other researchers (Chen, 1990,1996, 1997; Chen and Rossi, 1992; Weiss, 1997; Weiss, 1997a) have referred to *theory-driven or theory-based* evaluation as an inductive approach, used to generate theory grounded in the real world of practice. Weiss (1997) noted the word ‘theory’ in the context of theory-driven evaluations (TDE) and felt that maybe ‘model’ might be more apt and less pretentious; she concludes that the word ‘model’ has been used so often with so many meanings that it has become almost void of all substance. Weiss concludes, “Therefore I go with the theory flow”. Dictionaries support the definition of ‘theory’ as a set of beliefs or assumptions that underlie action, and that is exactly the proper meaning in discussing TDE. In addition, Weiss states, “theories do not have to be right, and they do not have to be uniformly accepted. They are the hypotheses on which people, consciously or unconsciously; build their program plans and actions” (p.501). Finally Weiss (1997a), made the distinction between two different types of theory-based evaluation: one about program implementation, and one about programmatic action, the later she called program theory.

Along similar lines Chen (1990) divides evaluation theory into two categories, prescriptive theory which he called normative theory which deals with what the program

should be, such things as treatments, outcomes and implementation, and descriptive theory (causative theory) specifies how the program works by identifying the conditions under which certain processes will arise and what the likely consequences would be. Normative theory guides program planning, formation, and implication, conversely causative theory usually confirmatory and empirically based.

Chen (1997) has defined theory-driven evaluation as both an action program usually based on a set of assumptions for designing a program, and program theory as either an existing social science theory or, knowledge and a program designer's hunch and experience. Thus he included both the definitions of Weiss and Scriven. On one hand theory based evaluation provides us with a road map to examine conditions of program implementation as well as mechanisms that mediate between processes and outcomes, on the other hand it can provide us with a group of interrelated assumptions or propositions that enable us to explain or guide social action or outcomes. Finally Weiss 1997a stated that theory-based evaluations have provided even more valuable information when they start to address the mechanisms that mediate between processes and outcomes, that is they attend not only to what programs do, but also how participants respond.

Theory-based evaluation is then seen as an alternative to the conventional methods-based evaluation wherein the evaluation design and research activity have been guided by strict predetermined controls and procedures so causal inferences could be made about the effectiveness of a program. Although method-based evaluation has merit, it has been criticized for focusing primarily on whether the program succeeded or failed and for not offering any description of the causal processes about the outcome. That part is left in the black box. Black box evaluation is an assessment that collects data only on

program inputs and outcomes and pays little attention to what happens during the course of the program or to the mechanisms by which change is brought about (Weiss, 1998). Theory-based evaluation requires evaluators to open the black box in advance to gain a clear understanding of the programs' intervening variables, and can be defined as "a process or near-term effect that occurs between the inputs of a program and its long-term outcomes" (Weiss, 1998, p. 332). Chen (1990) described this theory-based evaluation as an 'off-the-shelf' theory from relevant disciplines, as well as an explicit theory from key stakeholders which would include participants, and is therefore a multiple outcome perspective. Thus this model is able to assess program effect of both plausible goals and plausible outcomes. This research proposes to use a theory-based evaluation as described by Weiss and Chen.

Methodological Paradigms

According to Greene and Caracelli (1997) the evaluation community has been dominated by two paradigms, the interpretive or constructivist and the post empiricist, characteristically dubbed the quantitative-qualitative debate. A good deal of the evaluation literature suggests that both methods have been used and can be used within a single evaluation design. Many evaluation researchers have advocated this mixed-method approach. (Caracelli and Greene, 1997; Datta, 1997; Smith, 1997a; Chen, 1990, 1997)

Smith (1997a) referred to these different methods of inquiry as mental models. Model 1 evaluators believe that definitive knowledge is possible. The more precise the measures and the more controlled the design the stronger the inferences are that can be drawn from them. Results have been based on the straightforward testing of null

hypotheses. Any data from qualitative analysis that contradicts quantitative data is discounted because they cannot meet the standards of reliability and reproducibility, much less validity. Therefore incorporating qualitative methods makes little sense. This model is reminiscent of the *purist* stance has argued that different inquiry frameworks embody fundamental different incompatible assumptions about human nature, the world and the nature of knowledge. It is therefore impossible to mix different inquiry paradigms in a single study (Greene and Caracelli, 1997).

Evaluators who prescribed to Model I presumed that a real world is beyond the interpretations of any individual, but also one that cannot be studied free of individual perspective. Each method of study has a characteristic weakness, and each perspective is biased in some way. Dependable knowledge is possible only if the results are independent and based on multiple methods converge. Therefore the quantitative and qualitative components must be conducted separately and simultaneously otherwise the sources of error and bias would not be independent.

Smith's Model II is somewhat reminiscent of what Greene and Caracelli (1997) and Patton (1997) have called the *pragmatic* position or *triangulation designs*. These *mixed-method component* designs maintain the position that philosophical differences between paradigms are logically independent of each other and therefore can be mixed and matched.

The world in Smith's Model III parallels the world of constructivism. This world is complex, contextually contingent, and mediated by individual interpretations. A definitive account of the phenomenon is not possible. Analysis has been based on the inquirer's pattern of meaning and social action, followed by a systematic and self-critical

analysis, for example: “Is this a pattern or merely noise? Have I named it properly? What other elements and patterns explain it? Does my evidence stand up against competing evidence stand up against competing explanations?” (Smith, 1997a, p. 76) The author continues, because the analysis is the construction of the inquirer, she/he is free to learn from components that focus on different questions, units and variables. Inferences have been based on the inquirer’s coordinating multiple lines of evidence to gain overall understanding of the phenomenon.

Standards for judging inferences are embedded in the model. Although the possibilities for reproducibility and reliability are lost to the need for close-up inspection and participation, the inquirer still worries about appropriate relationships with participants as means of assessing relevant data and about precision, rigor, and comprehensiveness (scope and time) of data collection. (Smith, 1997a, p. 77)

Quantitative and qualitative techniques are used, but not simultaneously. One technique has supported the other in developing information. Chen (1996) called this type of data gathering *sequential integration* because it links different types of evaluations in sequential order that is one type of evaluation has to be finished before another type of evaluation starts. Chen placed these methodologies within a framework of what he calls an *integrated mixed-method* design. Greene and Caracelli (1997) called this approach a *dialectical inquiry* and referenced other researchers such as Giddens, who called it a *double hermeneutic*, Geertz, who argued for *dialectical tracking*, and Phelan, a *spiral combination*. All these methodologies postulate that both types of concepts are needed for comprehensive and meaningful understanding. Within this paradigm Caracelli and Greene (1997) discussed four basic types:

1. *Iterative designs*. This type of design is characterized by a dynamic interplay between different methodologies associated with different paradigms.

2. *Embedded or nested* designs feature one methodology located within another, interlocking contrasting inquiry characteristics in a framework of creative tension.
3. *Holistic designs* highlight the necessary interdependence of different methodologies for understanding complex phenomena fully. This genre of design may take the form of a conceptual framework that guides design and implementation of the whole study. This conceptual framework could be in the form of a concept map.
4. *Transformative designs* give primacy to the value-based and action-oriented dimensions of different inquiry traditions. In this design the rationale for mixing methods has less to do with methodology and more to do with ideology. This method seeks primarily to represent pluralistic interests, voices, and perspectives and, through this representation, both challenge and transform entrenched positions through the dialog that the evaluation inquiry fostered.

Although the area of program evaluation is rich both from a philosophical and methodological perspectives and has been used in many diverse areas no long-term evaluations were found. Many researchers noted (Davis, 2000; James and Roffe, 2000; Lipsey, 1997; Mercier, 2000; Shandish, 1998) that data from long-term outcome effects of programs are needed. This author did not find any such studies, which included scanning over two hundred dissertations on the subject of program evaluation. One reason for this may be the difficulty of locating and keeping track of participants. Finally Patton (1997) stated that over recent years the paradigms debate has withered substantially. The focus he says has shifted to methodological appropriateness rather than orthodoxy, and that evaluation has emerged as a genuinely interdisciplinary and multi-

method field of professional practice. This research will use a holistic design using a concept map as the conceptual framework.

Case study analysis

Yin (1994) described a case study as an empirical inquiry that “investigates a contemporary phenomenon within its real real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” (p.13)

Both Merriam (1998) and Yin (1994) have described methods of analyzing case studies. According to Merriam (1998) there are several methods of analyzing qualitative data: (1) descriptive accounting of findings, (2) category constructions, and (3) theorizing. While Yin suggested two general strategies: (1) the descriptive framework, and (2) the development of theoretical propositions. At the descriptive level meaning is conveyed through the compression and linking of data, which is then presented in narrative format. Most case studies generate some form of narrative presentation, however some strive for a more sophisticated method of analysis involving the construction of categories or themes that captures recurring patterns flowing throughout the data. To emphasize this point Merriam (1998) states “category construction *is* data analysis” (p.180).

Stake (1995) commented that that in case study methodology is an effective way of studying educational programs, and is particularly adaptable to program evaluation. Stake continued that when studying a unique case, the first criterion should be to maximize what we can learn, compared to multiple case studies that allow for triangulation and may be generalizable. Guba and Lincoln (1982) and Yin (1994) commented on the distinctive place that case studies have in evaluation research and

stressed the importance of interpretation and cautioned researchers when doing interpretation to ‘realize their own consciousness.’

Case study designs

According to Yin (1994), single case designs are appropriate under several circumstances:

- Testing a well-formulated theory.
- To confirm or challenge an existing theory.
- The case represents an extreme or unique case.
- A revelatory case, an opportunity to observe a phenomenon previously inaccessible.
- On the grounds of its revelatory nature.

Merriam (1998) characterized a single case study as “an intensive, holistic description of a single unit or bounded system” (p.12) and Stake’s (1995) rationale for a single case study was its commonality as well as its uniqueness. Single cases may be *holistic*, that is they have a single unit of analysis, or *embedded* and have multiple units of analysis. According to Yin (1994), multiple case designs are used when:

- Time and resources permit.
- Results need to be replicated or contrasted.
- Need to develop a theoretical framework.

Yin also stated that multiple case studies might be either holistic or embedded. The difference between the two designs depends upon the type of phenomenon being studied. In a somewhat different vein, Merriam (1998) described case study research in terms of their overall intent; the author mentioned three: a *descriptive* case study is one

that presents a detailed account of the phenomenon under study; an *interpretive* case study which is used to develop conceptual categories or to illustrate data and to challenge theoretical assumptions prior to data gathering; and an *evaluative* case study which involves description, explanation, and judgment.

Data collection techniques

Although some case studies do contain questionnaires, which are highly quantitative in nature, emphasis on case study research is on interpretation, which is the most distinctive characteristic of qualitative analysis. Qualitative advocates such as (Guba and Lincoln, 1982; Eisner and Peshkin, 1990) placed a high priority on direct interpretation of events, and a lower priority on the interpretation of measurement data.

As we have seen in the section on program evaluation the qualitative/quantitative difference is linked to two kinds different kinds of research questions. From the point of view of Stake (1995), in quantitative studies, the research question seeks out a relationship between small numbers of variables, while in qualitative studies research questions are typically oriented to cases or phenomena, which seek patterns of unanticipated as well as unexpected relationships.

Coding data

According to Creswell (2002), the process of analyzing text in qualitative research begins with coding the data. Coding is the process that makes sense out of text data, divides it into text segments, labels the segments, examines the codes for overlap and collapses these codes into themes. According to Stemler (2002), content analysis extends far beyond simple word counts. What makes the technique particularly rich and meaningful is its reliance on coding and categorizing of the data. The basics of

categorizing can be summed up in these quotes: “A category is a group of words with similar meaning or connotations” (Weber, 1990, p. 37). “Categories must be mutually exclusive and exhaustive, mutually exclusive categories exist when no unit falls between two data points, and each unit is represented by only one data point. The requirement of exhaustive categories is met when the data language represents all recording units without exception” (Stempler, 2002; p. 298).

Emergent vs. a priori coding

There are two approaches to coding data that operate with slightly different rules. With *emergent coding*, categories are established following some preliminary examination of the data. Haney, Russell, Gulek and Fierros (1998) outlined the following steps. First, two people independently review the material and come up with a set of features that form a checklist. Second, the researchers compare notes and reconcile any differences that show up on their initial checklists. Third, the researchers use a consolidated checklist to independently apply coding. When dealing with *a priori* coding, the categories are established prior to the analysis based upon some theory. Professional colleagues agree on the categories, and the coding is applied to the data. Revisions are made as necessary, and the categories are tightened up to the point that maximizes mutual exclusivity and exhaustiveness

Reliability

Weber (1990) noted: “To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way.” (p. 12) As Weber further notes, “reliability problems usually grow out of the ambiguity of word meanings, category definitions, or

other coding rules” (p. 15). Yet, it is important to recognize that the people who have developed the coding scheme have often been working so closely on the project that they have established shared and hidden meanings of the coding. The obvious result is that the reliability coefficient they report is artificially inflated (Krippendorff, 1980). In order to avoid this, one of the most critical steps in content analysis involves developing a set of explicit recording instructions. These instructions then allow outside coders to be trained until reliability requirements are met.

Reliability may be discussed in the following terms: *Stability*, or intra-rater reliability. Can the same coder get the same results try after try? *Reproducibility*, or inter-rater reliability. Do coding schemes lead to the same text being coded in the same category by different people?

Validity

It is important to recognize that a methodology is always employed in the service of a research question. According to Erlandson, Harris, Skipper and Allen (1993), such validation of the inferences made on the basis of data from one analytic approach demands the use of multiple sources of information. If at all possible, the researcher should try to have some sort of validation study built into the design. In qualitative research, validation takes the form of triangulation. Triangulation lends credibility to the findings by incorporating multiple sources of data, methods, investigators, or theories

Limitations of case study analysis

Merriam (1998) notes the limitations of case study qualitative research:

- By the sensitivity and integrity of the researcher;
- Ethics, researcher could select from data anything he/she wished;

- Bias in the inherently political in case study evaluation;
- Issues around reliability, validity and generalizability.

From another perspective, Stake (1995) also comments on the subjective nature of qualitative enquiry, “the intent of qualitative researchers to promote a subjective research paradigm is a given. Subjectivity is not seen as a failing needing to be eliminated but as an essential element of understanding.” (p. 45)

Since the MDW program was a unique case a single case study design was selected. Given the findings of the review of the literature the following five research questions were designed as indicators of success of the MDW program.

Five overall research questions of this study and indicators of success

As a result of the literature review and formal program goals, five overall research questions were developed.

1. *From the participants' point of view what were the unique features of the program?*

According to Mavin and Brayns (1999), and Smith (1997) there are potential problems in the educational environment that are not conducive to women's advancement and development. I would expect that an “all women” environment would be a unique feature that participants would mention. Certainly models of women's learning such as connectedness and relatedness (Loughlin and Mott, 1992; Elliott, 2000; and Hite and MacDonald, 1995) would also expect to be noted by participants. Finally I would anticipate seeing similar results as the research done by Willis and Daisley (1997)

towards women's attitude towards "women only training"; for example, such comments as "increased confidence", and "more freedom to express by views".

2. *How do the features of the program enable it to meet its overall objectives?*

There were seven formal program objectives (see pages 12-14). The first related to the different functional areas of management. Authors such as (Cervero, 1988; Tallman, 1989; Willis and Dublin, 1990), stress that management development programs stimulate changes in managers' knowledge, skills, attitudes and behaviors; therefore I would expect to see such changes reflected in the perceptions of the participants in this study.

The second objective refers to the development through a continuous process of self-assessment, practice and feedback. Honey and Mumford (1982) stress that management development is not a stand-alone program, but first must connect into several domains of knowledge and second, be integrated into the company's support systems. The MDW program facilitated such a process by the program design and placement of modules. In addition work-based assignments encouraged collaboration and sharing among the participants Spender (1994), stresses the need to integrate different types of knowledge into managerial learning. I would expect that the participants would perceive that the MDW program did indeed bridge theory to practice, indeed that the program by expanding the skills and knowledge in the field of management would have expanded their practice

The third objective stresses the importance of participants' continuing to build on their education after the program ended. Bierema (1999) developed a model of executive women's learning which stressed the importance of higher education. The Conference Board of Canada in their news release of August 2002 also noted the need for continuing

education as one of their four strategies to overcome cultural and systemic barriers to women's full participation in the workforce. It is hoped that expect that the participants would perceive that continuing education is indeed important to their career.

The fourth and fifth objectives of the program were to develop broader career horizons and bring career interests to the attention of their employees. Cross-functional assignments were another recommendation stressed by the Conference Board of Canada. In addition Burke (2002) commented on how women often fail to get placed on strategic projects that would allow them exposure to many other departments. This failure, Burke states, acts as a barrier to promotion. Given the nature of the work-based assignments in the program, participants would perceive that they have the opportunity to liaise with many departments in their organizations and thus gain knowledge of different departments and attention from other department heads.

The sixth goal of the program was to develop an active network with other participants after the program finished. The benefits of networking are well acknowledged in the literature (Lewis and Fagenson, 1995; Burke *et al*, 1995; Cacioppe, 1998; Mattis, 2001). It would be anticipated that expect that the participants would perceive the importance of networking after the program ended.

The seventh goal of the program was to address some of the concerns specific to women as managers. Researchers such as (Fagenson, 1993; Hall, 1996; MacDonald and Hite, 1998; Martin,2000; Wilson, 2001, and Meyerson and Fletcher,2001) all comment on the problems women as manager face still in the workforce. The results would be expected to show that the participants would perceive that some of these problems would have been addressed in the program.

3. *How has the program contributed to the success of its graduates as practicing managers?*

This study looked at four variables as indicators of success; three related to participants' success were:

- I. The first indicator of success related to promotion. Specifically, the study compared the position held while attending the program with the current position of participants.
- II. The second indicator of success directly related to one of the formal program objectives, which was for participants to develop a permanent network with other classmates both for support and career advancement. This was seen as an important goal as the literature strongly supports the advantages of networking. Lack of developing a network was seen as a major barrier for women to particularly in the area of career advancement.
- III. The third indicator of success again directly relates to the formal program objectives. The hope was that this program would stimulate a life long love of learning demonstrated by participants' continuing their education.

4. *How important was the single gender aspect of the program?*

Several authors Better-Reid and Moore (1995), Perriton (1999) and Smith (1997) have commented that women are often disadvantaged both by the culture of management education and the male oriented learning styles that dominate the classroom. Research by Willis and Daisley (1997) indicated many advantages to women-only management development programs. Given the multiple reasons and advantages that the literature review identified, it would be expected that the single

gender aspect of the MDW program would be considered by participants to be extremely important.

5. *Were participants' goals of the MDW program met?*

When the findings of the review of the literature on women in management, management development, women's preferred learning styles and women-only management development, are assessed against the design of the MDW program; it would be expected that participants would indicate that their goals for the program would be met. This program objective was the fourth indicator of success of the program.

CHAPTER 3: METHODOLOGY

Rationale for using a case study design

To examine the five research questions a single-unit, holistic case study was selected as an appropriate design. Cronbach et al (1980), Guba and Lincoln (1981), and more recently Yin (1994), and Patton (1996) have all stated that case studies have a distinctive place in evaluation research. The most important reasons the authors presented were to explain a complex phenomenon or to identify potential causal links. Merriam (1998) states that a descriptive case study presents a detailed account of the phenomenon under study. This research is a case study, and as such is detailed descriptive account of the outcomes over a ten-year period of a management development for women program

Conceptual framework and research design

The theoretical framework for this research was constructed using a theory-driven, *holistic design*, (Caracelli and Green, 1997; Chen, 1990). According to Weiss (1997), an evaluation is theory-driven if it attempts to explain how a program produces the desired effects. Such a framework mediates between processes and outcomes and attends not only to what programs do but how participants respond. This descriptive framework is a single case study, and the unit of analysis is the graduates of the MDW program. Figure 3 (p.54) represents a concept map of the program and represents the espoused theory from which five overall research questions were developed. The following four factors were taken into consideration when designing the map.

1. The seven objectives of the program:

- 1.1. Understand the management process and knowledge of the principles and relationships of the different functional areas.
- 1.2. Develop specific management skills, through a continuous process of self-assessment, practice, and feedback
- 1.3. Develop a solid foundation for career development and further education
- 1.4. Develop broader career horizons
- 1.5. Bring their career interests to the attention of employers
- 1.6. Develop contacts with an active network of women with similar career goals
- 1.7. Address some of the concerns specific to women as managers.

2. The literature and previous research on management development

3. The literature and research on women in management.

4. The insights and knowledge of the administrators of the Management Development for Women Program (MDW) program and this researcher

Figure 3 illustrates the espoused outcomes of the program and how the objectives of the program are intended to develop its graduates over time.

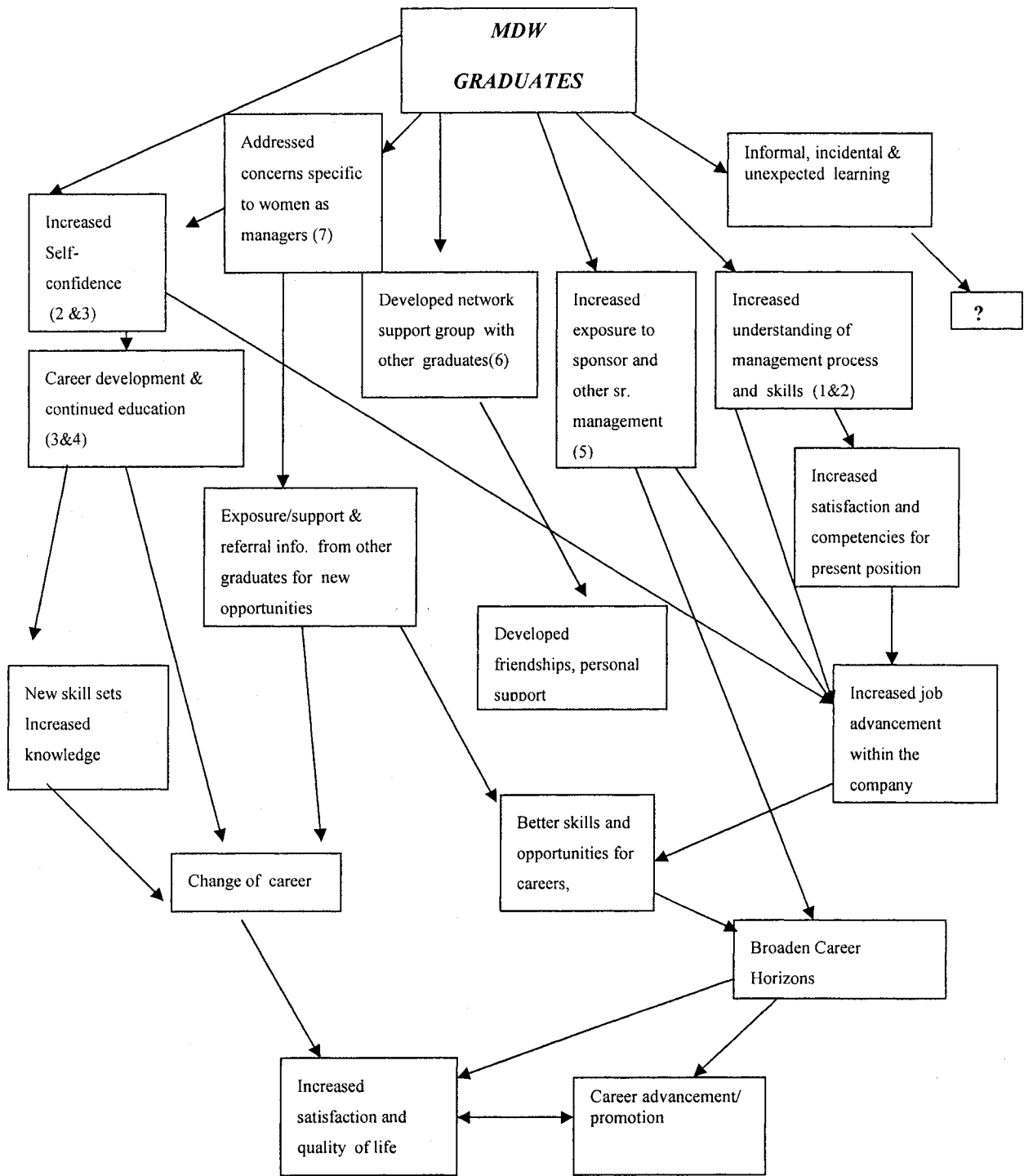


Figure 3 Concept map of the objectives of the program and the espoused outcomes of how the MDW program develops its graduates over time.

The numbers 1 through to 7 on the upper boxes of the concept map represent the objectives of the program. In addition the map visually represents ideally the dissemination and transfer of the processes, knowledge and skills of the program and how, over time it contributes to the success of its graduates as practicing managers.

Overview of the research design

This research follows a mixed method explanatory design, as specified in Chen (1990) and Caracelli and Green (1997), which uses both quantitative, and qualitative techniques such that one technique will support the other. In order to increase internal validity and to better understand complex phenomena this design relies on the interdependence of different methodologies.

The research was conducted in two phases. The instrument in phase 1 was a questionnaire distributed to graduates of the program. A questionnaire was chosen because, first it allows you to reach many subjects over a wide geographic area and second it allows you to collect a wide range of data in a standardized format. The instrument in phase 2 was a series of focus groups. The focus groups were used as a follow-up strategy to clarify and expand information emerging from the questionnaire.

Description of Participants

Organizational Type

27% of participants came from educational or non-profit organizations, 24% from Government and the public service, 9% from small business or were entrepreneurs, 5% from the hotel and tourism sector 5% communication and the final 27% from a variety of organizations.

Positions Held

20% of participants held middle management positions, 42% of participants held first-line management positions, 7.2% were executive assistants and 18% held a variety of positions, e.g. trainers, consultants and instructors, and 3.6% were not yet in management. 45% of participants have been in their position under five years and 80% for less than ten years.

Number of People Supervised

23% have no direct supervisory responsibilities, 40% supervise between one to six people, 9% supervise between seven and nine people, 13% between eleven and twenty, and 7% between twenty-one and thirty, 2% supervise over thirty people.

Age breakdown

Ages of the participants and entry to the program were: 2% were between 20-25 years, 31% between 26-35 years, 40% between 36 and 45 years, and 23% over 45 years.

The central research questions in this study examine the perceptions of graduates of the program. Since the participants had graduated at different times over a ten-year period, it was important to rule out the effects of time in measuring these perceptions of success. Any changes in the demographic characteristics of the students, or changes in the broader environment of business might affect perceptions. Moreover, simple maturation might make the older cohort differ from the younger cohorts in predictable ways. For this reason the participants were divided chronologically into three approximately equal groups. Since more graduates attended the later years, the first group consisted of participants who started the program between 1990 and 1993 (a four-year period which accounts for 23% of all past graduates). The second group attended between

1994-97, a three-year period which accounts for 37% of all past graduates, and the third group attended from 1998 to 2000, another three-year period which accounts for 40% of all past graduates. The study will compare and contrast the three groups in relation to the five overall research questions in order to examine any changes of perceptions, leanings and opinions of participants over time.

Description of the three chronological groups

Each group will be described in terms of five demographic characteristics: 1) the organizational position held by the participants, 2) type of organization in which the participants worked, 3) number of people they supervised, 4) their ages, and 5) their education.

Group One (n = 10)

This group of participants attended the program between 1990 and 1993.

1. 30% were in middle management, another 30% came from first-line/supervisory management, 10% were executive assistants and the final 30% came from a variety of positions such as consultants, trainers, instructors and nurses.
2. Types of organizations where this group worked included educational/non-profit 40%, financial institutions 20% small business 10% and Government/public sector 10%.
3. 40% supervised between 1 and 6 people, 20% from 7 to 10 people, 10% from 21 to 30, and the final 30% had no direct supervisory responsibilities
4. 30% were between the ages of 26 and 35, 60% were between 36 and 45, and the final 10% were over 45.

5. Education of the participants ranged from high school graduates (10%); participants with either business or professional certificates / diplomas (80%); and the final 10% had bachelor degrees.

Since these participants have been out of the program from 8 to 10 years, it is reasonable to anticipate the results of this group would show a larger proportion of non-response or responses such as "I can't remember." This group also would have had more time to apply knowledge of the program in their workplace, it would therefore also be reasonable to expect that they may perceive a greater number of program modules in all three categories to be useful (career advancement, educational goals and objectives, and management skills). Finally I would expect that more participants would have changed jobs, moved organizations, continued their education, and been promoted. All of these potential differences will need to be taken into account in interpreting the findings.

Group Two (n=19)

This group of participants attended the program between 1994 and 1997.

1. 21% (4) were in middle management, another 47% (9) came from first line/supervisory management, 5% (1) were executive assistants, 16% (3) came from a variety of positions such as consultants, trainers instructors and nurses. The final 10% (2) were not yet in management.
2. Types of organizations included educational/non-profit 21% (4), financial institutions 26% (5) small business 11 % (2) and Government/public sector 33%. (2).
3. 42% (8), supervised between 1 to 6 people, 11 % (2) from 7 to 10 people, 11% (2) between 11 and 20 people, 5 % (1) from 21 to 30 people, 5% (1) between 31 and

40 people. The final 16. % (3) had no direct supervisory responsibilities, and 11% (2) did not respond.

4. 26% (5) were between the ages of 26 and 35, another 26% (5) were between 36 and 45, and the final 42% (8) were over 45. 5% (1) did not respond.
5. Education of these participants ranged from high school graduates (15%); participants had either business or professional certificates/ diplomas (60%) and 25% had bachelor degrees.

These participants have been out of the program from five to seven years. It would be reasonable to expect that again lack of recall may also be a factor and thus I would anticipate some non-response or responses such as "I can't remember". This group also would have had time to apply knowledge of the program in their workplace, it would also be reasonable to expect that they may perceive a fewer number of program modules in all three categories to be useful (career advancement, educational goals and objectives, and management skills) than group one but more than group three. As in group one, I would anticipate that many of these participants have changed positions and organizations, continued their education and received a promotion, however this movement would be expected to be less than group one.

Group 3 (n = 26)

This group of participants attended the program between 1998 and 2000.

1. 30% (8) were in middle management, another 42% (11) came from first line/supervisory management, 7 % (2) were executive assistants and the final 19 % (4) came from a variety of positions such as consultants, trainers, instructors and nurses.

2. Types of organizations included educational/non-profit 27%, (7) financial institutions 23% (6), 11% (3) came from hotel/tourism, small business 8% (2), another 8 % (2) from communications the final 23% ((6) from the Government or public sector.
3. 38% (10) supervised between 1 to 6 people, 4 % (1) from 7 to 10 people, 19% (5) between 11 to 20 people, and the final 7% (2) from 21 to 30. There were no participants who did not have direct supervisory responsibilities.
4. 4 % (1) participant was between 20 and 25 years, 35 % (9) were between the ages of 26 and 35, the majority 42% (11) were between 36 and 45, and the final 15% (4) were over 45. One participant did not respond.
5. Twelve percent of the participants were high school graduates; 65% of participants had either business or professional certificates/ diplomas and 23% had bachelor degrees.

Since these participants have been out of the program the least amount of time, from 1 to 3 years, it is reasonable to expect that participants should have better recall than the first two groups, and thus I would anticipate only a few responses or no responses such as “ I can’t remember”. This group also would have had the least amount of time to apply knowledge of the program in their workplace, it would also be reasonable to expect that they may perceive a smaller number of program modules in all three categories to have been useful. Finally I would expect that fewer participants in this group would have changed jobs, moved organizations, continued their education, or have been promoted.

Similarities and differences of demographics between the three chronological groups

Positions held

For all three groups, the position most participants occupied was in first line or supervisory management, 30%, 47% and 42% respectively. Middle management positions were the next most frequent position held by all three groups, 30%, 21% and 30% respectively. Other positions such as trainers, instructors, and nurses had a fluctuation between 30% for group one, 15.7% for group two and 10% for group three. I do not expect that these demographics will influence differences among the three groups.

Types of Organizations

Group one has more participants from educational organizations than the other two, 40% as compared to 21%, and 27% for groups two and three. Participants from financial institutions are equally represented in all three groups, 20%, 26% and 23%. Also equally represented are the small group of participants that come from small business, 10%, 10.5% and 7%. Government and public sector organizations have also some fluctuation, with the later two groups having 31% and 23% respectively as compared to group one represented by 10%. Again I do not expect these fluctuations among the three groups to influence the data.

Number of people supervised

There is no difference between the three groups for participants who supervised between 1 and 6 people, 30%, and who supervised between 11 to 20 people 40%. It would appear that the participants who supervised more than 21 people were also equally represented in

each group, 10, 11% and 8% respectively. I therefore do not expect this demographic to be an influencing factor.

Age

Roughly 30% of participants in all three groups were between the ages of 26 and 35 years. There was fluctuation in the ages between 36 and 45 years with 60% of group one being in this category, while only 26% and 42% respectively for groups two and three. However when you get to the next category, over 45 years only 10% are in group one, compared to 42% in group two and only 15% in group three. When you compare this demographic with “positions held” and “number of people supervised” age does not appear to be a factor.

Education

Data in this category showed all three groups to be similar. The majority of participants had either business or professional certificates (60-80%), with 10 to 15% having high school education, and 10 to 20% having a bachelor’s degree.

Overall comments

The following five demographics of the three chronological groups have shown that there is no systematic variation that would be predicted to account for any differences between the three groups.

Possible influences in the workplace environment during the ten-year sample period

The other time-based factor that needs to be considered is change in the broad workplace environment over the 10-year period. During this period there were three main influences in the workplace environment

1. Technology

There was a tremendous technological revolution during this period. Many positions became automated or streamlined resulting in many employees losing their jobs. Branches and satellite operations were closed and many organizations became partially or totally virtual. This resulted in many employees setting up satellite workstations from their homes. The explosion of the dot-com industry towards the end of the decade created many new positions. Overwhelmingly, these positions were in the field high tech rather than in management, and would have had little influence on the program.

2. Re-engineering

In order to become more productive many organizations became “flatter,” that is, downsizing occurred, and middle management was either shrunk or eliminated. However towards the end of the decade, some positions in middle management had been reinstated. Many downsized employees started their own businesses and became entrepreneurs; this was especially true for women. The management development program is not designed for entrepreneurs so this workplace trend would not have impacted the program.

During the years of 1996-98 some participants had their positions eliminated. This happened especially to the women who worked in public service and financial institutions and was due to technology and re-engineering. However these large organizations all re-assigned these employees to different positions, or branches. These women found that other participants in their program year were very supportive and helped them through this period of change and uncertainty.

Finally it would be unlikely that employers who had decided to make a considerable investment of time and money in these employees would choose them as the first to be downsized. Therefore technology and re-engineering did not influence the program directly. However fewer positions available in middle management may have played an influence on participants' subsequent promotion.

3. Women in the workplace

During this decade there was a continued increase of women into the ranks of management almost exclusively at the lower levels. This did not impact on the program directly but may have made it easier for participants to liaise and network with other women outside the program. One might assume that more women in the workforce would give the program a larger pool of potential candidates and the program would have expanded. However this influx would be tempered by the fact that many of these women entering management were becoming better educated and would already have business degrees.

Summary

To a large extent the external influences of the workplace environment did not influence the program, notwithstanding that re-engineering and technology were responsible for a few participants being reassigned to other positions. Through this ten year period of downsizing and fiscal restraint, employers continued to sponsor their employees, presumably because they thought these employees were valuable, had potential, and that the program was relevant and worth the investment.

Phase One

For phase one, a questionnaire was designed and a covering letter explaining the purpose of the research was prepared (See Appendix A). This researcher, with the help and advice of the program directors and administrator, designed the questionnaire. The research instrument was then sent to the ethics committees for approval (see Appendix B). The questionnaires were then mailed to participants with a return addressed envelope. The data in the returned questionnaires were tabulated, coded, and analyzed.

Construction of questionnaire

A questionnaire was designed to answer five overall research questions:

1. From a participant's point of view what are the unique features of the program?

This research question focused on the logic of the program design as represented in Figure 3. A single question in the questionnaire specifically asked this question.

Clarification and expansion of these features in response to this question were part of the subject matter discussed in the second phase.

2. How do the features of the program enable it to meet its overall objectives?

Once the unique features were identified, their role in promoting the overall objectives was derived by examining:

- The usefulness of the program in advancing management skills, career advancement and educational goals and objectives; was gathered from two questions on the questionnaire.
- The effectiveness of bridging theory to practice in work based assignments was gathered from two questions on the questionnaire.

- The degree to which informal/incidental and shared learning took place, was obtained from one question from the questionnaire.
- The degree of personal development of each participant, partially addressed from information on one question in the questionnaire, and is explored in depth during phase 2 of the research.
- The influence of the sponsor during the program. This is directly addressed by two questions in the questionnaire.
- The influence of the program on continued formal learning. There is one question on the questionnaire that specifically asks this question.
- The degree that a network and support group exists with other graduates.

Two Likert scale questions on the questionnaire address subject. In addition influences and impacts of this support group are expanded in phase 2 by the focus groups.

- Other features or perceptions of the program not covered by the above.

One questionnaire in the questionnaire asks for advice from graduates for prospective participants.

3. How has the program contributed to the success of its graduates as practicing managers?

This research question is addressed by examining:

- The degree to which the program facilitated career changes, promotion and succession.
- One question indicates the participant's year of attendance, and two questions address changes in positions and organizations. Another question asks for details

and yet another question asks for specific skills and learning that lead to concrete changes in their career.

- The way participants have changed the way they do assigned tasks.

One question on the questionnaire specifically addresses this question.

- The most valuable aspects of the program (professionally)

One question relates directly to this issue.

4. How important was the single gender aspect of the program?

This research question is addressed by examining:

- The importance of the program being restricted to women participants. .
- The degree of perceived changes in class if men had been present, another question addresses
- The percentage of material relating to women in management built into the program.

Each of the three aspects of this question were addressed by three Likert scale questions on the questionnaire.

5. Were participants goals of the MDW program met?

- There was one questionnaire that specifically asks this question.

Procedures

The administrators of the program first reviewed the questionnaire. The instrument was then piloted with five of the participants selected from a convenience sample and some minor modifications were made. Specifically some design features were changed and a “comment” section was inserted into two questions. The questionnaire

was submitted to the ethics committees of Concordia, Mount Saint Vincent and Saint Mary's Universities for approval (see Appendix B, for submission forms and permission letters).

The program administrators then released all known current addresses of all the past graduates. Out of the 173 graduates current addresses were available of 137.

The questionnaire was mailed out accompanied by a letter explaining the research (see Appendix A), and a stamped addressed envelope for its return. Over the next two weeks, 47 questionnaires were returned. A reminder was then sent out by email, which over the following two weeks brought in another 5 questionnaires. During the next month another three were received for a total of 55.

Table 2: *Distribution of participants as represented as a percent of total mail out and respondents.*

Participants by year of admission	Number of mailed questionnaires	Percent of mailed questionnaires in each group	Number of participants in the study	Overall percent of group represented in study
90-93	31	22.7%	10	18.2%
94-97	50	36.5%	19	34.5%
97-00	56	40.8%	26	47.2%
Total	137	100%	55	100%

Table 2 represents the distribution of the subjects in the study as a percent of mail out and respondent distribution by year of admission. All three chronological groups are represented, though in declining numbers as their graduation date recedes in time. The

overall percentage of response rate from the mailed questionnaires in the study was 55/137 or 40.1%. A sample size of 55 allows the estimation of population proportions to within 13.2% with a 95% confidence (Mendenhall, 1983).

Preparing and organizing the questionnaire for analysis

The questionnaire consisted of three different types of questions, open-ended, closed and Likert scale. All the data from each of the open-ended questions were transcribed and organized question by question according to recommendations by various authors (Creswell, 2002; Strauss and Corbin, 1998; Glesne, 1999; Denzin, 1994; Coffey and Atkinson 1996). A coding scheme was developed by the researcher in order to organize raw responses into constructs. The following procedures were followed:

1. Answers to closed-ended questions were coded with a unique number or letter, and all information was entered into Excel. (See Appendix D: Coded Questionnaire).
2. From the open-ended questions, all text segments or phrases were coded with unique numbers. Duplications of text segments were assigned the identical number (See Appendix E).
3. The individual code frequencies of each question were analyzed into constructs of similar meaning. Each construct generated from each question was assigned a unique number. (See Appendix E: Construct Development of Open-Ended Questions).
4. All the constructs from the open-ended questions were examined. Similar constructs from all the open-ended questions were distilled into themes.

According to Creswell (2002), themes are constructs aggregated together to form

a major idea. Three themes emerged from the open-ended questions throughout the data.

5. To assess inter-rater reliability an independent researcher with no connection to the program randomly examined the responses from five subjects for each question and results were compared, subsequently minor adjustments were made. For example in two questions, codes were condensed, and in a third question, an extra code was added. A 90% inter-rater reliability was achieved.
6. To allow for the broadest flexibility in analysis, responses for all the questions in the questionnaire were entered into Excel, giving each subject a separate line, and each code and construct a separate column. Responses to Likert scales were also entered numerically. Closed questions were entered by pre-assigned numerical values.
7. All data were examined in two ways. First by segmenting the data by the three chronological groups, (1990-93 N=10, 1994-97 N=19, 1998-00 N=26), and a second by assembling all the data in one sample, N=55.
8. To determine if there were any differences in perception of the program between the three-chronological groups, chi square analysis was performed on the data.

Phase Two

The objective of phase 2 is to explore data that was not well understood, and to expand and better understand unexpected or interesting results that emerged from the questionnaire. Phase two, both explains and confirms data from phase one. The approach used in phase two was focus group discussions. Subjects for two focus groups were recruited from a question in phase one on the questionnaire. Participants who responded

favorably were contacted by email to invite them to participate in a focus group. Eleven participants agreed to attend a focus group session. These volunteers were sent consent forms and a brief outline of some of the topics that were to be covered (See Appendix B). Subsequently two focus groups were held, consisting of five persons in one and six in the second, each session lasted 1.5 hours with the same questions used in both sessions.

The organization, processes and protocol for the focus groups were adapted from (Kruger, 2000; Morgan, 1998; Stewart and Shamdassani, 1990). These protocols were submitted to the ethics committee of Concordia University for approval. (See Appendix C: Focus Group Letter and Permission Form).

Protocol for the focus groups was generated from the results of the questionnaire and in particular two of the program themes, *learning sharing and networking* and *increased self-confidence and self-esteem*. Seven questions were subsequently designed.

1. What does self-confidence mean to you and how does it compare now and before you took the program?
2. Was there anything that was not included in the course that would have really helped you perform at an optimum level?
3. What was your greatest challenge in the program?
4. Were any changes in your career goals after leaving the program?
5. What was the culture of the program and what influence did the culture of the program have on your participation?
6. Are there still issues and concerns specific to women as managers?
7. Do you think there is there still a need for a management development for women program?

The focus groups' utterances were recorded and transcribed for analysis using procedures recommended by Creswell (2002) and Stempler (2001).

These transcripts were analyzed using the following procedures:

- Transcripts were explored three times in order to obtain a general sense of the data.
- Text from each question was then divided into segments of information, and clusters of similar meaning were formed into constructs.

The overall results were analyzed in the following ways:

- The differences and similarities of each of the three chronological groups;
- The goodness of 'fit', between the concept map and the espoused outcomes, and the actual outcomes from the results of this research;
- What were the key components that resulted in the programs success and failures;
- How do the results relate and build onto to the literature;
- Current issues and concerns relating to Women in Management.

CHAPTER 4: RESULTS AND ANALYSIS

Overview of the chapter

The opening section provides a demographic description of the participants. The results in the rest of this chapter are organized into eight sections. Sections 1 to 5 relate directly to the five principal questions this research seeks to answer. The last three sections help to clarify and expand on the data. Section 6 looks at the relationship of participants who were ‘absolutely’ satisfied with the program and compares them to participants who were ‘somewhat satisfied’ with the program. Section 7 looks at the three program themes that arose from the open-ended questions, and section 8 reports on the focus group findings. However, some focus group findings related directly to the five research questions are reported in sections 1 to 5.

Section 1: Research Question 1

1.1 From a participant’s point of view what the unique features of the program?

Participants were asked this open-ended question: “Looking back on the course in your opinion what was the most unique aspect of the program?”

Responses to this question (N= 55) were analyzed by a content analysis; from this analysis six constructs emerged. The most frequently cited feature (construct one) was the gender orientation of the program (47%) as shown in these typical responses:

Single gender learning experience and informal sharing of information being able to discuss real situations to which it may be applied/tested holds much more relevance/interest.

Feelings of belonging to a special/unique group of individuals-a wonderful environment for nurturing growth

For me “the focus on women” I’d never had never taken a course. directed at women- I’d never had a female prof in under graduate or graduate courses.

32% of the participants highlighted the feature identified in the second construct, being able to share personal as well as professional experiences with other women:

The most unique aspect was being able to learn in a professional environment but still able to discuss very personal issues without feeling exposed.
We went in as strangers and came out as friends.

The first two constructs often appeared together in participant's responses.

The third construct (20%), related to usefulness of modules and assignments that related to work responsibilities. Typical of comments illustrating this construct were:

Having the assignments related to my work responsibilities and being able to use this new information and skills immediately

The fact that the program assignments were so focused on the companies that each were working for. Depending what industry you were in really played a factor and changed the dynamics of each assignment.

This construct often appeared together with the fifth construct, mentioned by 11% of participants,(commitment and role models of instructors). Some typical responses:

A lot of different topics covered. Great instructors with good real world experience.

Receiving feedback as opposed to a grade. Also, all instructors are female and all accomplished in their field-wonderful role models.

The commitment of the faculty and classmates to do a top-notch job course as well as teamwork really important factors.

The professors and the program directors were the glue that held us together.

. Still others talked about the residential component (the fourth construct mentioned by 13%) of the first three days.

The first weekend created a bond between classmates.

The initials weekend together was unique.

The first weekend brought us all together.

The last construct of this question related to self-learning.

I learnt a lot about myself the greatest learning of all.

I found the program really helped me develop personally. It taught me a lot about myself and gave me the ambition to try things I would otherwise have been afraid to try.

Finally, it should be noted that a couple of participants commented on the fact that “women only was unique but not necessarily beneficial as it limited the perspective of the group.”

Table 3 (in the Appendix D) shows the frequencies related to the six constructs that emerged from the data for each of the three chronological groups and from the group as a whole. Chi-square analysis indicates that there were no differences among the three groups in their perceptions of the unique features of the program.

Comments from focus group

One focus group participant explained when she was considering taking the course, she couldn't understand why it wasn't co-ed: “It boggled my mind ... we came away with strengths that we wouldn't have gained if there were men in the room. I'm very glad now coming out of the end of the course that it was women only, but I couldn't understand it at the beginning.” Another focus group participant commented: “It did make you feel special and that you were in with women and the networking and to be able to perhaps be more vocal and comfortable....so yes I think it was essential, I don't think I would have taken it if it had of been mixed...the whole experience, the journey that we went through from the beginning to end, I have some good friends, networking, I got more things out of the program than just learning a bunch of modules.”

Focus group members recounted how much the residential component had helped bond the group together for the next nine months, although they also admitted they had

been “dragged there kicking and screaming” into residence; having to share a bedroom with some strange woman was not their idea of professional development.

Section 2: Research Question 2

How do the features of the program enable the program to meet its overall objectives?

This research addresses this question with reference to seven criteria.

- 2.1. The usefulness of the program in advancing management skills, career advancement and educational goals and objectives.
- 2.2. The effectiveness of bridging theory to practice in work-based assignments.
- 2.3. The degree to which informal/incidental and shared learning took place.
- 2.4. The degree of personal development of each participant.
- 2.5. The influence of the sponsor during the program.
- 2.6. The influence of the program on continued formal learning.
- 2.7. The degree that a network and support group exists with other graduates.
- 2.8 Other features or perceptions participants have of the program not covered by the above:

How do the features of the program enable the program to meet its overall objectives?

The first criteria looks how the program advanced participants management skills along three dimensions.

2.1. The usefulness of the program in advancing management skills, career advancement and educational goals.

2.1.1 Participants were asked to indicate which of the program’s eleven modules they found the most useful from three different perspectives:

1. Management skills.
2. Educational goals/activities.
3. Career Advancement.

Participants were asked to indicate which modules they found most useful and least useful and rate any modules (more than one if applicable) along each of the three dimensions. The most useful modules along the three dimensions are displayed in Figure 4 and compares participants' perceptions of all three categories. Overall, the modules "useful management skills" were perceived to be the most useful

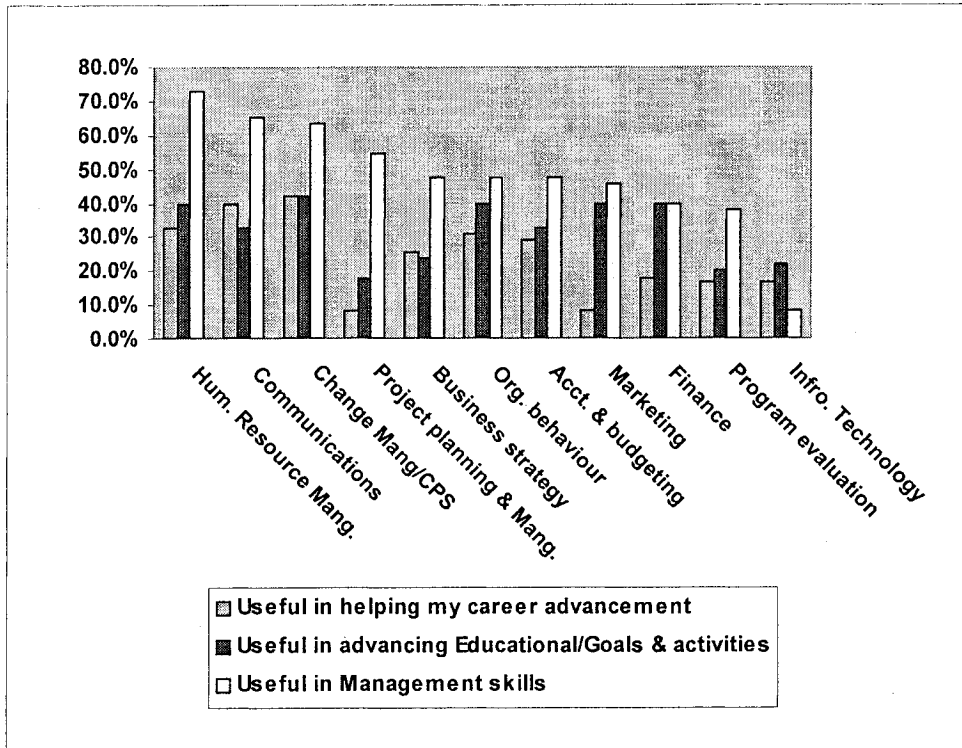


Figure 4: Program Modules most useful along three dimensions.

The second part of the question asked the participants to comment on the usefulness of specific modules:

Found the communication, change management very useful. Helped me to understand people differences.

Project planning, program evaluation and change management have been key to my improved work habits

Accounting and finance were two areas I knew little about. The courses were superb and covered a lot of ground.

The most useful part of the entire program was the management skills and personal self-confidence gained by learning that I was doing things well and right.

2.1.2. Usefulness of each module for management skills

The three modules identified as most useful in this category were: Human Resource Management 72%, Communications 65% and Change Management 63%. All these modules were based on processes that have interpersonal skills as a major component. In addition the subject matter in these modules can be utilized in a wide area of management practices, as compared to more specialized modules such as Finance or Program Evaluation. With the exception of Information Technology, Table 4 indicates that 40% to 60% of participants found all other modules useful in the area of management skills. There was no evidence of differences on the dimension of “usefulness of modules for management skills” between the three chronological groups.

2.1.3. The relationship between specific modules identified as useful in management skills and promotion.

Chi-square analysis was performed to relate participants’ judgment of the module most useful in management skills to whether they subsequently received promotion. There was no evidence that seeing particular modules as being most useful for management skills was related to subsequent promotion. These results are presented in Table 5 in Appendix D.

2.1.4. *The second dimension along which participants were asked to judge the usefulness of modules was to the degree with which they served educational goals and activities.*

Forty-two per cent of participants indicated that Change Management /CPS was the most useful while 30% of participants indicate Accounting & Budgeting, Communications, Finance, Organizational Behavior and HR Management as being useful, and 20 to 25% indicate Information Technology, Marketing, Business Strategy and Project Planning. The results in Table 6 (see Appendix D) indicate there was no evidence of differences on the dimension of “usefulness of modules for educational goals/activities” between the three chronological groups.

2.1.5. *These choices were examined to determine if there was a dependence between modules identified useful for educational goals and continued education.*

Is there a relationship between the choice of modules considered most useful for educational goals/activities, and participants’ decisions to continue their education after the program ended? Table 7 in Appendix D shows participants who identified specific modules as useful for educational goals/activities were no more likely to have continued their education than those who did not.

2.1.6. *The third dimension along which participants evaluated the programs’ modules was their usefulness in promoting career advancement.*

Communications and Change Management were the top-rated with 40% of participants rating these modules as useful on this criterion; 30% of participants selected Organizational Behavior, Accounting & Budgeting and Human Resource Management;

20% selected the modules Business Strategy, Finance, Program Planning and Information Technology; and 7% selected Project Planning and Marketing.

It emerged that the participants from the first cohort were more likely to say that Business Strategy was useful for “career advancement” than those in other cohorts (see Table 8, Appendix D). There was no evidence of differences on the dimension of “usefulness of modules for career advancement” between the three groups for the other program modules.

2.1.7. These choices were examined to determine whether they related to receiving a promotion during the program, or since graduating.

Is there a relationship between modules considered most useful for career advancement and receiving a promotion? Table 9 shows (see Appendix D) that there is no dependence between these two variables. However the data by chronological group do indicate promotions are related to the period of attendance. Seventy percent of the participants in the first chronological group (1990-94) have been promoted compared to 58% for the second group (1995-97) and 53.8% for the third group (1998-00). This trend is to be expected as the opportunity for advancement increases with length of job-tenure. Those receiving promotion favor a large set (approximately 40%) of modules: communications, organizational behavior, accounting/budgeting, HR management, marketing and change management. while those not receiving promotion favor only the first and last of this set. It is tempting to conclude from the pattern that participants who favorably recalled much of the content were more likely to advance their careers.

2.1.8. Participants were asked to indicate which of the program's eleven modules they found the least useful from three different perspectives

Figure 5 compares participants' perceptions of all three categories. Overall, the modules helping career advancement were perceived to be the least useful in the first four modules, Information Technology was identified as being the least useful in all three categories. Thirty per cent of participants identified Information Technology, 16% Marketing, 14% Organizational Behavior, and 12% Finance as the least useful for career advancement. Modules identified as least useful in Management skills: Information Technology 30%, Marketing 15% and Accounting and Budgeting, Finance and Organizational Behavior 10%.

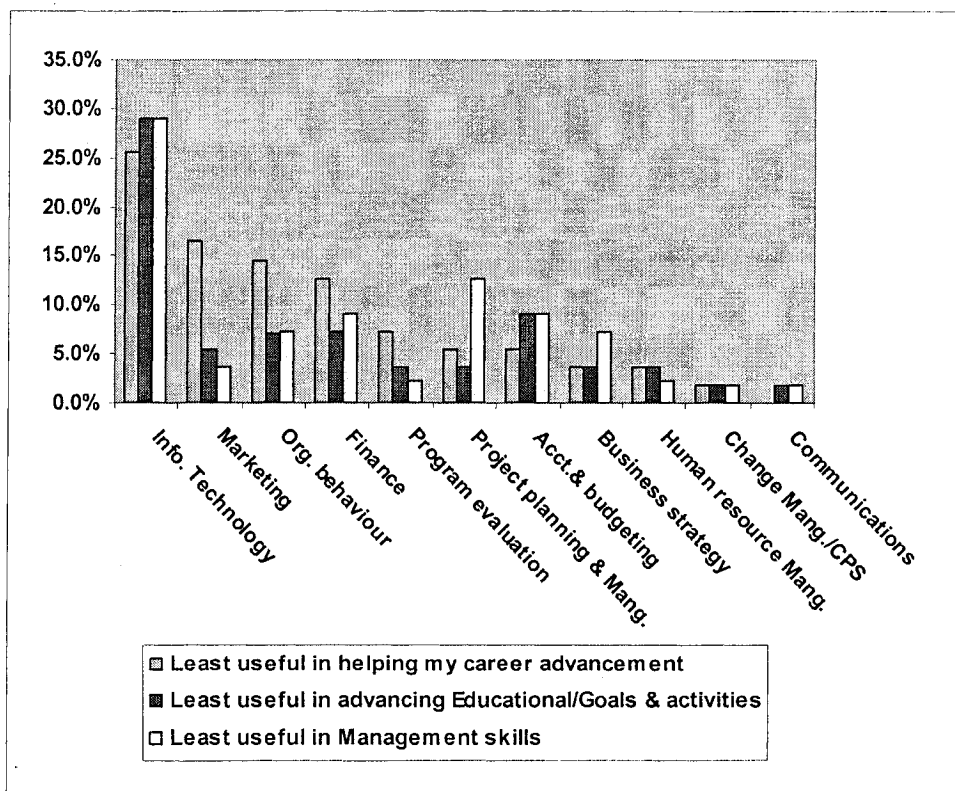


Figure 5: Program Modules least useful along three dimensions.

A sample of comments on the usefulness of specific modules follows. Responses to this question (N= 55) were analyzed by a content analysis and from this analysis two reasons were given. First, Information Technology was scored least useful by participants who had prior information or thought it was too basic:

Most likely because the position I am in I am exposed to this information daily. (IT, budgeting and finance)

The Information Technology module was outdated.

Information Technology module was too basic.

In the second reason, many participants found modules least useful because of prior exposure to the information, lack of desire to pursue this area, or were unable to apply them to their jobs.

I had been heavily involved with project management prior to the course and had been responsible for many staff members.

I already had courses in these specific areas.

The information in these two areas was of no interest to me the instruction was very well done.

I only found them least useful in my career advancement and educational goals and activities because (accounting, budgeting, finance) is an area I am not fond of and would not pursue advancement pertaining to these modules.

2.1.9 Analysis of the three module dimensions to determine whether the three chronological groups evaluated the least useful modules differently

The results are presented in Tables 10, 11 and 12 (see Appendix D). Table 10 indicates there was no evidence of differences on the dimension of “least useful” of modules for management skills between the three chronological groups. Again, participants identify Information Technology as the least useful (29%). Project Planning

is identified by 12% of participants. Under 10% of participants identify Business Strategy, Finance, Marketing, Organizational Behavior and Accounting & Budgeting, and under 5% identify Change Management, Marketing, Program Evaluation and Communications.

Table 11 presents the second dimension along which participants indicated which modules were least useful as “education goals/activities and indicates there was no evidence of differences on the dimension of “least useful” of modules for educational goals/activities” between the three chronological groups. The table shows that Information Technology was identified by 22% of participants, while all the other modules were scored at less than 10%.

The third dimension along which participants indicated which modules were least useful was “career advancement”. Table 12 indicates there was no evidence of differences on the dimension of “least useful” of modules for career advancement between the three chronological groups. Participants identified Information Technology as the least useful (25%), Marketing (16%) Accounting & Budgeting (14%) Finance (13%). All the other modules were identified by less than 5% of participants.

The second criterion arose from this research question.

How do the features of the program enable the program to meet its overall objectives?

2.2. The effectiveness of bridging theory to practice in work-based assignments.

2.2.1. Participants' comments on the most beneficial outcomes of the workplace-based assignments they completed as part of the program

Responses to this question (N= 55) were analyzed by a content analysis; from this analysis four constructs emerged. The relative frequency of the occurrence of these constructs and dependence between the three chronological groups are displayed in Table 13 in Appendix D, and show the four constructs that emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares do not indicate that the three groups perceived the beneficial outcomes of work-based assignments of the program differently. Direct or immediate application of knowledge/skills in the workplace was seen as the most beneficial outcome identified by 32% of the participants.

Examples of the responses to this open-ended question follow:

The HR assignment where I completed interviews was the best of all the tasks I could use it in my day-to-day work, which was fantastic.

The ability to apply new knowledge and skills to real problems was rewarding.

Immediate application of a new automatic system as a result of the project planning program evaluation.

Pretence to the workplace, we were learning about our place of work and jobs rather than an abstract idea.

Accounting and finance definitely helped me understand more in the scope of my job.

We completed accounting module just in time for "budgeting" at work.

The assignments made you apply what was covered in the readings or classroom discussions. It reinforced learning-so not as much was forgotten even after 6 years.

The second most frequently identified benefit (29% of participants) was the opportunity that workplace-based assignments gave participants to liaise with other people and departments in their organization. This happened because the workplace-based assignment in the program required them to research information from an appropriate department at their workplace. Since 75% of participants came from large organizations these assignments provided access and exposure to the operational roles and responsibilities of other departments. Some comments falling under the construct are:

An opportunity to meet senior bank department heads and obtain their insights.

Better understanding of the organization, particularly in areas that I didn't normally liaise with, e.g. accounting and finance.

Liaising with other departments some of the assignments forced me to learn more about my organization as a whole. I had to deal with people I've never dealt with before.

I learned a lot about the culture of the university through interaction with other departments.

Learning about other parts of the organization and the inner workings of many of the departments.

Better understanding of my own internal departments in how risk is analyzed and processed.

New skill sets was the third most frequently cited benefit (21% of participants).

Some examples of responses falling under this construct are:

The ability to read and interpret a financial statement, better understanding of accounting principles- the importance and effectiveness of performance management.

More refined HR practices-a better focus on our market and how to improve our market share and effectively maintain our current base.

I found segments of communication most helpful, because working with such a diverse group of employees it gave the most dramatic results.

I learned to apply my management skills in the workplace, as a woman, and did not feel the need to behave (or copy) the mannerisms of the male manager; did not feel that I was in competition with them, felt free to develop my own personal management style and to feel good about doing it.

A fourth benefit (cited by 14% of participants) was the teamwork, support, and learning from both participants and co-workers. Some comments falling under construct include:

Properly learning from others and the problem or situations that happened to them along their career track.

Teaming with my accountant, preparing our annual budget

It was the teamwork, creative thinking of our groups and the bringing together of all parts.

Working with different people and implementing the application.

2.2.2 Experience of outcomes or feedback from work-based assignments that were not constructive

Responses to this issue (N= 55) were analyzed by a content analysis; from this analysis six constructs emerged. The relative frequency of the occurrence of these constructs and dependence between the three chronological groups are displayed in Table 14 in Appendix D, which shows that three constructs emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares do not indicate that the three groups perceived the non-constructive feedback of work-based assignments of the program differently.

The data from this question show most participants (60%) experienced no non-constructive feedback. Another 20% did not respond to the question; it could be assumed that they too did not experience any negative outcomes. The following illustrate some of the more detailed comments:

All feedback positive or negative was constructive.

Feedback was constructive but somewhat limited.

No. I was very pleased with the feedback and also the level of feedback; it is clear that a great deal of time was put into correcting the assignments.

Some participants (12.7%) did indicate that individual assignments lacked adequate feedback. Some comments:

No with the exception of the HR assignment. It was very disappointing as it was something I implemented in the region and I wanted feedback on my thought process! In marketing I did research that was university-related and the instructor thought this was not a good topic so she asked me to change to a revenue-based area i.e. Tower 1 disappointed people I interviewed in the first interview because I did not follow through with the initial research.

Some participants had problems which seemed to stem from not understanding the assignment. Finally two participants (3.6%) commented that some assignments were “fillers”. That is how one participant described assignments that she considered make-work projects and of no value and a waste of time.

Yes some assignments appeared to be fillers.

Yes most of the assignments were great others were a waste of time.

How do the features of the program enable the program to meet its overall objectives?

The third criterion arose from this research question.

2.3. The degree to which informal/incidental and shared learning took place

Question 13 in the questionnaire asked this question.

Informal and unintended learning both refer to learning that results from the natural opportunities for learning that occur everyday in a person’s working life. Some forms include self-directed learning, social learning, mentoring, networking, learning from mistakes, and trial –and-error. According to Maswick & Watkins (1997), informal learning can be planned or unplanned. On the other hand unintended learning is unexpected and often takes place through contact among people. Examples of unintentional learning would be learning from mistakes, assumptions, beliefs, attributions, and internalized meaning about actions of others.

Responses to this question (N= 55) were analyzed by a content analysis. From this analysis, six constructs emerged. The relative frequency of the occurrence of these constructs and dependence between the three chronological groups are displayed in Table 15 in Appendix D and shows the six constructs emerged from the data from each of three chronological groups and from the group as a whole and the dependence from informal/incidental and shared learning in the program between groups. The chi-squares do not indicate that the three groups perceived informal/incidental and shared learning that took place in the program differently.

The construct that summarized the most responses (27.3% of participants) to this question was interaction with class members and the learning, sharing and networking that resulted from these interactions. Some examples of what participants wrote were:

Interacting with other professionals over a nine-month period gave us many opportunities to learn from each other i.e. how they handle a certain situation in their workplace.

The “unexpected learning” came about as a result of networking with my classmates, professionals and coordinator. This type of learning cannot be measured.

The companionship and support of the other members when looking at work-related problems was not expected. Having all female participants allowed for more freedom of expression.

Through side bars and shared ideas became a source of support for each other and with all of our different skills sets became a resource of information for each other.

How great women are! My previous study was male dominated (engineering) or mixed. This was my first exposure to the power and pleasure of female faculty, students and teams.

Twenty percent of participants mentioned elements of the second construct, experiences that pertained to increased self-confidence personal growth and development.

Some examples in the category were:

My confidence in myself-although a gradual change-I feel that experience I gained from MDW program contributed to improving my self-esteem and the confidence to do what ever I put my mind to achieving.

Yes I entered a public speaking contest twice and won locally and went to a national competition. Probably would not have felt confident enough before MDW.
It was a self-development exercise that brought on a sense of self-confidence and personal growth.
I learnt to believe in my abilities.

20% of participants mentioned elements of the third construct indicating that they learned managerial skills through informal and unintended learning in the program. Some examples of this construct were:

I believe it gave me an appreciation for the need of managers to be trained in management skills. Now I can readily detect if a manager has been trained/has the skills or is flying simply by the “seat of their pants”.

As a result of interaction with participants I was able to draft a performance appraisal form, which was handed over to our HR committee and as a result of a few revisions was implemented.

Learning to be a better manager dealing with staff.

I understand the benefits of long-term planning and evaluating results of actions, programs or initiatives.

17% of participants identified that the informal and unexpected learning they experienced was that the program gave some future direction to their personal and professional life. Some comments related to this construct:

It reinforced what I was doing was right.
I have become more aware of what is important in life you must have a healthy balance of work life with home life.

Yes-have completed further studies since graduating-kickstarted ongoing education.

I realized what I really wanted to do and made some new wonderful friends.

I developed a better sense of who I am and what I want.

Finally, participants (13%) identified communication styles as part of their unintended or informal learning. Relevant responses include:

I definitely became more aware of the difference between male and female (management styles, use of language-both body and verbal.)

My management style and way of working better and hence aware of potential conflicts- and understand “styles” of others.

Understand how woman work and learn. These were concepts I had not been exposed to until the MDW program.

MDW gave me the opportunity through observation and the MBIT to see how other people came to their decisions about things. Knowing that different people look at things in a different way has helped me quite a lot.

Some participants (10%) responded “No” to the question without elaboration.

Participants from the focus groups commented that between 15 to 50% of learning came from interacting sharing and learning from each other. One reason was that participants came from diverse backgrounds thus enriching the collective expertise.

The following are some comments from the focus groups that relate to this topic.

Focus group comments

When someone was really strong in the financial area or project management we could go to them for assistance. I think that an important aspect of it too that we were not afraid to ask each other for help.

Sharing organizational skills were also part of the informal learning.

How are you managing to get all this work done, and there was a lot of caring from people as to how they set up their house or how they scheduled their time, how they could meet the needs that other people had, your kids, your spouse and all that kind of stuff.

It reinforced what I was doing was right.

Focus group participants also recounted that as the year progressed, sharing and support extended on the personal level for people making changes in their lives.

Focus group comments

Whether it was physical changes, like wanting to lose weight, or wanting to change jobs, everybody would jump in and support that person. So I mean that was an incredible support system for those people at that time, so that was a lot of learning that took place on a personal level.

How do the features of the program enable the program to meet its overall objectives?

The fourth criterion arose from this research question.

2.4. The degree of personal development of each participant.

Another feature of the program was the personal development that participants experienced during the program. Question 22B in the questionnaire asks: Looking back on your MDW program what were the most valuable aspects of the program personally? Responses to this question (N= 55) were analyzed by a content analysis; from this analysis, three constructs emerged. The relative frequency of the occurrence of these constructs and dependence between the three chronological groups are displayed in Table 16. (see Appendix D) and shows the three constructs which emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares do not indicate that the three groups perceived the most valuable aspects of the program differently.

Over half the participants (56%) thought that the most valuable aspect of the program personally was networking/sharing/friendships with classmates who had diverse backgrounds and similar experiences. Some examples of what participants wrote from this question follow:

Working with a group of women having similar concerns about keeping a working career going

The sharing of personal stories so you realized you had similar fears, hopes, and dreams of the other participants. There were personal bonding creating friendships and support systems that will last forever.

Meeting some dynamic women learning some new things about myself.

Networking, interaction with others in management, helped me reassure me that I can do anything I put my mind to doing.

The opportunity to discuss business issues and opportunity with participants and instructors.

The different personalities were wonderful, some drove me crazy, some inspired me, and some humored me. I could not have asked for a better group of friends and work colleagues.

A second construct emerging from this question; (43% of participants) reflect increased self confidence/self-esteem, credibility and recognition. Some comments:

Confidence in my ability and to know I offered something valuable to the company management team.

Holistic growth and self-worth.

Realizing my potential and ability when faced with challenges of completing a difficult program while working full time and maintaining a positive attitude.

Self-confidence-credibility/recognition from employer, peers, friends and relatives.

Raising my level of self-confidence as an individual.

I am more confident and more secure in who I am.

A third construct pertains to continuing learning, which was mentioned by 7% of the participants. Two examples of this construct were:

Realizing that continually learning is important.

Opened doors to a higher level of education.

How do the features of the program enable the program to meet its overall objectives?

The fifth criterion looks at the role played by the participant's sponsor.

2.5. The influence of the sponsor during the program.

All participants were required to be sponsored for the program either their supervisor or another senior employee of the company.

2.5.1. The questionnaire asked participants two questions pertaining to the support obtained from their sponsors and the impact the sponsors had on them during the program.

This information was collected on a Likert scale with one being low and five high. The results of the differences as reported by the three chronological groups are displayed in Figures 6 and 7, and the results of the group as a whole appear in Table 17 in Appendix D. Figure 6 shows the rating along chronological lines of participant's perception of the degree of the support/involvement of their sponsor during the program. Figure 7 shows the rating along chronological lines of the participant's perception as to the degree of impact of their sponsor during the program.

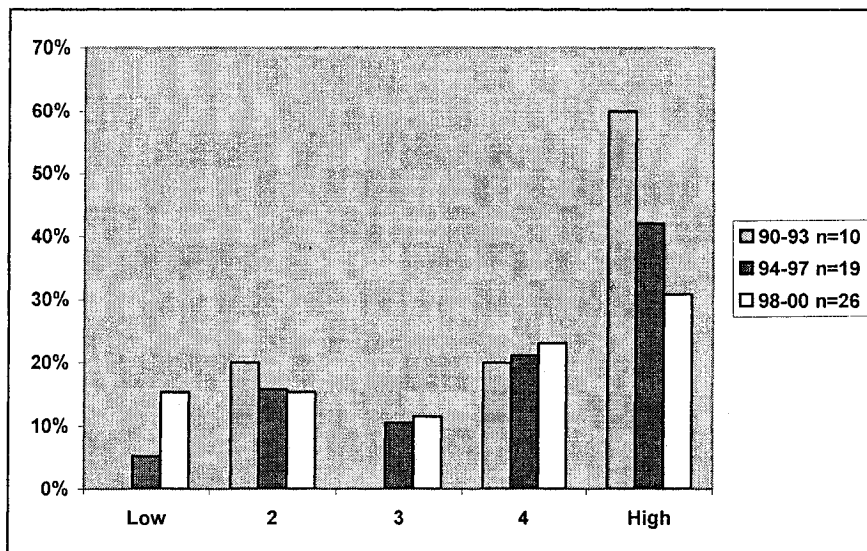


Figure 6. The relationship of Support/involvement of sponsor between the three chronological groups.

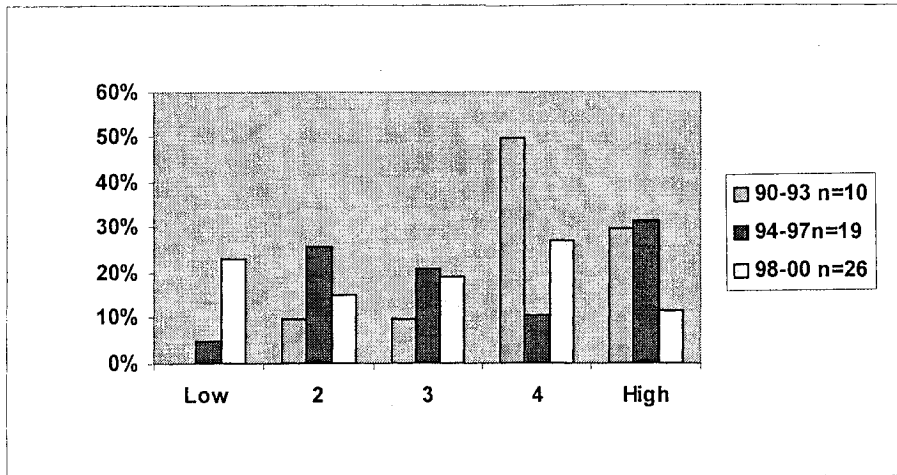


Figure 7. Impact of sponsor on the program of the three chronological groups.

The overall support and impact of sponsor are presented in Table 17 (see Appendix D) and shows the rating of the total groups' perception as to the degree of involvement/support and impact of their sponsor during the program.

In order to determine if the three chronological groups responded differently, chi-squares were performed on each of the two variables. Because of the small numbers the data were combined into three categories: Scale points 1 and 2; 3, and 4; and 5. The results are displayed on Table 18. in Appendix D and shows the dependence of the two variables support/involvement of sponsor and impact of sponsor. The chi-squares do not indicate that the three chronological groups perceived these two variables differently.

2.5.2 Participants were asked to briefly describe their sponsor's involvement in terms of support and impact.

Responses to this question (N= 55) were analyzed by a content analysis; from this analysis, three constructs emerged. The relative frequency of the occurrence of these constructs are displayed in Table 19 in Appendix D and shows the four constructs

emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares show that along the construct of “time of to attend classes/complete assignments” the third chronological group did perceive this construct differently. Across the other constructs the three groups did not perceive the support or involvement of their sponsor differently.

Thirty-eight per cent of participants indicated that their sponsor had demonstrated support with their assignments in several ways: first by providing them with information and access to people, secondly by reviewing assignments and thirdly by scheduling regular meetings for program progress. Typical comments to this question were:

Open doors to other areas of the bank to help me with my research.

My sponsor/employer reviewed my trial assignments/helped with assignments input.

Discussed content and critiqued assignments.

Provided opportunity for involvement in activities to provide exposure to support program studies.

The second construct indicated by 32% of participants was personal support and mentoring; some examples participants wrote in this construct were:

My sponsor was always a source of encouragement.

Coached/mentored; very interested in the program and recognized my commitment and dedication to furthering my education.

The support was motivational and not content-oriented

The third construct, providing time off to attend classes and complete assignments was noted by 20% of participants. All sponsors are required to give participants two days off a month to attend classes but some provided additional time off or a lighter workload so that participants could complete assignments. Some comments from this construct:

Was considerate in assigning tasks for me while I was doing MDW.

He allowed me to have some time off to complete assignments.

I could use work time to complete various assignments.

18% of participants related that they had received minimal support from their sponsor.

Some of the results are seen in the comments below.

At times it made it difficult because information was not readily given and I was told not to bother other individuals, they were too busy to assist.

My boss is a big supporter of the CGA program and he felt that the CGA program would have been more beneficial.

My sponsor's involvement/support was sorely lacking. I succeeded in spite of him for myself.

How do the features of the program enable the program to meet its overall objectives?

The sixth criterion looks at types of formal learning that occurred after the program ended.

2.6. The influence of the program on continued formal learning

The sixth criterion pertained to the degree of influence the program had on participant's continued learning. The questionnaire asks: Since your completion of MDW, have you enrolled, or are you currently enrolled in a formal educational institute? The results are illustrated in Figure 8 and show the different weights and areas of education in which participants have completed or who are working towards educational activities, and the percentage of participants who have continued their education.

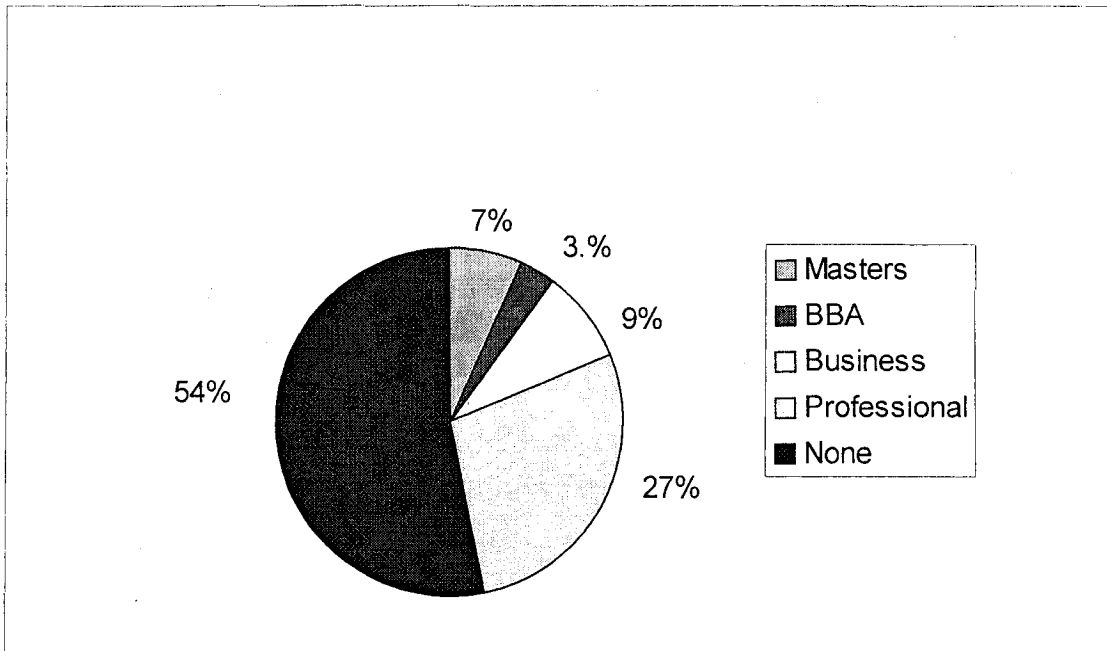


Figure 8. Percentage of participants who did or did not continue their education.

The majority of participants who continued their education were influenced more by pragmatism and specific requirements for their professional development. Graduates from financial institutions completed “professional certificates” in areas that directly related to their career. Examples include Certificates in CPA payroll management, Personal Financial Planning, and Canadian Securities, or Institute of Canadian Bankers. Other participants completed business certificates in such areas as Information Technology, Local Government Administration and Human Resource Management. Only 10% enrolled in a university degree program and again it was in business, with 3% pursuing a BBA and 7% an MBA. Some participants in the focus groups commented on time being a detractor but still would like to be able to continue their education at a future date. One focus group participant commented:

I think that with families, women have more responsibilities and there isn't as much time for education and job, you know, somebody has to be able to give up some time somewhere to raise the family and I think just the nature, culture, and the division of duties shall we say, formally and informally has affected that.

Table 20 in Appendix D shows the division between participants who continued their education and those who did not. It also shows the different areas in which participants pursued their education within the three chronological groups and from the group as a whole. The chi-squares do not indicate that the three groups did or did not continue their education differently.

How do the features of the program enable the program to meet its overall objectives?

The next criterion looked at networking and support groups.

2.7. The degree that a network and support group exists with other graduates.

Two questions in the questionnaire asked: "To what extent have you kept in contact with other women in the program for, 17) support after the program ended?" and 18) networking to advance your own work or career?" These two questions were designed on a Likert scale, from one (never) to five (regularly). Table 21 in Appendix D shows the rating as a percentage of the total groups' participation in networking for support or for career advancement after the program ended. In order to determine if the three chronological groups responded differently, chi-squares were performed on each of the two variables. Because of the small numbers the data were combined into three categories: Scale points 1 & 2; 3 & 4; and 5. Table 22 in Appendix D shows the dependence of the two variables networking for support and for career advancement after the program ended. The chi-squares do not indicate that the three chronological groups perceived these two variables differently.

It would appear that this goal for the program was not met. Only 15% of participants indicated that they kept in contact with each other for support on a regular or semi-regular basis. However, almost 70% acknowledged contact occasionally.

When participants were asked about networking for career advancement only 5% indicated they did so on a regular or semi-regular basis. 43% said they had never networked and another 40% only rarely.

The focus groups were asked about networking after the program ended, which elicited the following responses:

We've stopped meeting on a regular basis. We did the first year, plus we are very separated in the province.

Our year maintained contact for a while, however it petered out this year.

I think the reality in life that as much as you want to keep in touch with the group you meet for many reasons, you go back to your environment and there are so many demands you keep contact. I don't think it's a bad thing. It's just a fact of life.

But I do think we, you know, we call each other up and we've certainly maintained that if we need some assistance and we think so-and-so from that course would be a good person to touch base with. I think, you know, we would still do that, but I think it was more a coping strategy during the course, for me it was, rather than a professional assistance.

There never seems to be enough time, work career, family are two full-time occupations!

How do the features of the program enable the program to meet its overall objectives?

The final criteria looks at perceptions participants have of the program by the advice they gave to future participants.

2.8. Other features or perceptions participants experienced in the program not covered by the above.

Question 21 in the questionnaire asks participants in one or two sentences to give advice to a prospective participant. Responses to this question (N= 55) were analyzed by a content analysis; from this analysis, three constructs emerged. The relative frequency

of the occurrence of these constructs is displayed in Table 23 in Appendix D which shows the different areas in which participants gave advice to a perspective student within the three chronological groups and from the group as a whole. The chi-squares do not indicate that advice given to perspective participants was viewed differently by the three chronological groups.

Almost half of the participants (45.5%) talked about the need to work hard and keep an open mind, and be prepared to be challenged. The following were some comments:

Be prepared to work hard and have lots of fun learning. It was very enjoyable.

The program will continually challenge you and upon completion you'll have a keen insight of the management process and what it takes to be a good manager.

Look forward to a challenging year where you will flex your mind and grow personally.

Join with eyes wide open and a mind ready to challenge what you believe to be true-don't be afraid to explore everything.

Not only develops but challenges you to stretch beyond what you think you can achieve.

36% of participants stressed the need to be organized and manage your time:

Be sure to put aside time to study. Focus on outcomes instead of time limits.

Be prepared to structure your lifestyle for that year around your work and the course. It will be an excessively busy year but it's worth it.

A major time commitment resulting in a terrific learning/sharing/participatory experience.

Enjoy the women experience-set goals for yourself and write them down.

34% of participants related to the learning experience of the program. The following are comments reflecting the third construct:

An excellent foundation that enables you to look at further studies.

You will learn things about yourself regarding your strengths and abilities you never even knew.

Course enables you to grow more self-confidence.

You will learn an incredible amount but be prepared it is a lot of work.

Hands on experience of managerial theory in a supportive atmosphere with women instructors and women participants.

It's a great program to develop self-confidence in your own ability to take on leadership roles.

16% of participants again noted the broad base of the modules (fourth construct),

which help in career advancement. Some comments:

Attempt to understand what tangible results participants in this program will bring to your career, either your current organization or in the job market at large.

The program teaches organizational behavior and strategic business management. Take care what you learn and keep your eyes wide open for advancement and opportunities.

Aspects of the final construct were mentioned by only 9% of the participants,

including advice to gain support from your sponsor. This percentage was surprising

considering that almost 50% of participants indicated that their sponsor had a high impact

on the program. Comments reflecting this last construct :

Any prospective participant should ensure that they have support of family and friends as well as sponsor/employer.

Have a strong support system at home that can help take care of your usual day-to-day responsibilities for family and household chores.

Have full support from you sponsor /employer and be prepared to spend many hours on assignments.

Support from family and your sponsor is important.

Section 3: Research Question 3

The third question this research looks at is how the program has impacted its graduates in their professional life.

How has the program contributed to the success of its graduates as practicing managers?

Four criteria were generated from this question:

- 3.1. The degree to which the program facilitated career changes, promotion and succession.
- 3.2. Changes in the way participants complete assigned tasks.
- 3.3. The most valuable professional aspects of the program.
- 3.4. The relationship between participants who had or had not received a promotion and participants who had or had not continued their education after the program ended.

How has the program contributed to the success of its graduates as practicing managers?

3.1. The degree to which the program facilitated career changes, promotion and succession.

3.1.1. Question 4B in the questionnaire asks "Since taking MDW have you changed your job, for example, changed organizations, been promoted, transferred to a new position, self-employed, etc. If yes please explain."

Responses to this question (N= 55) was analyzed by a content analysis; from this analysis, eight constructs emerged. The relative frequency of the occurrence of these constructs and dependence between the three chronological groups are displayed in Table 24 in Appendix D and shows that eight constructs emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares with the exception of the first construct (promoted to senior management within the same organization)do not indicate that the three groups have received promotions or changed jobs differently.

As well as promotions this research looked at job changes, transfers, and new positions/careers. Group one (90-93) 90% have received a promotion and all have changed positions., followed by group two (94-97) where 66% received a promotion and 76% % of participants have changed positions, while in the third group (98-00) only 53% received a promotion and 57% have changed positions.

When examining the breakdown of these changes the following divisions are present. 7% of participants are now in senior management all but one within the same orgsnization.14.5% were promoted more than once within their organization, and 25% promoted once within their organization. Only 11% moved organizations and were promoted, and 7% made lateral moves within the same organization. 5% are self-employed or started up their own businesses.27% are in the same jobs, and one participant is no longer in the work force. Overall 83% of participants have not changed organizations since completing the program.

3.1.2. *Types of organizations in which participants are presently employed are compared to with types of organizations in which participants were employed during the program.*

Figure 9 illustrates the different types of organizations in which participants were employed during the program and compares them with the type of organizations in which they are currently employed, and shows similar patterns of employment.

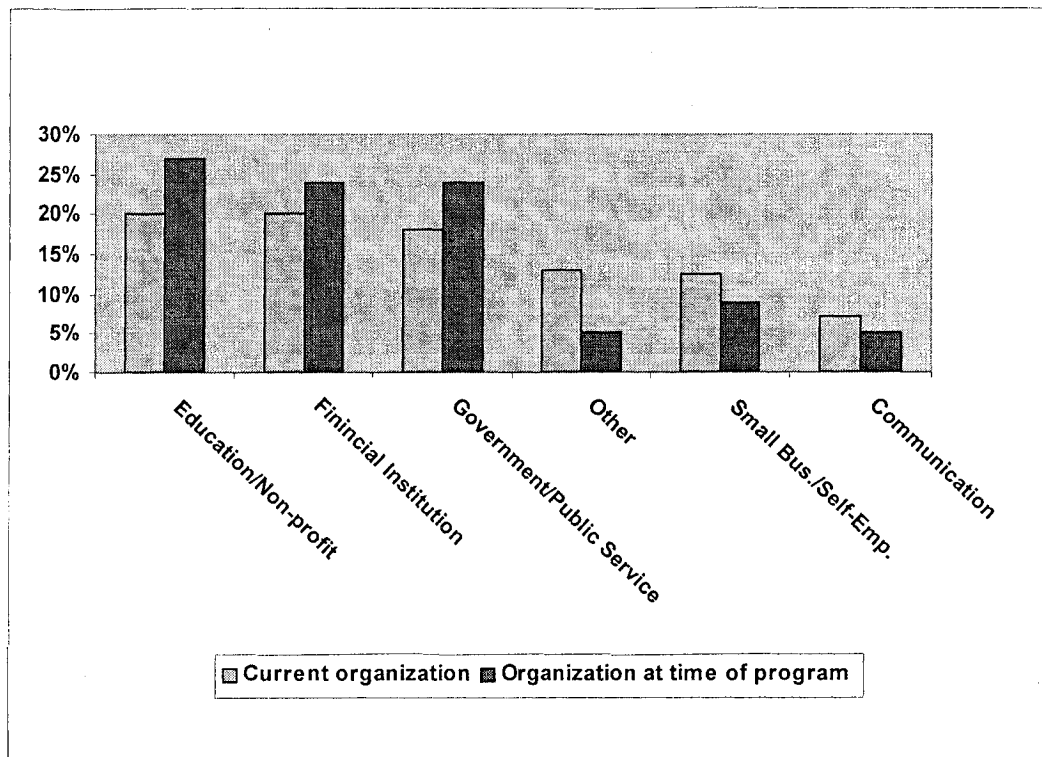


Figure 9. Current organizations and organizations at time of program participation.

3.1.3. One question in the questionnaire asked what specific skills and learning from the MDW program led to concrete changes in their career.

Participants were asked to give examples. Five categories were generated from the open-ended question. Responses to this question (N= 55) were analyzed by a content analysis; from this analysis, six constructs emerged. The relative frequency of the occurrence of these constructs and dependence between the three chronological groups are displayed in Table 25 in Appendix D and show that six constructs emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares with the exception of the third construct “learning acquired in the course lead to a promotion” do not indicate that the three groups have identified skills/learning acquired in the program that lead to concrete changes in their career differently.

Since data already reported shows that more participants from the first group (80%) received a promotion, it is logical to expect that the construct “learning from the course lead to a promotion” indicated some dependence. 43% of participant’s reported increased self-confidence and self-esteem led to concrete changes in their career.

Examples of some data generated from this first construct:

Gave me confidence to push for a position as branch manager.

More assertive in situations when I knew I had the best solution to offer the situation.

The skills gave me more confidence in fulfilling my duties at work.

Yes, gave me more confidence to promote (sell) myself within the organization.

Increased my self-confidence to go after the job I really wanted.

Gave me the courage to ask questions.

I have a clear vision as to what I want to do in my career, I have a clear understanding of the areas I need to work on.

Not surprisingly 20% of participants indicated the ability to transfer learning/skills to other areas of the organization (second construct). Some examples:

I think the skills helped me think in a more strategic manner, I found that I could also relate better to some discussions during management meetings.

How to read body language and communicate more effectively, to much better understand the way my company runs and does business.

Issues or dealing with lawyers, accounts, government agencies based on expanded knowledge and communication skills.

I felt it was time to make a career change and MDW provided me with the skills to venture outside my industry.

20% reported that learning skills acquired in MDW lead to increase satisfaction and effectiveness on the job (third construct):

My organization benefited from my skills acquired in the program and I had a better understanding of financial statements, budgeting and dealing with volunteers. I felt very comfortable.

I was able to apply certain skills at different times/events and was reassured that I was making the right choice.

The ability to think critically and learn who my audience is.

20% of participants related that learning skills acquired led to a promotion (fourth construct). Some examples reflecting the construct are:

I was asked to act in a position that required strong management skills.

Pay raise based on taking on more responsibility.

I was given a new job half way through the program. I would not been able to do it without the accounting module.

Yes attendance led to a promotion in the department.

The fifth construct that emerged pertained to stimulating a desire and need for continual learning. Three comments reflecting this:

Knowing that learning never stops.

Stimulated my interest in learning.

Confidence to pursue a higher level of education.

3.1.4. This study looked at the relationship between participants who had or had not received a promotion and whether or not participants had continued their education after the program ended.

The data revealed that 70% of participants who continued their education after the program ended had received a promotion, 12% higher average than the group as a whole (58%). This compares to only 30% who had not continued their education and had been promoted. “Continued education” does not appear to be a factor for participants who did not receive a promotion as they split evenly, with 51% who had received a promotion and 49% who had not. Chi-square was performed to see if there was a dependency between these two variables, the results are presented on Table 26 in Appendix D and shows that there is insufficient evidence for prediction. It would appear that continued education plays a role in the program for participants who were promoted but not such a predictive role with participants who did not receive a promotion.

However, when the study looked at promotion by types of organization in which participants were employed, the results showed that of the 27% of participants who worked in financial organizations, 85% had received a promotion, while the two other major employers educational/non-profit (27%) and government/public service (24%) were both evenly split where 46% of participants received a promotion and 54% did not.

How has the program contributed to the success of its graduates as practicing managers?

3.2. The second criterion of this research question looked at the way participants changed their ways of doing assigned tasks.

3.2.1. One question in the questionnaire asks, "Since completing MDW and regardless as to whether or not you have changed positions, have there been any changes in the way in which you complete your assigned tasks?"

Responses to this question (N= 55) were analyzed by a content analysis; from this analysis six constructs emerged. The relative frequency of the occurrence of these constructs is displayed in Table 27 in Appendix D and shows that six constructs emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares with the exception of the fourth construct "interpersonal skills" do not indicate that the three groups have changed the way of doing assigned tasks differently.

Some examples that participants gave from the five constructs:

44% of participants identified Organizational Skills:

Scheduling in advance, better time management, more focused, tools to create better reports, more organized thought processes, do things faster and more promptly.

36% of participants identified Management Skills:

Delegating, marketing, project planning, understanding financial reports, participate in strategic planning, use problem solving techniques.

30% of participants identified Self-confidence including personal growth, increased self-esteem and self-knowledge:

Trusting my staff and have more confidence in myself, more comfortable taking on and asking for duties with increased responsibility.

15% of participants identified Interpersonal skills:

Better understanding about the ways my colleagues communicate, better understanding of motivation and why my colleagues act and react. Used group dynamics to get a better result.

10% of participants identified Better understanding of the big picture:

Better understanding of how other departments in my organization, better understanding of the impact of all the various stakeholders/areas, big picture perspective.

3.2.2. The research looked at if there was any relationship between the ways participants had changed the way they do assigned tasks and whether participants received a promotion.

First it looked at the overall group; the results are shown in Figure 10, which illustrates the relationship between the overall group (N=55) and compares participants who were not promoted. 56% did not change the way they did assigned tasks while 37% made a change. While 63% of participants who received a promotion and changed the way they do assigned tasks opposed to 41% those who received a promotion but did not change their ways.

Table 28 in Appendix D shows the dependence between the six constructs that emerged from the data and the total of all participants who indicated a change the way they do assigned tasks and participants who received a promotion. Like the previous table the results show there was a dependence found between, changing the way of performing assigned tasks along the construct of Interpersonal Skills and participants who did and did not receive a promotion. The table shows that there was no relationship between the other constructs or as the group as a whole.

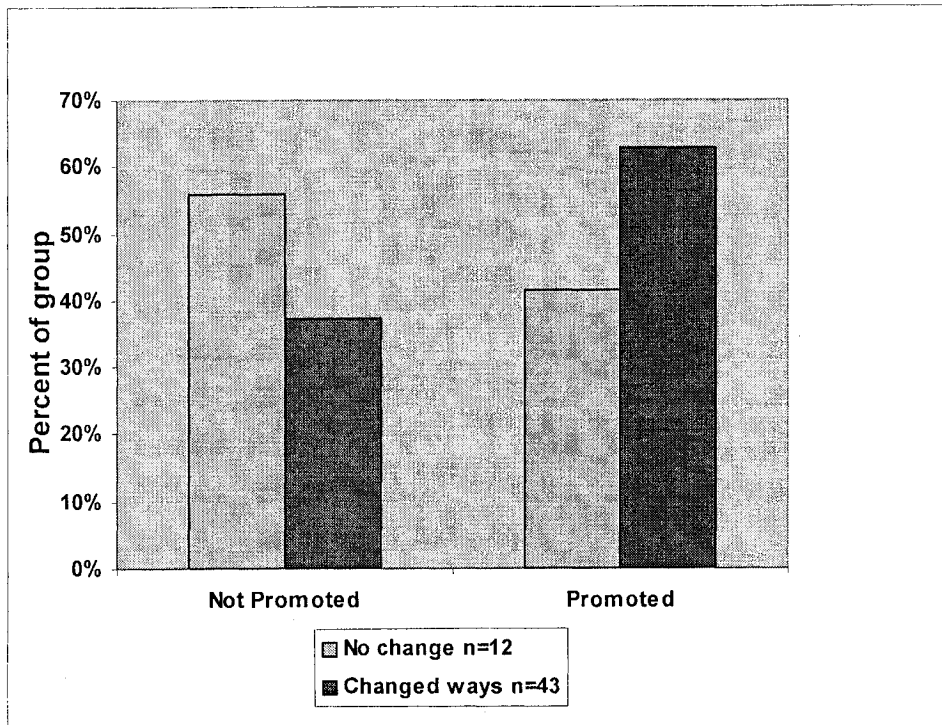


Figure 10. Promotion by changing ways of completing assigned tasks (N=55)

How has the program contributed to the success of its graduates as practicing managers?

3.3. The third criterion asks what were the most valuable aspects of the program, professionally.

3.3.1. Question 22A in the questionnaire asks, “Looking back on your MDW course, what were the most valuable aspects of the program (professionally)?”

Responses to this question (N= 55) were analyzed by a content analysis; from this analysis, four constructs emerged. The relative frequency of the occurrence of these constructs and dependence between the three chronological groups are displayed in Table 29.in Appendix D and shows that four constructs emerged from the data from each of three chronological groups and from the group as a whole. The chi-squares indicate that

the three groups do not perceive the most valuable professional aspects differently.

Construct one (42% of responses) and four (18%) are directly related to the objectives of the program (learning new skill sets, and applying them directly into the workplace). Some relevant comments include:

Learning new ways to do things getting out of the box, applying my skills in new directions, ability to “size up management” and look at why certain people get ahead.

Managing in a changed workplace the needs of employees, communication and listening- what happens when the system breaks down.

Learning about peoples differences and you should consider and be respectful of these differences. If you understand people and how they think you can gear your proposals/presentation more effectively.

There were so many valuable aspects; the whole course can be used in our everyday work life.

Well-rounded training that I can use in any job I decide to do.

Work related and based more than theory based- showed and taught us how to apply and use what we were learning.

To understand terminology and overall picture of management position.

The assignments led to the greatest learning.

In the second construct , 32% reported that self-confidence and recognition were valuable aspects. Some comments reflecting this construct follow:

Solidified my confidence in what I can do. I now do it.

Gaining increased confidence in my abilities to take on new challenges.

The course gave me attritional confidence in myself I had to work with an area I am most weak –finance and accounting-so became more comfortable in that area.

Self-confidence to try harder.

More self-confidence to express my views in a work situation.

27% of the participants mentioned networking/learning more about own and others organization (the third construct). This construct again shows the importance

participants gave to learning from each other and gaining a broader view of their own organization. Some comments reflecting this construct are:

It allowed me to work with within my government department in areas I would not otherwise have considered.

It was very interesting to see how things were done elsewhere especially in the corporate world.

Learning about other organizations represented by other participants, e.g. non-profit.

That I was given the opportunity to attend and meet a diverse group of women who came from different backgrounds and enlightened me on their working conditions were in comparison to mine.

Section 4: Research Question 4

The fourth research question related to the single gender aspect of the program.

How important was the single gender aspect of the program?

Four criteria were generated for this question:

4.1 The degree of importance perceived by the participants that the program was restricted to women participants.

4.2 The degree of perceived changes in behavior in class if men had been present.

4.3 The percentage of material relating to women in management built into the program

4.4 Additions or deletions of material regarding women in management

How important was the single gender aspect of the program?

4.1 The degree of importance perceived by the participants that the program was restricted to women participants.

Question 16A on the questionnaire asks participants, "*How critical was it was it to you that the program be restricted to women participants?*"

The data collection from question was designed on a Likert scale was from 1 to 5 with 1 (Not) and 5 (Very). The results are displayed on Table 30 in Appendix D and show the differences of how participants in the three chronological groups and the group as a whole viewed how critical it was that the program was restricted to women. The table shows a difference from the first group (90-94) where 80% reported that it was critical or very critical (4&5) that the program was restricted to women participants, compared to the second two groups, (95-97), and (98-00) which show that just under 50% said it was critical or very critical. The table also shows that 30% of the same two groups indicate it was not very critical that the program was restricted to women compared to only 10% for the first group.

How important was the single gender aspect of the program?

4.2 The second criterion asks participants if they would anticipate any changes in their behavior if men had been present

Question 16B in the questionnaire asks participants, “*Would you anticipate changes in your behavior in class had men been present as participants?*”

This question was also designed in the form of a Likert scale with 1 (None) to 5 (Totally). The results are in Table 31 in Appendix D and shows anticipated changes in participants behavior if men had been present as a percent of the three chronological groups and the group as a whole. The table shows that over 70% in all three chronological groups indicate that their behavior would have been changed or totally changed (3 to 5 on the Likert scale) had men been present, and only 14% indicated there would have been no change.

How important was the single gender aspect of the program?

4.3. The third criterion related to the amount of material relating to management built into the program

Question 16C in the questionnaire asks participants, *“Rate the amount of material relating to women in management built into the program?”*

Again this was a Likert scale question with 1 (Insufficient) to 5 (Sufficient). The results are in Table 32.in Appendix D and show that 50% of participants in the total group reported that there was sufficient material relating to “women in management” as compared to only 10% who indicated there could have been additional material. Again, the first chronological group differed as 40% indicated there was insufficient material. Chi-square was performed between the three chronological groups and the three variables relating to the single gender aspect of the program. Because of the small numbers, the data were combined into three categories: Scale points 1 & 2; 3; and 4 & 5. The results are on Table 33. in Appendix D and show the dependence of the three variables: importance of program being restricted to women, changes in behavior if men had been present, and amount of material relating to women in management. The chi-squares do not indicate that the three chronological groups perceived these three variables differently. A correlation was done between the three variables: importance of the program being restricted to women, change of behavior if men had been present and the amount of material in the program relating to women

Table 34 in Appendix D shows the correlation between the three variables “critical that the program was restricted to women”, “anticipated changes in behavior in class had men been present” and the sufficiency of the material related to women in

management built into the program.” The strongest correlation (.62) shows that the more importantly participants perceive the variable “restricted to women”, the more likely they are to change their behavior if men were present. Similarly these same women are also more likely to be satisfied with the material relating to women in the program, (0.37) Finally those participants who related their behavior would change significantly if men (0.41) were present are more likely to perceive the program as having sufficient material relating to women in management.

How important was the single gender aspect of the program?

Question 16D in the questionnaire asks for, “*Are there any additions/deletions in material regarding women in management you would recommend and why*”.

4.4 Additions and deletions regarding material on women in management and why

Responses from this open-ended question (N= 55) were analyzed by a content analysis; from this analysis three constructs emerged.

Table 35 in Appendix D shows that three constructs emerged from the data from each of three chronological groups and from the group as a whole and the dependence of “additions/deletions in material regarding women in management, between groups. The chi-squares indicate that the three groups do not perceive the addition/deletions in material differently.

It should be noted that 40% of participants did not answer this question. However 20% (in the first construct) indicated a good balance; some comments from this construct:

I think the material was fine and having all women in a course lends itself to dealing with women’s issues on its own.

In my year it was a good balance-anymore of it would have found it over the top.

I like the focus-raised my awareness and educated me it this aspect-probably subtleties I wasn't aware of/picked up on in society and the workplace.

12% of participants mentioned coping with skills related to the job and juggling family and career (the second construct); some comments:

Juggling all aspects of a women's life-career, family, personal needs etc. It's a fine art!

Add more case studies on multi gender or male/female communication-role playing-relations with male upper management.

I feel women in management have more to cope with dealing with outside family issues and putting in extra time an effort in the workplace that is expected of them. Maybe something more in coping skills and stress release might help.

Two participants mentioned elements of the third construct, that is, placing more emphasis and recognition of successful women especially graduates of the program. Two comments:

There are no specific materials I would suggest at this time-however it would be nice to have a progress report of past participants as a source of encouragement-participants are tangible and a source of inspiration.

More emphasis should be put on recognizing successful women.

Section 5: Research Question 5

The last research question pertains to the goals of the program.

Were participants goals for the MDW meet?

5.1 Were participants goals for the MDW program met?

. Question 19 in the questionnaire specifically asks this question.

5.1.1 The first part of the question responses are in a five-point Likert scale with 1 (not met) to 5 (Absolutely met).

Table 36 in appendix D shows the three chronological groups and the group as a whole none of the participants indicated their goals were "not met". The table also shows

that in all three chronological groups 80% of the participants reported that they were very (4) or absolutely (5) satisfied with the program as compared to 20% who were somewhat satisfied (2 & 3).

In order to determine if the three chronological groups responded differently, chi-squares were performed. Because of the small numbers the data were combined into three categories: Scale points 1 & 2; 3; and 4 & 5. The results are on Table 37.in Appendix D and shows the dependence of the variable, goals and expectations of the program met. The chi-squares do not indicate that the three chronological groups perceived this variable differently.

5.1.2. The second part of the question - were your goals and expectations of the program met? - asks participants for comments.

Sixty-one percent did not enter any, but the following are a few that represent the complete spectrum:

The majority of the course content I found relevant and learned a great deal, but I did find some aspects of the program “fluffy” and irrelevant.

Expected more theory but left with a much richer learning.

I feel I got what I expected from the program even though it did not lead to the promotion I hoped for.

This course was a great motivator to me personally. However, having this course has not opened any doors! MPA and MBA do!

I honestly had very little expectations I had a bachelor’s degree. I spent four years in commerce getting As I thought I had more knowledge than I could be given from this one-year program. Soooo on the contrary I learned more from this MDW program than my four-year degree.

It is a wonderful program and experience. The instructors provided motivation by their genuine interest and support. The women who participated in my class were very supportive of each other and provided encouragement and motivation to each of us to succeed!

Section 6: Satisfaction with the Program

The research looked at characteristics and differences between participants whose goals for the program were met or absolutely met and participants whose goals were somewhat met and compared them to:

- 6.1. The support of the sponsor.
- 6.2. The impact of the sponsor.
- 6.3. The degree of networking and support after the program ended.
- 6.4. The importance of the program being restricted to women
- 6.5. Changes in behavior if men had been present.
- 6.6. Whether or not participants had received a promotion.

The results of the six criteria were analyzed by the following process. The dependent variable 'satisfaction with the program' was measured using "Absolutely met" n=44 (who scored 4 or 5 on the Likert scale); participants who responded with 2 or 3 (n=11) were considered to have had their goals somewhat met. It should be noted that 1 (not met) was not indicated by any of the participants. Because of the low counts the six independent variables were also divided into two categories and will be reported individually. The results are as follows.

6.1. Are the participants who indicate that their goals/expectations for the program were absolutely met more likely to have received high support from their sponsor than those who received minimum support?

Participants who measured 4 or 5 (n=34) were considered strong support, and participants who measured 1 to 3 were considered to have minimum support (n=19). Of

participants who reported that their goals were met or absolutely met (n=44) with the program, 71% also reported their sponsor was very supportive and 29% indicated they had received minimum support from their sponsor.

Of the participants who had reported their goals were somewhat met with the program (n=11), 64% also reported to have received minimum support from their sponsor compared to 36% who indicated they had had a very supportive sponsor. Chi-square was performed to see if there was dependence between these two variables. The results are in Table 38.in Appendix D and show that there is sufficient evidence for prediction. It would appear that support of the sponsor plays an important role in the program for participants whose goals were met but not such a predictive role with participants whose goals were only somewhat met.

6.2. Are the participants who indicate that their goals/expectations for the program were absolutely met more likely to have indicated that their sponsor had a high impact on the program than participants who indicated minimum impact?

Participants who measured 4 or 5 (n=26) were considered strong support, and participants who measured 1 to 3 were considered to have minimum impact (n=27). 55% of participants who reported their goals had been met or absolutely met also reported that their sponsor had had a high impact, while 45% reported their sponsor had had a minimum impact. 73% of participants who indicated that their goals had been somewhat met reported their sponsor had had minimum impact on the program. This compares to 27% who indicated their sponsor had a high impact on the program. Table 39 in appendix D shows the result of the chi-square. There is insufficient evidence for prediction. But the results do suggest that participants whose goals were only somewhat met (73%) are more

likely to have reported that their sponsor had minimum impact on the program, although the impact of the sponsor does not seem to be a factor for those participants whose goals were met or absolutely met, 54% versus 45%.

6.3. Is there a relationship between the variables, “satisfaction of the program” and the degree of networking for support after the program ended?.

Participants who measured 4 or 5 (n=25) were considered strong support, and participants who measured 1 to 3 were considered to have minimum support (n=29). Of participants who reported that their goals were met or absolutely met there was an almost even split with 51% reporting they networked on a regular basis and 49% reporting they did not. However, this variable has an impact on those participants who reported to be only somewhat satisfied with the program. Here 73% reported they did not network regularly, while only 27% reported they did. Table 40 in Appendix D shows the result of the chi-square which indicates there is insufficient evidence for prediction. The results of participants whose goals were somewhat met duplicate the previous variable “impact of the sponsor”, that is, participants whose goals were only somewhat met (73%) are far more likely to have reported that they had not networked on a regular basis after the program ended. Again like the previous variable networking does not seem to be a factor for those participants whose goals were met or absolutely met, 49% versus 51%.

6.4. Are participants who were absolutely satisfied with the program more likely to have reported the importance of the program being restricted to women?

‘Not critical’ and ‘slightly’ represent 1 & 3 on the scale (n=28), ‘critical’ and ‘significantly’ represent 4 (n= 8) and ‘very critical’ and ‘totally’ 5 (n=24). The results are illustrated in Figure 11 which illustrates that of participants who indicated that their goals were met or absolutely met, 61% indicated it was critical or very critical that the program was restricted to women, compared to 39% who said it was not critical.

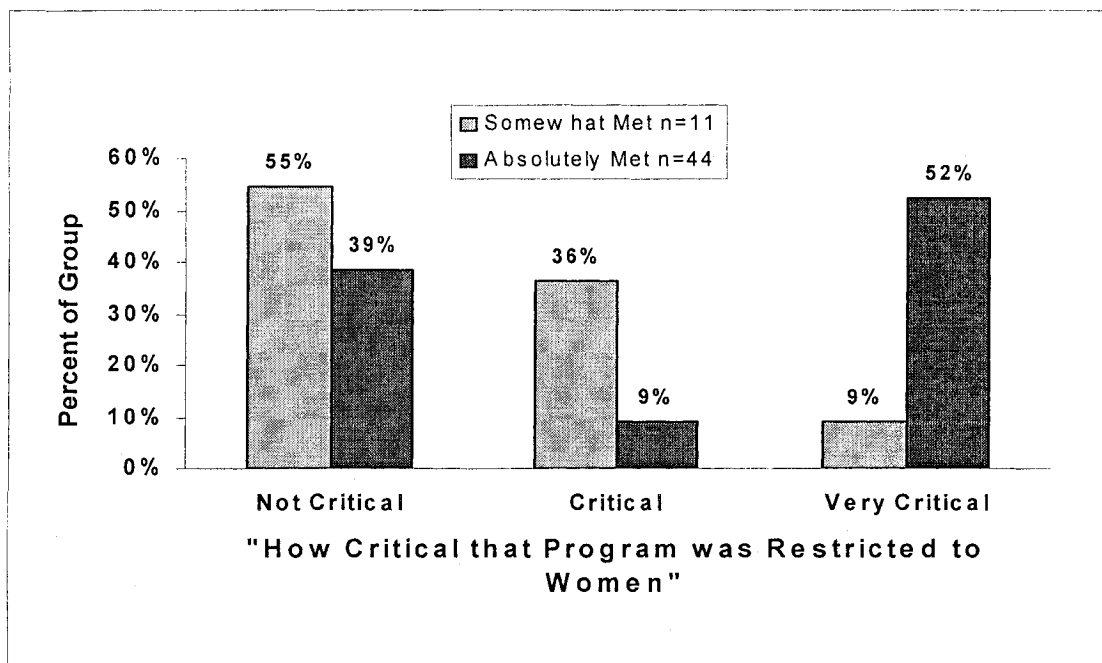


Figure 11. Satisfaction of the program by the importance of the program being restricted to women.

Of the participants who indicated that their goals of the program were only somewhat met, (55%) reported it was not critical that the program was restricted to women, while the remainder almost half 45% indicated it was critical or very critical the program was restricted to women. However, for participants who considered it was very

critical that the program was restricted to women, 52% reported high satisfaction with the program compared to only 9% who were somewhat satisfied. The results of the chi-squares are in Table 41.in Appendix D which shows that there is a dependence between these two variables. That is, participants whose goals were absolutely met were far more likely to have indicated that it was critical or very critical that the program was restricted to women. Conversely participants who indicated that their goals were somewhat met were far more likely to have indicated that restricting the program was less critical.

6.5. Are participants who were absolutely satisfied with the program more likely to have reported that their behavior would have been significantly or totally changed if men had been present?

None of the participants scored 1 on the Likert scale: 'Slightly changed' represent 2 & 3 on the scale (n=30), 'significantly changed' represent 4 (n= 8) and 'totally' changed 5 (n=17). The results are on Figure 12. which shows that participants who reported that their goals were met or absolutely met (50%) said their behavior would have been significantly or totally changed if men had been present. Of those that were only somewhat satisfied with the program, 73% reported that it would have been slightly changed and 27% significantly changed. None of the participants reported that their behavior would have remained unchanged.

We can also see that all participants who indicated their behavior would have been totally changed reported high satisfaction with the program. The results of the chi-square are on Table 42. in Appendix D which shows that there is a dependence between these two variables. That is participants whose goals were absolutely met were far more likely to have indicated that their behavior would have been totally changed if men had

been present as participants. Conversely participants who indicated that their goals were somewhat met were far more likely to have indicated that it was far less critical that the program was restricted to women participants.

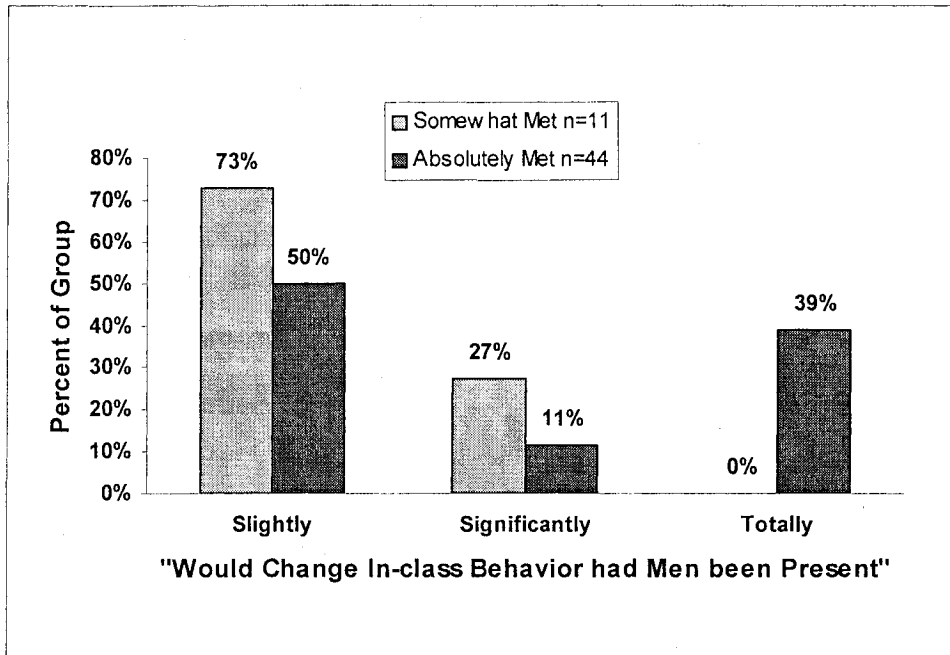


Figure 12. Satisfaction with the program by change of behavior if men had been present.

6.6. Are the participants who indicate that their goals/expectations for the program were absolutely met more likely to have received a promotion during or after the program?

This research shows no apparent relationship. Of participants whose goals were met or absolutely met, 50% received a promotion and 41% did not. Of participants who were somewhat satisfied, 54% received a promotion and 45% did not. These results show that three of the six variables: support for sponsor, restricted to women participants and change in behavior if men had been present are predictors of satisfaction with the program.

Section 7: Development of Program Themes

The results of all the coding of the open-ended questions were examined for themes linking two or more constructs.

7.1 Three constructs were distilled:

7.1.1. Self-confidence, including personal growth and self-esteem

This theme was developed from the following questions:

- Question 5, Construct 3. Increased self-confidence
- Question 12, Construct 2. Increased self-confidence/self-awareness
- Question 13, Construct 1. Self-confidence/personal growth and development
- Question 22a, Construct 2 Gained confidence/credibility recognition
- Question 22b. Construct 2. Increased self-confidence/credibility and recognition

7.1.2. Learning, sharing and networking

This theme was developed from the following questions:

- Question 13. Construct 1. Interaction with class participants;
learning/sharing/networking
- Question 14. Construct 4. Teamwork/support/learning from others (participants and co-workers)
- Question 22a Construct 3. Networking/learning more about own and others organization
- Question 22b. Construct 1. Networking/sharing friendships with other participants with diverse backgrounds and similar experiences.

- Question 25 Constructs 2. Being able to share similar experiences with other women from a variety of backgrounds.

7.1.3. *Transferable learning skills in organization.*

This theme was developed from the following questions:

- Question 12. Construct 2. Was able to transfer learning/skills of course to other areas of organization or other organizations.
- Question 14. Construct 1. Direct/immediate application of skills in the workplace. (relevance, reinforcement impact of learning).
- Question 22a. Construct 4. Broad based program being able to apply skills directly in the workplace.
- Question 25. Construct 3. Diverse subjects/assignments relating to work assignments

7.2. A frequency count on how participants responses were reflected by each theme

The results are in the Table 43. in Appendix D which shows that the theme *self-confidence/self-esteem/personal growth* was reflected in the responses of 70% of participants, once by 20% of participants, more than once by 50% of participants and not reflected in the responses by 30%. The data revealed that this theme had a frequency count of eight-six.

Learning sharing and networking was reflected in the responses of 82% of all participants; 32% of the participants once, and more than once by 50%, and not reflected in the responses by 18%. The data revealed that this theme had a frequency count of eighty-four.

Transferable learning skills into organization was reflected in the responses of 58% of participants, once by 30% and more than once by 30%, and was not reflected in the responses by 40%. The data revealed that this theme had a frequency count was fifty.

7.3. These three themes were analyzed by the following three methods and will be further discussed in the focus group results.

7.3.1. First the three themes were examined to see if there was any difference between participants whose responses reflected specific themes and participants who did or did not receive a promotion.

Are participants who have received a promotion more likely to have had responses that reflected any of the program themes?

Chi-square was performed on each of the three themes by promotion and satisfaction of the program. Table 44 in Appendix D shows there is insufficient evidence of dependence between the three program themes and those participants who did or did not receive a promotion. That is, participants whose responses accounted for any of the three themes are no more likely to have been promoted than those whose responses did not.

7.3.2. Second the study examined the relationship between those participants who identified networking/learning/sharing and between participants who did and did not continue networking after the program ended for (1) support and (2) career development.

7.3.2.1 The data were examined to determine if there was any relationship between the theme *learning/sharing and networking* and participants who networked after the program and those who did not either for support or career advancement.

Are participants whose responses are reflected in the theme *learning//sharing and networking* more likely to have continued networking for support after the program ended? The results are displayed in Table 45 in Appendix D and show us that 50% of participants whose responses were not represented by this theme, sometimes or regularly networked. On the other hand almost 50% of participants whose responses are reflected in this theme more than once, that is networked during the program for *learning/sharing and support*, never or rarely networked for support after the program ended. While 18% of participants whose responses are represented by this theme more than once networked regularly after the program ended. It would appear networking as indicated by most participants referred to strategies used during the program rather than after the program ended.

7.3.2.2 Are participants whose responses are represented the theme *learning /sharing and networking* more likely to have continued networking for career advancement after the program ended? Table 46 in Appendix D shows that regardless of how many times participants' responses were represented by the program theme *learning/sharing and networking*, 80% have never networked for career advancement after the program ended. Again these results demonstrate that networking as mentioned by participants did not refer to networking after the program ended for career advancement. It should be noted that data has previously shown that 83% of participants who have received a promotion did so within their same organization.

7.3.3. *Third each of the three program themes are examined to see if there are any differences between participants who identified specific themes and participants who*

indicated their goals for the program were absolutely met and those who indicated their goals were only somewhat met.

7.3.3.1 This research looked at: (1) the relationship between participants whose goals were absolutely met and participants whose goals were somewhat met and the three different program themes; (2) the frequency of the three themes mentioned and program satisfaction.

Figure 13 illustrates both these variables and that regardless of which theme was mentioned (one, two or all), over 80% of participants who reported that their goals for the program were absolutely met were reflected in the program themes, as opposed to 20% who had their goals somewhat met. This rises to 84% for participants whose responses were reflected in all three themes, indicated their goals were absolutely met as opposed to 16% who indicated their goals were only somewhat met. Only two participants' results were not reflected by any of the themes, one (50%) indicated her goals had been absolutely met and the other (50%) her goals were somewhat met. Clearly participants whose responses were reflected in one or more of the program themes are more likely to have experienced greater satisfaction with the program.

7.3.3.2 Is there any difference between participants' satisfaction of the program and which of the three program themes participants mentioned. Chi-square was performed to examine the relationship. The result is in Table 47.in Appendix D clearly shows that there is no relationship between satisfaction of the program and which specific program themes mentioned by participants.

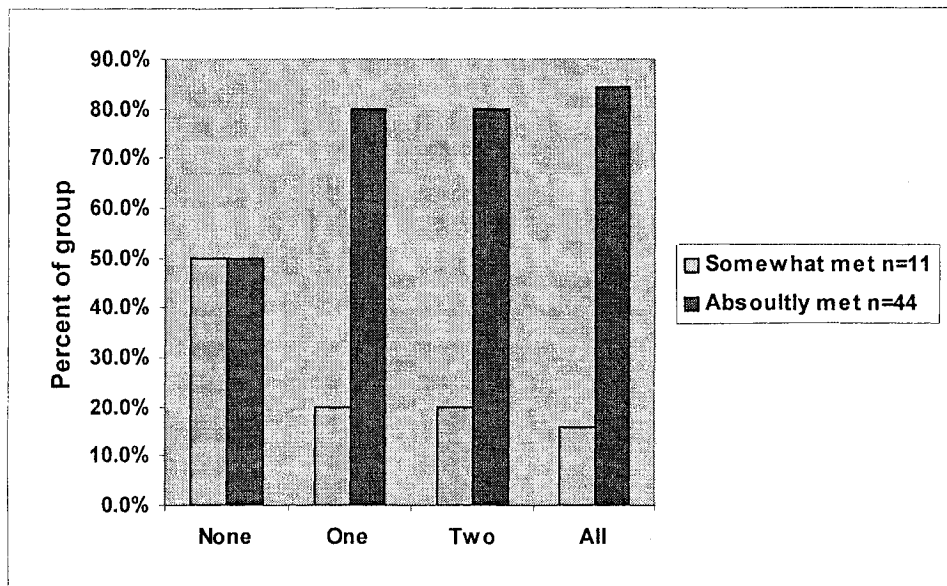


Figure 13. Satisfaction with the program by the number of different themes mentioned.

Section 8: Focus Group Data

Two focus groups were conducted with five participants in one and six participants in the second. Participants were from mixed chronological groups and most of them did not know each other.

The first question asked the participants pertained from the program theme *self-confidence/self-esteem and personal growth*:

8.1 What does self-confidence mean to you and how does it compare now and before you took the program?

Some participants talked about confirmation and reinforcement for what they were doing. Focus group comments:

Confirmation that what I was doing was right.

Believe in what I am doing, that it is the right way.

Gained self-confidence because of the acceptance of other participants.

Assignment gave me reinforcement from past experience.

From a scale from 1 to 10 would say at least 5 or 6 more. It just made me apply some of the competency skills during the program, to know that I can do it.

It was much more reinforcement of you know, what you're doing was a good thing to do, not you weren't making a foolish decisions.

A lot of times when I made decisions, I didn't have the confidence to believe in what I was doing. I was hoping it was the right thing. After taking the course, though a little bit of assertiveness, and some finer learning skills, I learned to take the confidence from within myself, believe in what I was doing whether it was right or wrong.

Other focus group participants talked about specific skills and modules that gave them self-confidence:

Through the different courses we took dealing with individuals and individual differences and realizing what those are, being able to recognize them, I guess and approach various people through that. It did affect my ability to have self-confidence within my job as well.

The Human Relations skills definitely helped me enhance my self-confidence, not only dealing with others but within myself.

I have to deal with accounts and lawyers on financial issues, so that gave me the self-confidence to not only give them the paper that I had printed out of my computer but to understand and be able to discuss at a better level or a higher level what was actually in those documents.

I didn't finish my undergrad degree, so therefore to get advancement in my job it gave me a piece of paper, I proved to myself that I had the competencies, it gave me more self-confidence.

I do a lot of project management and the project management sections reinforced that I was making a good decision, and I think in that way, it really helped me raise my self-confidence and say yes, what you were doing were good things, you were making good decisions, you are dealing with people in the correct ways, and I think that, in itself was a big thing for me.

In order to determine if there was information that might improve the MDW program, this research asked participants in hindsight if they had any recommendations for improvement. Focus group participants were then asked:

8.2 Was there anything that was not included in the course that would have really helped you perform at an optimum level?

Some participants commented they would like to have had expansion in specific modules but realized this was because they were particularly relevant to their job. Overall participants felt the program covered everything. Focus group comments:

I can't think of anything that was absolutely missing.

I thought the topics we covered were all relevant to the job.

Participants had identified (45% in question 21) that the program was a challenge. The focus groups were asked to expand on this topic. Focus group participants were asked:

8.3 What was your greatest challenge in the program?

They mentioned two overall challenges. First, the challenge to speak out and feel they had something to contribute, and second, the course workload. Focus group comments:

I felt slightly intimidated actually when we first started the program because of the companies the others were involved in, they were all used to being in a large environment. Coming into Christmas I started to feel I had something to contribute because of the group work. Members started to accept your contribution and you started to believe they were positive.

Completing the assignments on time. It was really to organize your workload and to be able to prioritize. Especially working full time and having a home life as well. I think that was the biggest challenge that I faced. It raised the stress level, but, but and then having to develop some skills to handle all that, the down time and allow time for yourself, so, yeah it was challenging, the workload was.

Completing the assignment on time Well I did not have any down time for myself would come in on the weekend, and you know, everyone else was relaxing on Sunday, and I would be in the office trying to get ready for the onslaught on Monday.

I think it was the workload and I made a job change about two months into the course. I can't imagine anyone ever took this course that didn't say the workload was a problem, but you know, I think properly one of the biggest challenges I had aside from the heavy

workload was just the whole mental combat that I was playing with myself around why was I doing this course....looking back I can definitely see the benefits of the course.

I guess the just the ability to complete the program, in the self-confidence realizing that I could still probably do another program if I needed to with my family now and not being on my own as previously when I had my previous education, but also as far as furthering my career goals.

I guess I'm always a little apprehensive when I start a new program, but I can't really say that I had major fears going into it. Just in my particular situation was a challenge, I did have a couple of people say that they didn't think that I could do it going on maternity leave and that sort of thing. So, that was a bit of a drive for me to make sure that I did do it, but at the same time, it did sort of make me question, well, I wonder if I can do it, because you know, not having been through the experience before...

Data has previously revealed that 83% of participants who had been promoted had remained within the same organization. In addition, modules that participants had identified as useful for career advancement were not an indicator of promotion. These findings were explored by asking the focus group participants:

8.4 Were there any changes in your career goals after leaving the program?

Focus group Comments:

I still have not decided what I want to do when I grow up! I haven't solved the problem, but I think the course definitely helped me decide that it was time to move on. It definitely gave me the confidence to strike out and start my own business. My short-term goal was to convince my manager to enhance my current job, so it happened and I got a promotion. My long-term goal is to own my own business or entrepreneur.

I really enjoy my job...I took MDW mostly to see how I would react to a structured study environment again. I had the opportunity to go to the Gambia I honestly do not think I would have had the courage to go if I had not done the course.

It made me stand up for what I want , so now I am getting the recognition.

My career goal was a little different we own our own business. I was doing it more for my own self-satisfaction.

I know for many women it was the empowerment to feel that they could go on, break out of the mold, not necessarily strive for something higher, but make a lateral move into a different faculty altogether. It provided some confidence, the education you needed, a little bit of oomph.

This research has shown that, with few exceptions, all three chronological groups reported similar outcomes of program themes. 82% of comments by participants were reflected by the program theme *learning /sharing and networking* and 71% of participants by *increased self-confidence/self-esteem*, and 92% of participants comments were reflected in either or both of these themes. The former pertained to processes that participants developed as learning and coping strategies and the latter were outcomes of the program. This research then asked participants to comment on the culture of the program in which these processes developed. Focus group participants were asked:

8.5 What influence did the culture of the program have on your participation?

The following are selected comments:

I think the culture was open communication. There wasn't hierarchy within the classroom. I mean you could look around and see the hierarchy with the various positions that people had, but I think in the classroom, we were all there equally.

It was diffidently open communication amongst the participants and the instructors and the welcoming environment whether it be properly related to an all women environment was certainly part of the culture.

I think the group norms were certainly, they were a positive aspect in the program to establish from day one and it helped develop the culture and was part of the culture throughout the program.

It was trust that was part of the group norms that confidently issue what went on in the classroom stayed in the classroom and therefore it allowed the learning environment to be more open, we were able to share knowledge.

I think it goes back to being relaxed and joking around and being able to say whatever you want in terms of your women contacts that are there, that you properly wouldn't be able to express if men had been around.

The dress code was great it was relaxed and comfortable.

It was non-judgmental, there were not stupid questions.

It was relaxed and supportive, that the course was well laid out, it was diverse, and we had a diverse group. It was flexible we always had a laugh.

It was the hum in the group between our group and with the instructors, we were able to feel free to make comments and jokes it was very relaxed. I think laughter adds to any situation and it certainly did to this one.

Since the literature and the research results have indicated that gender is a factor for women in management the final two research questions the focus group answered related to issues. The first question related to specific concerns to women managers, and the second asked if there was still a need for a management development program specifically for women. The focus groups were asked the following questions:

8.6 Are there still issues and concerns specific to women as managers?

The focus group participants talked about double standards.

I am an expert in a whole series, a whole group of areas and there is a different areas in (my place of employment) has an office for each of these areas. Those people (men) get the title and the pay, yet in areas for women which we have developed and have skills in so many areas it's hard to get the crossover.

I still think men's work is valued more than women. Even if they're doing the same job. And I think its sad to say, I'd like to say its not true, I have to work twice as hard in (my place of employment) In our department (HR) most of us are female, but if there are management jobs available you have to work and achieve a different level than men.

The challenges I saw in my co-workers around kids and housework, it doesn't seem its changed in the last 20 years.

I still think men's work is valued more than women, even if they're doing the same job. And I think that's sad to say, I'd like to say it's not true, but if a man were doing the same kind of job that I were doing, when they put forward a contract and say what they wish to be paid, it wouldn't be questioned. And I still find that the decision-makers in most businesses are still men and I see that because I do a lot of, I do a lot of events, I do, I work with a lot of conferences, a lot of private dinners where the CEOs and the senior decision-makers and all that are involved. They're invited to private dinners to meet with speakers, and I can pretty much guarantee you if there are 40 invitations, there are 40 places at the table that 38 of them minimum will be men in dark business suits and we might have 1 or 2 women at the table, and that's very sad.

Just in our own little area that we deal with in business, men can say 2 or 3 sentences and the other gentleman will perceive that, whereas if I go in there, I usually go in with documentation, because I feel like I've had to do my homework to prove my point so that I will be accepted, whereas my husband will walk in to

prove the same point, say 3 words, 4 words and the rest of it's implied and it's a done deal and they go on to discussing lunch. I think it's just the history of it.

Definitely. Especially the girls from our group that worked with ____ . They were trying to climb the corporate ladder but they had to work much harder to get there than the men who were already there. You know, they had to fight for that position.

. The second question related to the need and relevancy of the program. Focus group participants were asked:

8.7 Do you still think there is a need for a management development program for women?

Focus group comments:

Yes I do believe strongly in the program. I would like to see it geared in the future towards more small business because that seems to be ...it's becoming a part of our larger environment. There's more small businesses out there than large, so therefore, I think that I would like to see them gear it a little more towards that because there are more women out there supporting a small business, need to know more skills, a lot have come up as P said through the informal learning they've learned on the job, but not only that, through the course, there were many women it gave them the empowerment to feel that they could go on, break out of the molds that they were in, and not necessarily strive for something higher, but maybe make a lateral move into a different faculty altogether. It just provided some confidence, the education you needed, a little bit of oomph.

I think it may have changed in that I believe men and women communicate differently, and I'm not sure that it's, it's different ...I don't mean it's not open, I just think it's different and I'm not sure the same, what I perceived as open communication, would have been there. And I think that the issues of women discussion the ceiling would have not come up and you know that sort of discussion and ways to maybe break through that ceiling wouldn't have been even part of the course.

I think there's a need because there are... I think it provides a start for many women. I'm not sure that a lot of women who take the program would go out into a traditional learning environment without actually having been through the more ...the Management Development for Women if you want to call it, a little more supportive a little more non-traditional and open learning, I think that provides them with the confidence to further education if they wish to do so.

Definitely. Even, I can talk for my colleagues I think it was a great program and it should continue. It's something special for women to give them those management skills that they can pursue or apply to their jobs.

Well, when you listen to all the diverse comments, even here today and what we gained from the program, regardless of when we took it, and some of us are only recently out of it, I can't imagine things have changed that much since then, you know, women are

always going to be, I think looking for an environment that respects their, their unique circumstances, and I think this program is successful in that so...yes

I think so, I think it's important for education for diverse groups. I mean it's like special programs for special needs children. I don't think everybody can be lumped together and learn and be taught in exactly the same way, and I think there's issues that deal with women and women in business especially that need to be addressed, and I think this is a great way to do it.

CHAPTER 5: DISCUSSION

Overview

Women in Canada represent over 40% of the workforce. Less than 5% are in senior management positions (Federal Glass Ceiling Commission, 1995). The strategies to promote women through the ranks of management are well established. This raises the question which types of strategy will reap the most benefit? According to Lewis and Fagenson (1995) management development programs that target women should be subject to this scrutiny. Determining these programs' effectiveness in moving women into and through the ranks of management is essential. This study has examined the experiences of graduates of a Management Development for Women (MDW) program over the ten years of the program's existence, with regard to their different types of learning, knowledge, skill acquisition, and transfer mechanisms, in both the cognitive and affective domains. Also examined were participant's satisfaction with the program and how the single gender environment affected participant's behavior, knowledge acquisition, learning strategies, networking, and promotion.

The results of this study will be discussed using the following three frameworks:

1. Spender's (1994) concept of managerial knowledge

Management development is a broad concept, which covers different types of managerial knowledge. According to Spender (1994) competent managers require:

- Scientific or objective knowledge which includes abstract theory, formulas or algorithms;
- Social knowledge, which includes the social, economic, and cultural context in which the organizations' activities are embedded;

- Local knowledge which relates to the people and processes embraced by their managerial activities;
- Self-knowledge about their own personal history, attitudes, and motives.

Central to Spender's concept is the notion that scientific knowledge is inherently static because it is decontextualized in regard to both time and content. Social and local knowledge is what the author refers to as "the organization's embeddedness, which requires the manager to negotiate with the social agents and the power holders who make up the organization's environment" (p. 393). In contrast self-knowledge requires the manager to develop an insight into the interaction between events, impressions, attitudes and motivation. When managers synthesize these four types of knowledge they are participating in what Spender calls 'reasoned action', which, by definition, is always practiced within the context of a business or organization. Managerial knowledge is therefore multidimensional and cannot be conveyed just by book learning. It requires understanding of the social process in which the organization is imbedded. Spender makes a further point that self-knowledge of the manager is the basis for self-confidence, and ensures ownership of the activity as well as responsibility and respect for others. Research by Brown and Duguid (1991) expands on this multidimensional concept of managerial knowledge and comments on how much workplace knowledge is collective. The authors clearly point out that this does not mean "group mind" but a dynamic concept generated within a pattern of social relationships. All these types of learning were apparent in this research and will be discussed in this chapter.

If we are to accept that the results of managerial learning and management development are applied directly in the workplace, it follows that the application of these

skills will be intrinsically embedded in the environment and culture of organizations. It would further stand to reason that much of the managerial learning would be embedded within the culture of the manager's organization. Participants in the program studied indicate that one strength of the program was that both class learning, and work-based assignments became what they described as "individualized" during application. One of the three program themes distilled from this research, *broad based program/able to apply skills directly into the workplace*, reflected by the responses of 60% of participants, relates directly to this concept.

2. Gendered values embedded in organizational cultures

Research on cultures in Canadian work organizations done by Wicks & Bradshaw (1999) revealed the following characteristics:

- Women perceive current work cultures to be less friendly than men do. They feel threatened by what they perceive to be self-serving domineering cultures;
- Women perceive the ideal future as a more friendly and they are less accepting of established authority;
- Women and men are perceived to be rewarded differently. Women are rewarded for friendliness and accepting of authority while men are rewarded for being domineering, tough minded and powerful stereotypically masculine values.

Wicks and Bradshaw concluded that the findings of the study suggested that workplaces contain many discriminatory aspects in their cultures and thus do not create an environment where all individuals have an equal chance to learn and succeed.

One of the major findings of this study was that throughout the MDW program's 10-year existence participants while in the program created their own environment in

which they all had an equal chance to succeed. At the commencement of the program, participants generated their own 'group norms'. Examples of these group norms can be seen in Appendix F. The study showed that each of the three chronological groups created identical "cultures" which were an important influence on participation in the program. Participants reported specifically the lack of hierarchy and open communication, which they said was non-judgmental and collaborative, resulted in a supportive sharing and caring learning environment. In turn, these factors supported multiple types of learning from objective and collaborative to informal and incidental. These results mirror the literature on women's preferred learning styles in both adult and management education (Belenky et al 1986). According to Hays and Smith (1994) women prefer collaborative learning situations and enjoy learning from one another as opposed to being in competitive and autonomous situations. Helegeson (1990) comments on the importance women give to trading ideas with people and developing relationships when engaged in learning. According to Hite and McDonald (1993), women tend to be "connected knowers" and learn through relationships and empathy, and prefer collective discussions rather than argumentative debates. Bierema (1999) also reported on the cultural characteristics that women bring to the workplace such as equality collaboration, empathy, and attention to relationships.

Networking/sharing/learning from each other reflected in the responses of 80% of participants, is the second major theme found in this study. These strategies and processes were used by participants for formal, informal and unexpected learning, classroom discussions, and especially when completing assignments. In addition, participants indicated they considered this theme one of the most valuable aspects of the

program from both a professional (30%) and personal (56%) perspective. These results support the literature on women's preferred learning style, that is as an 'interactive pedagogy', a pedagogy which integrates students' experiences and contributions into the subject matter.

3. A model of learning development, transaction characteristics and career development.

The last framework in which the results from this research are discussed is based on Bierema's (1999) model of executive women's learning and development. Of particular interest here is how the participant of the program progressed through the developmental stages of her model (see Table 1 p.34). It is used as a benchmark as an assessment for the MDW participant's advancement and as a guideline for future recommendations. One of the major characteristics of "competence seekers" at the second level of her developmental process is women's increased self-confidence in their skills. The third program theme this study, represented in 71% of participants responses, is *self-confidence/self esteem/ empowerment*.

Unique features of the program

The first two research questions pertained to the unique features of the program and how these unique features helped meet the program's overall objectives.

Almost 50% of participants indicated that the most unique feature was "all women taught by women". What impact does this feature have on the overall success of the program? The results show that a major factor in the *development* of participants' learning strategies was class participation and interaction between participants. Thirty percent of participants specifically mentioned the interaction with other participants, e.g., "being able to share similar experiences with other women from a variety of

backgrounds". This theme ran throughout the results. One participant expressed the importance of this factor in the following way:

Single gender learning experience and informal sharing of information being able to discuss real situations to which it may be applied/tested holds much more relevance/interest, feelings of belonging to a special/unique group of individuals-a wonderful environment for nurturing growth....

Thus the single gender aspect of the program allowed participants to liaise with the other female managers and instructors in the program, share similar experiences, network and gain support from one another. The program enabled participants (women's voices) to be heard differently and to speak out on issues that were particularly significant in their lives. Examples mentioned by the participants were: work and family balance, the ability to share and legitimize similar frustrations and realize that they were systemic rather than due to their personal failings. Focus group participants indicated that such conversations gave their self-confidence a major boost.

Usefulness of the program in advancing management skills

Participants (90%) judged all modules to be useful either for career development, managerial activities, or educational goals and activities. Participants judged the usefulness of the program modules from a personal and pragmatic viewpoint: first, that the objective knowledge of the modules was novel, and they were able to see the practical application of the knowledge in their workplace: second, that they were able to apply this information/skills to their jobs and gained increased insight and knowledge of their organizations which they also judged to be useful because it secured networks into other departments. Participants personalized and transformed this objective knowledge into social knowledge. Third, skills such as communication, and human resource management were frequently mentioned as useful. Participants reported these modules

increased their understandings of interpersonal interactions. Participants also indicated they were able to integrate these skills and knowledge into a broad arena of their managerial activities, activities that Spender calls local knowledge. Finally, this learning, participants indicated, resulted in perceptual changes of their self worth, better understanding of their capabilities (self-knowledge) and increased *self-confidence* (the third program theme).

Usefulness of the program in bridging theory to practice

Many of the constructs that emerged from the study's open-ended questions referred to the program's impact on bridging theory to practice. One of the programs' themes, *transfer learning skills into the organization*, relates to this process in which participants were able to apply new skills and knowledge directly in their workplace. This theme was reflected in comments of 60% of participants. One participant remarked "not only does this process allow us to customize our assignments but we are able to apply our knowledge in unique ways." Thus the opportunities to apply module content directly into their organization not only imparted practical theory and knowledge but also helped participants to see patterns and characteristics of the actual situation, reflect on the situation and develop competencies for their own theory of practice. Again, a comment from a participant: "the ability to apply new knowledge and skills to solve real problems was rewarding." This pedagogy is not new. Dewey (1938) formalized the study of "learning by doing" at the beginning of the last century. More recently Basket and Marsick (1992) went one step further and postulated that knowledge is actually *created* by people in interaction with their environments. One participant reflected that one of the objectives of the program was "to develop broader career horizons". Work-based

assignments provided participants with opportunities to apply and expand their managerial knowledge within their own organizations. Many assignments required participants to liaise and communicate with other departments. Since 75% of the participants came from large organizations they were required to deal with new people and learn new tasks and processes. Participants (65%) commented that the two main advantages of this were: First it gave them a broader and more rounded view of their organization, exposed them to senior management in other departments, facilitated a platform on which to present themselves, and an opportunity to apply their new knowledge skills in other areas. Secondly, this exposure increased their knowledge of opportunities available in other departments. Some participants after such discoveries made lateral moves or continued their education in different areas. This happened to several participants who were exposed to Human Resources Departments for the first time and completed HR certificates after the program ended.

This research showed that “learning more about my own organization” was mentioned as a unique feature, the most beneficial outcome of work based assignments, and considered one of the most valuable professional aspects of the program. Research done by van Velsor and Hughes (1990) and Jackson (2001) shows that in many organizations the opportunity for women to have a diversity of assignments was limited, in addition women have not been assigned to high profile projects which would give them both needed exposure and a chance to prove their worth. This management development program provided them with this opportunity.

A majority of participants (60%) indicated that classroom knowledge was relevant and directly applicable in the workplace. They reported new contacts, and understanding

of other departments in their organizations was the principal benefits of their assignments. All the participants (100%) indicated that this was one of the most valuable aspects of the program to them professionally. Baswick and Marsick (1992) and Brown, Collins and Duguid (1989) make the point that this kind of learning, which Brown *et al* call 'situated cognition,' lets learners see how this kind of knowing fits with their abstract knowledge and how they can use a variety of resources in their social and physical environment.

Participants noted that exposure to communication theory increased their interpersonal skills and personal style inventories helped them read body language and deal more effectively with subordinates, peers, and senior managers. (Summary responses to questions 5 and 13)

Informal and unexpected learning

Knowledge gained from the program was not only related to program modules. Data from the questionnaire and the focus groups indicate that 90% of participants experienced informal, unintended or unexpected learning in both the cognitive and affective domains. (cp. Watkins and Marsick, 1992; Cseh, Watkins and Marsick, 1999). The former came from networking and sharing information with other participants and the latter from increased self-confidence and personal growth. The focus group members commented that 15 to 50 percent of their learning was informal, unintended or unexpected. This type of learning resulted not just from sharing learning strategies for program content, but from sharing knowledge, experiences, and coping strategies related to both participants' professional and personal lives. The focus groups also indicated that this would not have happened if there had not been a culture that supported such

interactions. Examples the focus groups identified were: openness and respect for what individuals brought to the table, mutual trust, everyone on an equal footing, open communication, support, friendship, confidentiality and a genuine sense of caring. These findings are consistent with the literature, (Loughlin and Mott, 1992; Elliot, 2000; McDonald and Hite, 1998; Flannery *et al*, 2000) that learning collectively, valuing relationships and learning through others are women's preferred learning styles.

A second type of unexpected informal learning was self-learning. For the most part it was something that participants acquired as the program advanced. Participants reported that it came from several sources:

- Reinforcement that what they were doing on the job was the right way execute tasks;
- Being accepted as part of the group, and able to make a contribution to the group;
- Positive reinforcement from instructors and classmates on assignments and group work;
- A sense of accomplishment in balancing the course workload, job workload and family responsibilities;
- Recognition of their results and hard work from their sponsor and co-workers.

The program was a challenge

Data from the questionnaire and the focus groups indicates that participants considered the program a challenge, intellectually, time-wise, and work-wise.

Participants stressed the need to be organized and set priorities in order to be able to balance the triple responsibilities of home, work, and school. This major challenge that participants faced is again consistent with the literature in that working women are still

the primary caregivers and managers of family responsibilities, results also mirrored by Sloane-Seale (2002) in her research on an MDW program.

Networking for support and career advancement after the program ended

This study also shows that in order to complete assignments networking and sharing of ideas and information were used as learning and coping strategies continually during the program, both with other participants and within their organizations. The benefits of networking are acknowledged in the literature (Lewis and Fagenson, 1995; Burke *et al*, 1995; Cacioppe, 1998; Mattis, 2001). Just as well acknowledged are the barriers that women experience when trying to break into these often-male-dominated networks (Burke *et al*, 1995; Helgesen, 1995; Wright and Baxter, 2000). One of the goals of this MDW program was to have participants develop an active network of their own for both support and career advancement. The results show that “networking” as mentioned by the participants pertained to interaction during the program, as a support and learning strategy.

However, only 15% of participants indicated they networked on a regular or semi-regular basis for support after the program ended; the percentage that networked for career advancement was only 5%. This runs counter to expectations, as networking was an important link in the concept map of the program (see Figure 3 p.50) It was seen as a way to counter to ‘the old boys network’ and as an outside support for both psychosocial and career development. Research done by Bierema (1999) indicates that the ‘good old boys network’ not only shapes corporate culture, but also in her view such a culture is an inhibitor to women progressing into senior management.

The question remains, “why didn’t these graduates who appeared to have experienced success with this process during the program not continue to socialize and support each other after the program ended?” The focus groups gave two reasons. Although each participant had individualized goals for the program, there was also a shared goal to do well, to be recognized for their hard work and to graduate. When the program terminated, this collective goal had been met, and thus ‘networking’ as described by participants during the program terminated. For example, one focus group participant commented, “...it was more a coping strategy during the course”. Secondly, participants indicated time was a factor. As another focus group participant related, “There never seems to be enough time, work career, family are two full-time occupations!” This research also uncovered a third possible reason. The majority of participants (83%) had not changed organizations, and of the participants who had received a promotion, only 11% had done so by changing organizations. One reason may be that participants did not perceive the need to network outside their organization in order to advance their careers.

Career development through continued education

This study revealed that over 50% of participants did not continue their education after graduating from the program. Only 10% went on to complete a university degree. There was no relationship between continued education and the length of time out of the program, promotion, satisfaction with the program, or modules that were indicated most useful for educational goals and objectives. Of the 46% of participants who did continue their education, 38% continued in the area of management development rather than in a formal university degree program. Participants completed business or professional

certificates that related directly to their jobs. For example, participants who worked in financial institutions completed a certificate from the Institute of Canadian Bankers, or the Canadian Securities course. Participants from other areas of management completed certificates in marketing and human resources. The exception was the human resources module, which encouraged four participants to enter the field. Results of this study have shown that participants placed high value on the ability to apply knowledge directly into their workplaces and judged the usefulness of the modules relative to job requirements, neither of which applies to the more broad and theoretical content of a university degree. Instead of returning to university, participants completed specialty business certificates related to their field.

The second reason was time constraints. Again, some members of the focus groups commented that they would like to go back to university and complete a degree, but time and dual responsibilities of work and family were a factor, particularly if their children were young. A comment from another focus group member: "I think that with families, women have more responsibilities and there isn't as much time, for education and job, you know, somebody has to be able to give up some time somewhere to raise the family and I think just the nature, culture, and the division of duties, shall we say, formally and informally has affected that." The existence of this barrier is supported by the literature on women and education (Elliot, 2000; Loughlin and Mott, 1992).

Finally, the participants of the focus groups did not see further education as a top priority in their lives. One may conclude that participants who did continue their education did so in order to acquire professional designations or specific skills and

competencies that were strictly job-related, rather than investing in a more time consuming and comprehensive three or four year university degree program.

Promotion and career advancement

Specific course modules that participants selected as useful for career advancement or management skills appear not to be an indicator for promotion. There was some indication of a higher percentage of promotion for participants who reported a greater diversity of modules as useful than for those who indicated only a few. However the number of modules marked could also be a factor of how much time participants took in completing the questionnaire.

Participants were asked what skills and learning acquired during the program led to concrete changes in their career. Over 50% of participants mentioned that increased self-confidence and self-awareness led to such changes, 25% indicated they had transferred new skill sets into their organizations, and 21% increased their satisfaction and effectiveness on the job. These characteristics are mentioned by Bierema (1999) as transition characteristics of “competence seekers”; they also reflect Spender’s (1994) concept of ‘reasoned action’. According to Cacioppe (1998), self-knowledge and self-awareness should be the basis for all management development training, and Hite & MacDonald (1995) note that lack of self-awareness and self-confidence are barriers to career advancement. This study shows that 71% of participants experienced increased self-confidence and self-esteem, but found no relationship between *increased self-confidence* and a subsequent promotion (p-value= 0.23 see Figure 44 p.138). These qualities may not have been a dominant barrier to promotion; for example Veale & Gold

(1998) and Melamed (1996) point out that career advancement in the male management culture is based on 'mateship advancement' and the 'old boys network'.

The other two program themes were also examined as possible predictors of promotion. No relationships were found for *sharing and networking*, (p-value =.20) or *transfer learning skills into the organization*, (p-value=0.30 see Table 44 Appendix D).

The results did show that participants who indicated they had changed the way they did assigned tasks by acquiring better interpersonal skills were much more likely to have received a promotion than those who had not mentioned it (p-value=. 04). No relationship was found however with the overall variable *changing ways of completing assigned tasks* (p-value =0.19 see Table 28 .(see Appendix D).

Satisfaction with the program does not appear to be a factor in promotion. The majority of participants who indicated their goals were met or absolutely met (59%) received a promotion. Of participants who were somewhat satisfied, 54% received a promotion.

A review of research literature shows that mentoring can be a powerful and positive tool for career advancement (Fagenson,1990; Tharenou and Conroy, 1994; Lewis and Fagenson, 1995). Therefore the relationship between participant and sponsor during the program was considered a useful variable to examine in respect to promotion. No relationship however was found. Of the participants who indicated their sponsor was very supportive 47% were promoted; and 53% of participants who indicated their sponsor had a high impact during the program were promoted. One may ask what effect did this have on the continuing relationship between participants and sponsor after the program

finished? The participant-sponsor relationship after the program ended is an area in which future research is needed.

The study revealed that 70% of participants who continued their education after the program ended had received a promotion, a higher average than the group as a whole (58%). However, this was not a significant difference (p -value=. 18 see Table 26 Appendix D). There does seem to be a relationship between length of time out of the program and promotion. Ninety percent of participants in the first chronological group (1990-93) received a promotion, while fewer did in the 1994-97 groups and the 1998-00 groups (66% and 53% respectively). One may also conclude from the data that participants who had acquired better interpersonal skills, continued their education after the program ended, and who were in the workplace for a longer period of time are more likely to have received a promotion.

According to Bierema (1999), women develop as executives through three stages: compliant novices, competence seekers and change agents (see Table 1 p.25). In the first stage women lack confidence in themselves and defer to authority for approval; they acquiescence to organizational norms and to the people in power. The majority of the participants (71%) in this study indicated that upon graduation they had acquired increased self-confidence and self-esteem, and increased self-knowledge about themselves and their professional competencies. Bierema labels such a realization as *transitional characteristics* into the second level 'competence seekers'. In this study participants who networked (82%) learned and shared from each other rather than from authority figures. Some participants talked about self-confidence in terms of being able to carry out their assigned tasks knowing that what they were doing was the right thing, they

had a contribution to make and they were no longer afraid of “not fitting in”. Bierema labels these actions as *learning tactics* of ‘competence seekers’. Women, Bierema notes at this stage still accept the male-centered cultural context at face value, without questioning its authority. A few participants exhibited *transition characteristics* into the final stage. For example they carried out procedures ‘their way’ and they had sufficient self- confidence and a sense of self to voice opinions knowing that they had valuable ideas and opinions to contribute. Some participants had begun to manage projects, or re-write policy manuals and started to develop strategies towards influencing their organization.

In the final stage, *change agents*, women are known as “glass-ceiling breakers” and become disenchanted with the culture of their organization. Their tactics are collaborative, and development shifts from self to others. Bierma also reports that they all spend significant time reflecting on the organization, developing networks, and strengthening relationships. The overall results from this study do not show any of the participants performing such tasks and one might assume they have not yet reached this final stage.

Research done by Haberfield (1992) suggests that in order to advance women have to move to another company. The majority of participants (85%) indicated that they have not changed organizations, and of the 58% that received a promotion, all but 10% had been promoted within their same organization. In contrast, the results from the literature (Baldwin and Patgett, 1994; Gatenby and Humphries, 1999) indicate that investing in development of employees not only increases loyalty to the company and

satisfaction with their job, but employees are far more likely to remain in the organization. This appears to be true in this study as well.

Reflecting on the results of this case study, there are five additional questions that warrant further investigation relating to subsequent promotion of graduates:

1. Is the culture of any of the organizations in which participants work, as (Veslor and Hughes, 1990; Wicks and Bradshaw, 1999; Jackson 2001) state, strongly gender oriented and does it reflect stereotypically masculine values that in turn act as career inhibitors to participant's advancement?
2. Are there skills, leadership qualities or personal factors that participants need to address in order to receive a promotion?
3. Do participants seek advancement and promotion?
4. Do they lack motivation or are they just content with the status quo?
5. Do participants' sponsors provide support and play a role in promotion after the program ends?

Promotion to senior management

Another goal of the program was to help women advance into senior management. Four participants (7% of total) indicated they were now senior managers, which is above the national average (5% average for women in such positions). There are few studies that link women's progress into senior management with personal development activities. Data from the four participants were examined to discover any common factors, which turned out to be: high satisfaction with the program; the importance that the program was restricted to women; and interaction, friendship and support from fellow participants. Three out of four indicated strong support from their

sponsor, and had not networked nor continued their education after the program ended. Two indicated that their behavior would have been totally changed if men had been present and two indicated that it would have been somewhat changed. Three participants reported that the most valuable professional aspects of the program were personal development and the program modules. The fourth participant gave the program credit for her advancement. "I earned my brownie points. I don't think I would be a director today if I had not taken the program." One participant indicated all modules were useful for career advancement, three indicated that only three or four of the modules were most useful; however, there was not agreement on which ones. Perceived usefulness of modules did not produce a pattern, again indicating that participants identified modules as most useful if the content related directly to their work. Three participants had been promoted to senior management within their organizations, a crown corporation, a financial organization, and a non-profit organization, and one had changed from a public to a privately owned organization.

Like other participants who indicated high satisfaction with the program, the majority of the graduates currently in senior management experienced strong support from their sponsors, had not networked after the program ended, and indicated the importance of the restriction of the program to women. For the three participants who did not continue their education, the highest level of education was a business certificate; the participant who did continue her education completed an additional certificate from the Institute of Chartered Banks. The profile of these graduates matches the majority of other participants who expressed high satisfaction with the program with the exception of

behavior change if men had been present which was a 50/50 split. However a sample of four does not allow inferences to be made.

Satisfaction with the program

Results of this study show that satisfaction with the program had three predictors. Eighty percent of participants (44 out of 55) who indicated that their goals for the program had been met or absolutely met, also indicated:

1. it was critical that the program had been restricted to women participants (p-value= .01 Table 41 Appendix D).
2. that their behavior would have changed significantly had men been present (p-value =. 03 Table 42 Appendix D).
3. that they had received strong support from their sponsor during the program (p-value= .03 see Table 38 Appendix D).

Participants who indicated high satisfaction with the program were far more likely to have mentioned all three program themes (84%) than participants who were somewhat satisfied with the program (16%). The single gender aspect of the program and the influence this had on their behavior was another major finding of the study. (cp. Macdonald, 1993; Wicks and Bradshaw, 1999; Sinclair, 2000)

Common areas reflected by the results of this study and the literature were:

- Women in management have specific concerns dealing with organization culture. An all female environment provides a forum for discussing these concerns;
- Balance of work and family: women still carry the major responsibilities of domestic work and childcare. Single-gender environments provide support and a

venue to share and exchange ideas and information to better handle this “balance”;

- Women have different learning styles and preferences for different learning environments than their male counterparts. Knowledge acquisition and satisfaction is increased when educational programs provide women with such learning opportunities;
- Women still lack self-confidence in their abilities and tend to underestimate their potential. An all female learning environment helps them build confidence and self-esteem.

Each of above four areas was also identified as some of the unique features of the program.

Concerns and issues specific to women as managers

When focus group participants were asked if there were still issues pertaining to women in management they talked about double standards with respect to:

- Different requirements for men and women for the same job;
- Pay inequalities, men perceived as being worth more;
- Women are seen as less credible and therefore have to work harder in order to be heard or receive a promotion;
- Unequal division of duties between family and work.

These comments reflect much of the literature in the area of women in management. Powell (2001) suggests that women’s greater workplace participation and increased educational attainment has led to an increase in the overall proportion of women in management, but at the lower levels where there is a greater reliance on

objective credentials in the selection process. By contrast, promotions to top management positions are relatively un-structured and un-scrutinized, allowing decision maker's biases to influence decision-makers such as 'gender schema'. Jackson (2001) agrees with Powell about corporate practices but also talks about corporate culture, the 'good old boy network' and the need for women especially to have a powerful mentor. The MDW program facilitates dealing with some of these barriers:

- Through the module content participants were exposed to a wide area of management practices, which provided participants with increased competencies and better choices in the field. The MDW program did so by providing a learner centered collaborative confidential all-female environment.
- Through work-related assignments participants were exposed to other departments in their organization and contact with other senior managers. This secured a platform for them to present themselves, and thus afforded them an opportunity they might not otherwise have had. Through active learning participants were encouraged to develop critical understanding of their lived experiences, and through this understanding learners gained self-confidence and were empowered to take action to make changes in both their professional and personal lives.
- Through a supportive self-selected learning environment informal and unexpected learning occurred, "with others and from others". This was often spontaneous, unplanned and highly valued.

- Through a structured program, and open classroom discussions in an all female environment with ongoing opportunities to apply classroom and module content in their workplace participants received continuous reinforcement and feedback.
- Through laughter, and humor about themselves and their world participants gained confidence.
- Through discussions and problem solving participants dealt with issues that related to women in management and strategies for dealing with the glass ceiling.
- Through a variety of learning opportunities participants experienced all four levels of Spender's (1994) knowing, managing and learning epistemology.

Single-gender Management development for women- a future need?

This research has shown that participants considered the single-gender design of this management development program one of the unique and important aspects of the program. Secondly, this perception was a strong predictor of program satisfaction. Thirdly, participants indicated that their behavior would have been significantly changed if men had been present.

Do participants still think that there is a need for a single-gendered management development program? The focus groups thought so. Several participants talked about the empowering experience of the program, and the courage it gave them to try new things. Others talked about the different communication styles of men and women and that the communication would not have been as open if men had been present. Some participants commented that topics around the glass ceiling would never have been discussed if men had been present. One participant commented:

Well, when you listen to all the diverse comments, even here today and what we gained from the program, regardless of when we took it, I can't imagine things have changed that much since then, you know, women are always going to be, I think looking for an environment that respects them, their unique circumstances, and I think this program is successful in that.

Overall Findings and Indicators of Success

The overall findings of the study revealed that women managers still face unique problems relating to gender in both organizational and educational institutions. The holistic design of this study helped to better understand how this program helped participants to understand and address some of the issues relating to women as managers.

Indicators of success

We have seen that two of the four indicators of success were met. The first pertained to the goals of the program from a participant's perspective. The second indicator of success was advancement and promotion. This case study also identified two additional features, both of which contributed to the success of the MDW program.

The first is the formal program content, which participants found to be work related, increased their profile in their organization, and increased their effectiveness and self-confidence in the way they completed their assigned tasks. Although increased job satisfaction and promotion were not found to be statistically significant 80% of participants had been promoted or changed jobs and over 50% indicated the program had increased their skills sets and job satisfaction. These outcomes are represented in the study by two of the program themes, *transferable learning skills into the organization* and, *increased self-confidence and self-esteem*.

The second was the culture and learning environment of the program. Participants in each of the time periods covered in this case study created their own learning culture.

This culture was partially agreed upon when developing ‘group norms’ (see Appendix F). The results of this study show that each year, participants created an environment that was collaborative, open and non-hierarchical. Participants reported that this environment not only facilitated their formal learning but resulted in shared informal, unexpected, and incidental learning. This self-selected learning environment is reflected in the third program theme, *learning, sharing and networking*.

Implications of findings for the study: the program objectives that were not met.

The following two formal program objectives and indicators of success were not totally met.

1. *Develop a solid foundation for career development and further education, (formal education).*

The results show 54% of all graduates did not continue their education and of the 46% that did only 10% enrolled in a formal university degree program. Since this program is co-sponsored by two universities this may have been a somewhat “self-serving goal.” According to the focus groups the reasons participants did not pursue formal education were first time and money. Second, participants perceived a greater importance to completing specific job-related certifications required by their organizations rather than a formal education. Thus the majority of continued education completed by the participants after the program finished was specific work-related certifications required, developed and administered by their professional governing bodies.

Given the rationale for these results, if the program administrators still wish to keep this program objective they need to:

- a) Research the competencies needed by professional governing bodies
- b) Decide if these competencies can be taught within a larger degree program
- c) Research what kind of corporate training, development is presently being delivered
- d) Decide if there is a market or gap that is not currently being developed
- e) If a gap is found and courses are revised or added, incorporate an information session to announce these new courses. Invitations should be extended to both present and past MDW participants.
- f) At present Mount Saint Vincent University gives MDW graduates credit to *Introductory to Business* and *Introductory Accounting*, two half-credit courses which can be used towards a degree, diploma or certificate in business. The administration at Saint Mary's does not credit any part of the program towards their business degree. First I think both universities need to come to an agreement. Second if the program gave participants some credits towards a business degree it might act as encouragement to enrolling in a formal educational program.
- g) Ask graduates of the program who have completed a degree to be a guest speaker in the present MDW program and talk on the merits of having continued their education.

In conclusion I think that based on the results of this study I would recommend that this objective be dropped or modified to mean "learning" in general, and not specifically

applied to formal education or a university degree program. Should the administrators still wish to include this program objective I would recommend f) and g) to the administrators.

2. *Develop contacts with an active network of women with similar career goals.*

This was a disappointing result, particularly in the light of the literature on the advantages and importance of networking. Only 15% did so on a regular bases for support and the number drops dramatically to 5% when asked about networking for career advancement.

Based on the results of this research, I make three recommendations.

- a) This problem should be discussed both at the curriculum level and at the bi-annual meeting of instructors to gather any suggestions.
- b) A consolidated effort to build into as many modules as possible examples, rationale and advantages of networking inside and outside the organization.
- c) Incorporate into the program a brainstorming session on the advantages and possible outcomes of networking with MDW alumni.

In conclusion the two program objectives that need to be re-visited.

- *Develop a solid foundation for career development and further education, (formal education).* This objective needs to either be dropped or modified.
- *Develop contacts with an active network of women with similar career goals.*

This objective should remain in the program. In order that this goal to be achieved program content needs to be modified or items added

Conceptual Framework of the MDW Program

Figure 14 on page 165 re-draws the concept map presented in Figure 3 on page 25. For the most part the espoused program theory represented by the conceptual framework developed at the outset of the study is sustained by participants' reports. The shaded boxes show two outcomes in the framework that this study failed to confirm: 'continued networking for support and career development after the program ended' and 'continued education'. Because continued education was partially confirmed, it is represented by lighter shading. However knowledge and learning are multidimensional so the somewhat linear presentation fails to represent the transactional nature of learning found in this study.

Figure 15 on page 166 re-conceptualizes the learning processes, illustrating the importance of the learning environment, formal and informal learning, and the overall benefits to both the participant and her organization.

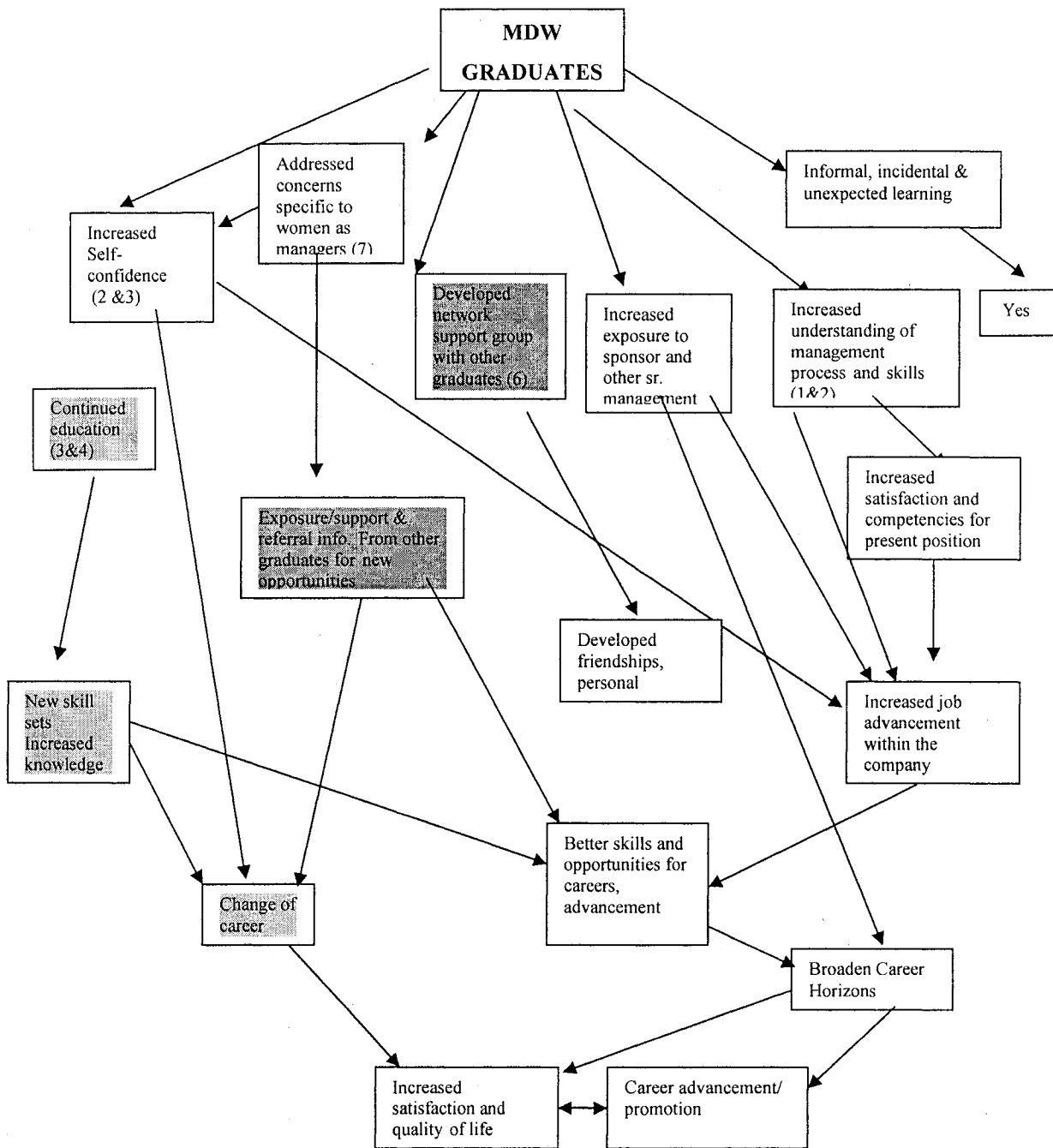


Figure 14. Re-conceptualized concept map of the objectives of the program and the espoused outcomes of how the MDW program develops its graduates over time.

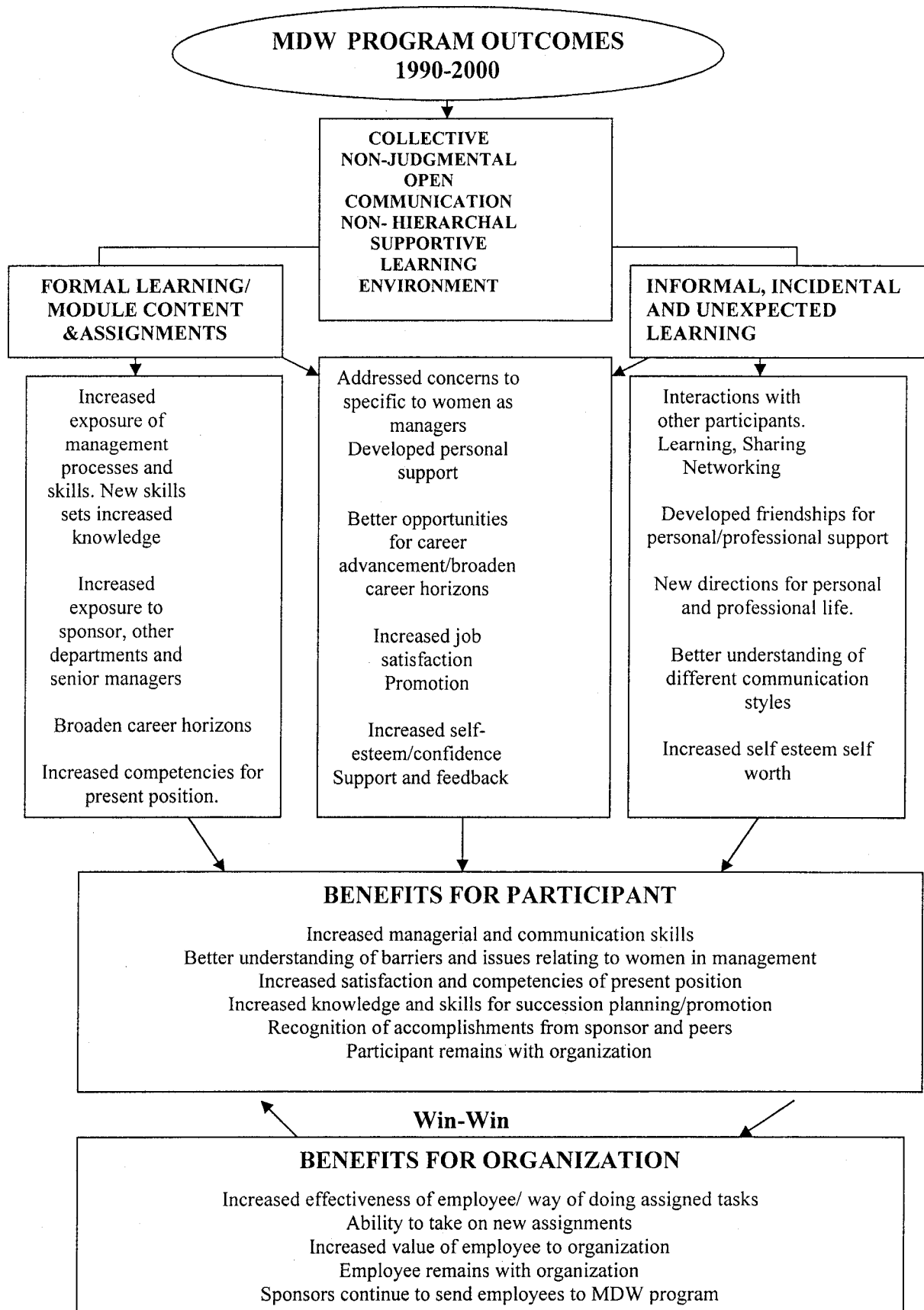


Figure 15. The relationship between the formal and informal learning in the program, their respective and collective outcomes, results, and benefits to both the participants and the sponsoring organization.

Figure 14 illustrates that the espoused program theory of the original concept map was largely borne out by the data. The map now illustrates that two of the programs' objectives were not met. *Networking career opportunities* appeared not to continue after the program ended, although some graduates did continue networking for socialization and support. The result was unexpected not just because it was a major long term objective of the program, because the review of the literature suggested the multiple benefits of networking, not just to create a social system but to be 'in the know', and the lack of networking as a barrier to women's advancement (Burke et al, 1995; Jackson, 2001; Linehan, 2001). *Continued education* was the second objective that was not fully realized. Lack of time was the major reason given by the focus group. Finally the re-conceptualized map illustrates that informal, incidental and un-expected learning did occur; consequently the box leading from this variable has replaced the question mark with a 'yes'. However, the results of this research show the concept map does not reflect the influence of the learning environment nor does it portray the importance of the informal and unexpected learning which participants considered an important aspect of the program.

Figure 15 represents the overall outcomes of the program and illustrates the relationship between the formal and informal learning in the program, and their respective and collective outcomes. Also represented are the influences and contributing factors of the learning environment that facilitated both formal and informal learning. The middle panel represents learning outcomes from both types of learning.

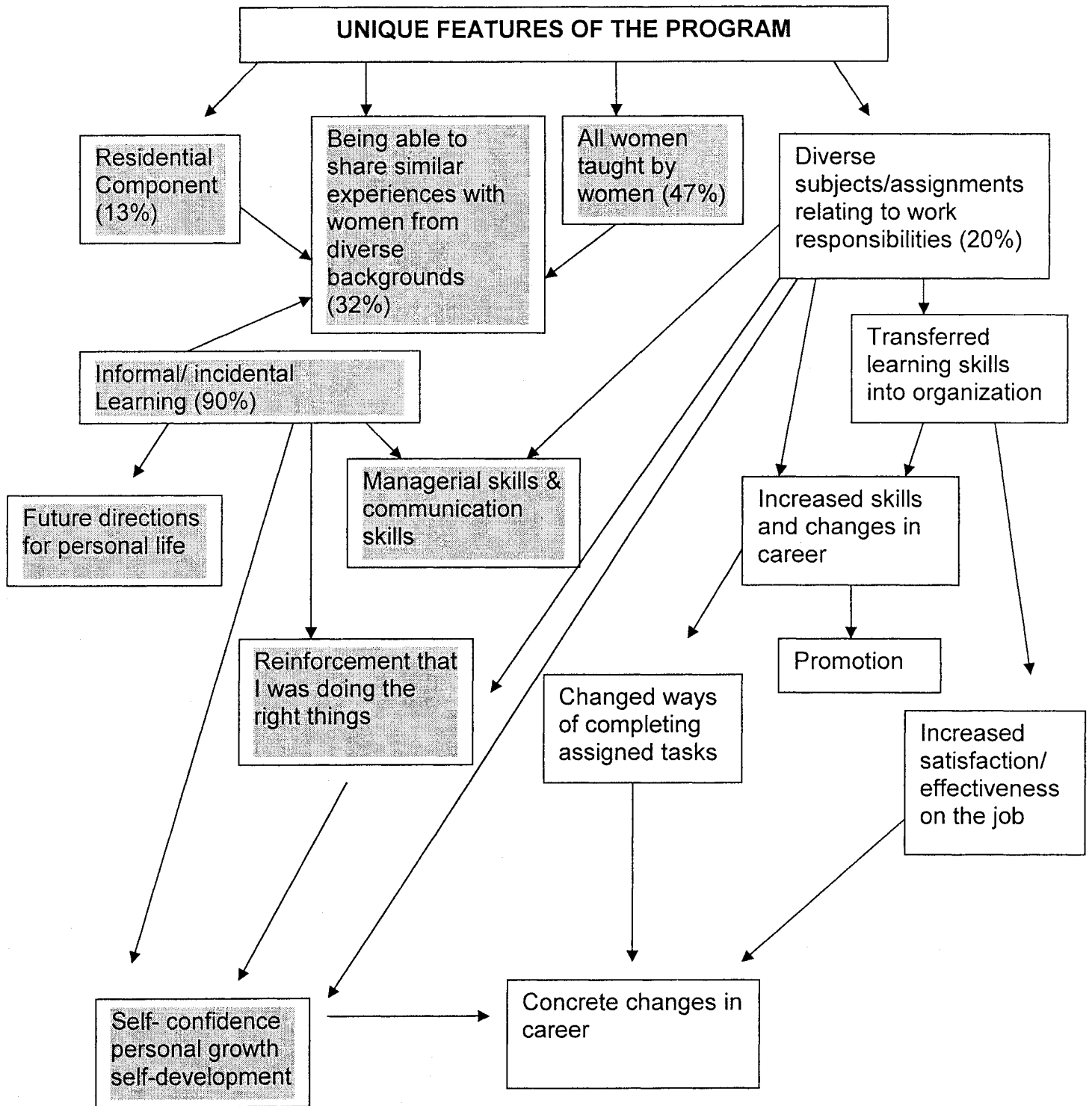
The framework also illustrates the outcomes and benefits to both the participants and the sponsoring organization.

The retrospective nature of this case study also allows for two additions to the model:

1. Benefits for the participant: increased skills and knowledge that participants brought back into the organization, more satisfaction with job, better chances for promotion; results in participant remaining in the organization.
2. Benefits for the organization: increased knowledge and competence of employee results in a more valuable and satisfied employee, and an employee that remains in, and contributes to, the organization. This results in a win-win situation.

Unique features of the program triangulated with focus group results.

The purpose of phase two of this research was to confirm and expand the results found in phase one. The unique features of the program and focus group results were examined for possible triangulation. Figure 16 on page 169 illustrates the unique features of the program that could be triangulated with the results of the focus groups. The shaded boxes represent the match between constructs identified from question 25, which specifically asks participants about the unique features and were confirmed by the focus groups.



*Shaded boxes represent the triangulation between focus group results and unique features of the program.

Figure 16. The triangulated features between unique features of the program and focus group results

In Figure 16 the unique features of the program are represented by the top four boxes and the percentages represent the proportion of the overall group of participants (n=55) who identified an element of the construct as a unique feature. Focus groups also identified elements of the constructs in the shaded boxes as major contributors to the culture of the program and to both formal and informal learning

Causal relationships among these four constructs are represented by the lower boxes. For example, *being able to share similar experiences with women from diverse backgrounds* was one of the main factors identified by participants as contributing to *informal/incidental learning*, hence the arrow pointing upwards. The four shaded boxes that flow from *informal/incidental learning* (represented by downward arrows) are the other four contributing constructs. Results from the focus group attributed up to 50% of their learning to be of an informal nature, and also mentioned elements of these four constructs as contributing factors.

The fourth unique feature, *diverse subject/assignments relating to work responsibilities*, could not be triangulated with the focus group results but does share two of the causal attributes, *reinforcement that I was doing the right things*, and *increased self-confidence, personal growth and self-esteem*. Finally participants indicated that *increased self-confidence, personal growth and self-esteem*, lead to concrete changes in their careers.

Four features noted by the focus group merit further attention:

- The residential component where participants spent the first three days of the program shared rooms and got to know each other;

- All women taught by women;
- Being able to share similar experiences with women from diverse backgrounds;
- Informal and incidental learning, from which participants acquired managerial and communication skills, received reinforcement for what they were doing, increased their self-confidence and self-esteem, and experienced personal growth, and future directions for their personal life.

First, the features all fall in emotional/affective categories as opposed to instrumental and rational. Secondly the ingredient that most of these variables have in common is the requirement of collaboration and feedback. According to Marshall (1995) collaboration occurs when people share a work ethic, not simply a shared task. Marshall (1995) and Haskins et al (1998) remark that such a culture is conceptualized as relational, a traditional female trait. Haskins et al (1998), emphasize that collaboration implicitly values differences. The results of valuing these differences are “each individual brings a unique set of skills and experiences, that in concert with others, creates a compilation of shared ability (p.38). The descriptions of both these authors were similar to the focus group participant’s description of the culture of the program.

So, “what does gender have to do with it?” would appear to be a major contributing factor to the success of the program.

Conclusion

Observations from the literature

Although causal conclusions cannot be drawn from this study: a number of observations can be made regarding the fit between the data and the picture presented in the literature.

Two areas of the literature pertaining to women in management support the importance of single gender management development programs. First, the review of the literature over the last twelve years shows that women in management face three main barriers to their advancement (Velsor and Hughes, 1990; McDonald and Hite, 1998; Smith, 1997a; Haynes and Smith, 1994; Nicholson, 1998; Lewis and Ferguson, Eland, 1999; Bierema, 1999; Marvin and Bryans, 1999; Wicks and Bradshaw, 1999; Edwards *et al*, 1999; Perriton, 1999; Jackson, 2000; Sinclair, 2000; Valentine and Godkin, 2000; Powell, 2001; da Cunha & e Cunha, 2002; Sloane-Seale, 2002; Burke, 2002). These barriers fall into three categories:

1. Gender differences and role behavior
2. Current organizational culture and practices, and their effect on their members
3. Separation of work and family.

All three of these barriers were identified by the focus groups.

Second, the literature from adult education, collaborative learning, and management development (Baskett, Marsick and Cervero, 1992; Loughlin and Mott, 1992; Gould, 1996; McDonald and Hite, 1998; Mavin and Bryans, 1999; Perriton, 1999; Sinclair, 2000; Elliott, 2000; Fenwick and Hutton, 2000a; Fenwick & Hutton,

2000b; Perriton, 2001; da Cunha and e Cunha, 2002), shows that there are gender-based issues in these areas:

- Women's preferred styles of learning.
- Gender biases extend into management development programs arising from content, instruction, and class participation.

Data from this research indicate that the MDW program has shown that participants were able to select their own preferred learning styles and were able to address salient topics and issues relating specifically to women in management. The literature on management development for women, and barriers to women's advancement indicates there is a need for single-gender management development for women.

Consistency of results across cohorts

The results of this study also show that 80% of participants expressed high satisfaction with the program and these perceptions were similar in the three time periods studied. Dividing the participants into three chronological groups helped guard against the effect of maturation on internal validity.

This finding attests to the continuity of the program both in terms of outcomes and especially in the similar learning environments created each year by the participants. This self-generated collaboration was a major influence on the program outcomes. Because of the variety of participants' backgrounds, women in government were able to see and better understand the issues that people in industry and small business have to deal with and vice versa. The collaboration, and sharing of this diverse knowledge, both in managerial and life experience, was found to be as important and valuable to participants as the formal program offerings. From a feminist point of view, it allowed

women to speak out about their experiences at the juncture of their personal and public lives and to hear their voices, which for some participants until this program may well have been silent. This was seen as an empowering experience not from a “masculine” view of increased autonomy and separateness, but rather the “feminine” notion of connectedness and interdependence.

This study has shown that by creating these learning connections with others and by cementing learning connections within themselves, the program helped guide participants through multiple pathways of learning and produced, knowledge and skills that became assimilated into both their personal and professional spheres.

Over the period studied, participants took responsibility for their own development, increased their self-confidence, and developed a better understanding of their own self-worth. The findings also show that for 80% of graduates this led to concrete changes in their careers. Twenty-three percent of graduates remain in the same job. Almost 60% of graduates have received a promotion, and of that percentage, 7% have been promoted to senior management and 15% have been promoted more than once. Other participants (12%) have changed jobs or become self-employed.

Limitations of the study

General comments

First, this study only reported on 40% of graduates of the program; a larger sample would have given the results more rigor. In hindsight, data concerning the participants’ satisfaction with their current positions and their positions during the program might have shed some light on what factors that caused some of them to receive

a promotion while others did not. There was some anecdotal data from participants indicating that specific modules, increased self-confidence and better interpersonal skills led to promotion. However no dependent relationship was found between any of the program variables.

A question regarding information on support of the sponsor after the program ended and the impact this might have had on the participant's career would have also delivered some useful insights pertaining to promotion, and career advancement. In the same vein another question requesting information about participants' responsibilities may have influenced program and job satisfaction as well as barriers for career advancement.

A further drawback of this study is the absence of any information on teaching strategies used by the program's instructors and their subsequent influence on the program's overall effectiveness. Since I am an instructor in the program, the program administrators and I decided that it would be inappropriate for me to collect such data. Each year at the half way point in the program, and on completion participants extensively evaluate module content, teaching strategies, assignments and instructor's competencies, therefore program administrators already possess these data. Understandably, as an instructor, this information would not be available to me, and hence this study.

Lack of a control group

Another limitation was the absence of a control group. Since this was a retrospective study and the purpose of this study was to discover the unique features of the program and how the program influenced its graduates over time, this may not be

a serious limitation. However lack of a control group did limit the opportunities to use inferential statistics. For example factor analysis or analysis of variance, which is often used in survey research, was not feasible due to of the small sample size and large number of variables (see page 96).

Another drawback from not having a control group was the lack of specific results concerning the relationship of program participation and promotion. For example from the anecdotal data we know that 20% of participants indicated that participation in the program had led to a promotion. However the results of the study indicate that overall 56% of participants had received a promotion. Although we may feel that MDW would be a factor, without a control group we cannot with any certainty attribute the additional 36% to participation in the program

Single source of data

Another limitation was that all data collected was self-reported by participants. A variety of sources would have increased the internal validity but other such measures were not feasible. For example gathering data from sponsors of participants could not be done for two reasons. First because addresses were not available and the ethics committee required that I get written permission from each of the participants before approaching their sponsor. Secondly I thought asking permission to contact participants' sponsor was an inappropriate question to ask on the questionnaire. Finally such a question would be a deterrent to participation. Another possible source of data might have been the organizations of the participants. Again since most of these were large organizations like banks, governments and universities and participants came from multiple departments. This wide distribution of positions and departments made comparative statistics on such

variables as promotion or other measures of organizational success impossible to gather. Even if this could have been done, it would not have been a very accurate comparison.

Instructor Bias

Because this researcher was an instructor in the program the possibility exists that there could be a potential problem. To help control this possible bias:

- Great care was taken to include all negative comments from the open-ended questions;
- For inter-rater reliability, a second researcher who had no involvement with the program was involved in the coding of open-ended questions;
- Focus groups were conducted to verify important data.

The fact that I was an instructor gathering the data might have led to a positive participant bias. Since all the participants in the study were graduates of the program, however, the instructor no longer had any relationship with the participants, therefore there would have been no incentive for them exhibit such a bias. I only started teaching in the program in 1994 and thus did not know the first chronological group. The results showed that, other than promotion, there were no differences among the three groups. One may conclude that knowing the instructor did not produce any measurable difference.

There were positive aspects, as involvement in the program allows for unique insights and an intimate understanding of the experiences that the participants described, that would have not been available to someone with less intimate knowledge

- For example watching how, as the nine months progressed, participants shared and networked with each other, were more comfortable and assertive speaking out in class, and started to recount success stories in their work environments.

- Listening to comments about other modules and assignments and how these experiences had helped them in their jobs.
- Observing how changes in the work environment over this time period influenced participants.

All this knowledge and insight also helped in developing the questionnaire and the conceptual framework for this research.

Contribution to the literature

There is little research regarding same-gender Management Development Programs and women's career progress. The overall results will contribute to the literature in this field. This study will also provide a baseline that can be compared to mixed and single gender management development programs.

Program evaluation

The evaluation of management development programs is usually quantitative and summative in nature, and typically conducted at the end of the program. Such evaluations shed light on instructional strategies, program content, and perception of the program's usefulness. However important questions on the transfer, use of knowledge, and dissemination of the program content are often left unexamined. Since management development by definition requires skills and knowledge to be relevant and transferable into the participant's job and organization, how this knowledge is used and transferred should be an important indicator of the program's success or failure. This study produced rich anecdotal data concerning the long-term outcomes, competencies, knowledge dissemination, and behavioral changes of a management development program. Cacioppe

(1998) comments on the importance of looking at these broader and deeper aspects of management development, but he notes this is not done because it is considered too costly and time consuming; consequently few studies have been completed. This study will make contribution to the literature in this area.

Adult learning strategies

This study identified the learning environment as a critical feature of this development program. In each of the three chronological groups sampled, a self-selected collaborative learning resulted in considerable informal, unexpected and incidental learning which was considered as important as the formal program content. *Externally imposed* collaborative learning has proved not to be very successful (Wegner et al, 2002), on the other hand this *self-selective* collaborative learning proved to be highly successful. The study will contribute to the literature in this area.

Women in management

This study produced evidence that women still perceive gender biases in organizations, which are barriers to their carriers. A management development program in which women can discuss these issues, share and develop strategies proved to be valued by its participants. The study highlights gender as an important topic for both management education and development, and makes a contribution to the literature in this field.

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APPENDIX A
Letter and Questionnaire

DATE: January 2002

Dear (name of recipient)

Happy New Year to all of you!!

In case you don't remember me, I have taught the Creative Program Solving and Change Management module of the program since 1993. A number of you may know I am working on my doctoral research, which involves an evaluation of the MDW program. Having taught in the MDW program, and having developed a keen interest in the program and its participants, I am thrilled to have this opportunity to ask for your feedback on its strengths and weaknesses.

To that end, I request that you complete the enclosed questionnaire. I am interested in how you perceived the program, and what you consider to be its unique features. Your help will be greatly appreciated.

I want to reassure you that your confidentiality is assured, as responses will only be used as aggregated data, and individual names or information will not be disclosed in any way. Consequently, I trust you will feel comfortable in completing the questionnaire, or participating in any subsequent feedback sessions.

Should you be so kind as to consent to participate in a focus group or interview, please just call me, or complete the information provided in the questionnaire. Your feedback on how you have used your skills and knowledge, and your opinions as to whether or not there are issues and concerns for women in management is important to this research. I expect it will aide others who follow you into careers in management. The research will be completed at the end of the year, and a summary of the results will be mailed to you.

I know how busy you all are; however, I ask you to please take the time and complete this questionnaire – the greater the participation, the more productive the results. If you have any questions, please do not hesitate to call or e-mail me.

Thank you! Thank you! Thank you!

Wendy

MANAGEMENT DEVELOPMENT FOR WOMEN QUESTIONNAIRE

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Please be assured that all information from this questionnaire will be kept strictly confidential and all information will only be used in the aggregate. Even though this questionnaire will ask if you will also consent to participate in a focus group, be assured that filling out this questionnaire does not in any way presume your consent to continue and you will only be contacted if you have indicated your interest to continue in this research. Should you be so kind as to give consent to continue by filling in the space provided in this questionnaire, be assured that you still have the absolute right to discontinue and to withdraw at any time.

1. Please circle below the time period in which you **started** the Management Development for Women (MDW) program?

90 to 93 94-97 98-00

2. Please indicate by circling one item in each of the three columns below – the type of organization, the position you held, and the number of employees you supervised **while you were attending the MDW program**:

Organization Type	Position Held	# of People Supervised
Education/Non-profit	Middle Manager	None
Financial Institution	First line Manager/Supervisor	1-6
Hotel/Tourism	Executive Assistant	7-10
Small Business/Self-employed	Not yet in Management	11-20
Communication	Instructor/Trainer	21-30
Government/Public Service	Other.....	31-40
Other (Please specify).....		41+
.....		

3. Please indicate by circling one item in each of the three columns below -- the type of organization in which you **currently** work, the position you **currently** hold, and the number of employees you **currently** supervise.

Organization	Current Position	# of People Supervised
Education/Non-profit	Senior Management	None
Financial Institution	Middle Manager	1-6
Hotel/Tourism	First line Manager/Supervisor	7-10
Small Business/Self-employed	Executive Assistant	11-20
Communication	Not yet in Management	21-30
Government/Public Service	Instructor/Trainer	31-40
Other (Please specify).....	Other (Please specify).....	41-100
No longer in the paid workforce*		101+

* How long after graduating from the MDW program were you employed in the paid workforce?

Years..... Months.....

- 4 Since taking MDW, have you changed your job Yes No
 For example: changed organizations, promoted, transferred to a new position, self-employed etc.

If yes, please briefly explain

- 5 .Since completing the MDW and regardless as to whether or not you have changed positions, has there been any changes in the way in which you complete your assigned tasks.

Please briefly explain.

6. What was your level of educational attainment at the time you were accepted into the MDW program?

Circle one: Please place check mark appropriate box

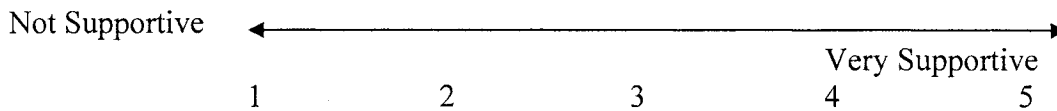
	Earned	Working towards
High School		
Business Certificate/Diploma		
Professional Certificate/Diploma		
Bachelors		
Masters		
Other (please explain)		

7 Since your completion of MDW, have you enrolled, or are you currently enrolled, in a formal educational institute (e.g. university, community college, private college)?

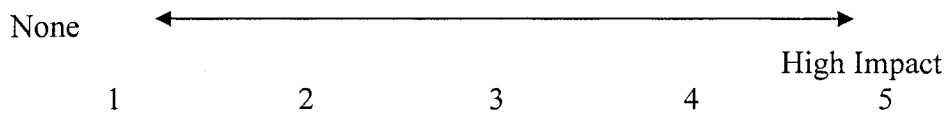
YES NO

If YES, what type of degree, certificate or diploma have you completed or are Working towards?

8. How involved/supportive was your sponsor during your time as a participant in MDW?



9. What impact on the program did the support of your sponsor have?



Briefly describe your sponsor's involvement:

10. What MDW program modules have you found to be the **most** useful?
 Only mark those categories that are relevant; however, you **may** mark more than one category for each module.

*Students who participated **before** 1996 will have taken Introduction to Business

Students who participated **after** 1996, will have taken Entrepreneurship

Please cross out the module that does **NOT** apply to you

Program Modules	Useful in helping my career advancement	Useful in advancing educational goals and activities	Useful in management skills
Intro.to Business (before 1996)*			
Entrepreneurship (after 1996)*			
Business Strategy			
Business Communications			
Project Planning and Management			
Organizational Behavior			
Accounting & Budgeting			
Finance			
Human Resource Management			
Program Evaluation			
Information Technology			
Marketing			
Change Management/ Creative Problem Solving			

Comments:

11. What MDW program modules have you found to be the **least** useful. Only mark those categories that are relevant; however, you **may** mark more than one category for each module.

*Students who participated **before** 1996 will have taken Introduction to Business

Students who participated **after** 1996, will have taken Entrepreneurship

Please cross out the module that does **NOT** apply to you

Program Modules	My career advancement	Educational goals/activities	Management skills
Intro.to Business (before 1996)* Entrepreneurship (after 1996)*			
Business Strategy			
Business Communications			
Project Planning and Management			
Organizational Behavior			
Accounting & Budgeting			
Finance			
Human Resource Management			
Program Evaluation			
Information Technology			
Marketing			
Change Management Creative Problem Solving			

Comments/Reasons:

12. Did the skills/learning you acquired in the MDW program lead to concrete changes in your career? Please give examples.

13. Can you identify any 'informal', or 'unintended', or 'unexpected' learning that occurred as a result of your involvement in the MDW program?

14. Considering each of your work-based assignments, what was the most beneficial outcome? (you may list more than one). (for example: support for my sponsor, liaising with other departments, or immediate application of management skill to work place, etc.). Please briefly explain:

15. Did you experience outcomes or feedback on work-based assignments that were not constructive?

16. How critical was it to you that the program be restricted to women participants?

Not ←————→ Very
1 2 3 4 5

- Would you anticipate changes in your own behavior in class had men been present as participants?

None ←————→ Totally
1 2 3 4 5

- Rate the amount of material relating to women in management built into the program?

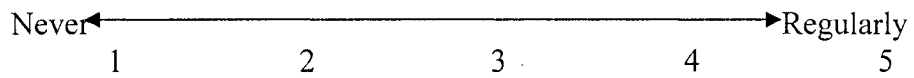
Insufficient ←————→ Sufficient
1 2 3 4 5

- Are there any additions/deletions in material regarding women in management you would recommend and why?

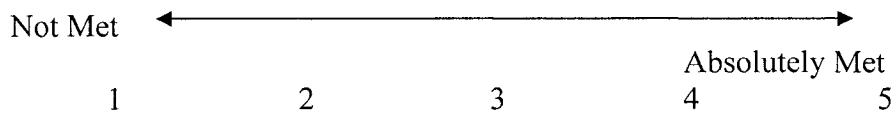
17. To what extent have you kept in contact with other women in the program for support after the program ended? (i.e., kept in touch either by e-mail or regular 'get-togethers')



18. To what extent have you networked with other women in the program for networking to advance your own work and career?



19. Were you goals and/or expectations for the MDW program met?



Comments

20. Please circle one of the following as to how you initially learned about the MDW program?

- i. Personal referral
- ii. Saint Mary's University publication/information
- iii. Mount Saint Vincent University publication/information
- iv. Attended information session on the program
- v. Advertisement: if yes, in what publication did the advertisement appear? _____
- vi. Other _____

21. In one or two sentences what advise would you give a prospective participant about the MDW program?

22. Looking back on your MDW course what were the most **valuable** aspects of the program?

a. **Professionally** _____

b. **Personally** _____

23. Would you consent to a personal interview, or would you be willing to participate in a focus group relating to your experience with, and the impact of, the MDW program please mark the appropriate box below.

Yes No

If Yes – Please write:

Name: _____ Telephone: _____ email _____

Preferred time for focus group: (1.5 Hours): Lunchtime..... Early evening.....
Regular office hours.....Saturday.....

Preferred location: MSVU.....Saint Mary's at the WTC.....

24. What workshops (if any) would you like to see for MDW graduates? ...on what subjects? Please list any that you think would be useful.

25. Looking back on your MDW program in your opinion what was the most **unique** aspect of the program?

26. Please circle the appropriate categories for the following:

- a) When attending MDW program my age was
20-25 years 26-35 years 36-45 years 45+ years
- b) My age currently
20-25 years 26-35 years 36-45 years 45+ years

Thank you so much for your Support!
Wendy

APPENDIX B
Ethics committee approval forms



Excellence • Innovation • Discovery

January 18, 2002

Department of Psychology

Re: What's gender got to do with it?

A ten-year retrospective of a Management Development for Women Program

Dear Ms. Forsythe,

The Mount Saint Vincent University Research Ethics Board (U-REB) recently reviewed the above noted research proposal for the purpose of ethical appropriateness. We are pleased to approve your project to be conducted under the auspices of Concordia University. Specifically, we require that you obtain approval from the Tri-Council U-REB at Concordia and forward a copy of said approval to me. In other words, we have approved the commencement of your project providing that Concordia assumes responsibility as the "home" institution for ethics approval. You will need to notify us of any changes to the research protocol after approval has been granted. Finally, we require a progress report on your activities should your data collection period exceed one year.

Please feel free to contact me should you have any questions. The Committee wishes you well as you undertake this interesting project.

Sincerely yours,

Stephen B. Perrott, Ph.D.

Associate Professor of Psychology

Chair, University Research Ethics Board

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Saint Mary's University

Certificate of Ethical Acceptability of Research Involving Human Subjects

This is to certify that the Research Ethics Board has examined the research proposal or other type of study submitted by:

Principal Investigator: Wendy Forsyth

Name of Research Project: What's gender got to do with it? A ten-year retrospective of a management development for women program

REB File Number: 2002-014

and concludes that in all respects the proposed project meets appropriate standards of ethical acceptability and is in accordance with the Tri-Council Policy Statement on the Conduct of Research Involving Humans. Please note that approval is only effective for one year from the date approved. (If your research project takes longer than one year to complete, submit form #3 to the REB at the end of the year and request an extension.)

Date:

20 Feb 02

Signature of REB Chair:

A handwritten signature in black ink, appearing to be "Eric Lee", written over a horizontal line.

Dr. Eric Lee

APPENDIX C
Focus group letter and consent form

September 4, 2002

Hello Everyone

I hope you all had a great summer, and thank you again for agreeing to participate in a focus group.

I have tried to schedule the groups around your preferred time. To this end I am inviting you to attend a focus group at (insert date and time).

We will provide a sandwich lunch so you will not have to worry about going hungry!

I hope you will be able to attend and that it will be a pleasant experience for you, meeting some former classmates and others from different years.

I would appreciate you letting me know as soon as possible if you are able to attend as I have some further information to send you. Please would you include a contact phone number.

Should you know of other graduates who would like to participate please have them contact me, as they would be very welcome.

These focus groups are important to this research. The questionnaires delivered some interesting data and I need your input to fill in some details and gaps.

Once again thank you, and I look forward to welcoming and seeing you all again.

Sincerely Wendy

Content that you may be asked to comment on in the focus groups

What does self-confidence mean to you?

Can you give me some concrete examples of some of the learning/skills from the program that you applied directly in the workplace?

What type of learning/coping strategies did you use in order to complete the program?

I would like you to consider how you would describe the “ culture” * of the MDW program.

What influence did the culture of the MDW program have on your participation?

* “Culture is the sum total of all shared taken for granted assumptions that a group has learned through its history” p. 29 *The corporate culture survival guide E. H. Schien Jossey-Bass Publishers 1999* The author continues that many of these assumptions are tacit.

Some specific example include:

- Hierarchical structures
- Communications
- Belief systems/shared assumptions
- Reward systems
- Philosophies/rules
- Decision making processes
- Group norms
- Physical environment
- Dress codes
- Teaching/learning environments
- Social environments etc etc.

CONSENT FORM TO PARTICIPATE IN RESEARCH

Thank you for consenting to participate in this research. Before commencing with this focus group please read the following carefully and then sign your name indicating that you agree to participate under the following conditions.

This is to state that I agree to participate in a program of research being conducted by Wendy Forsyth PH.D candidate in the Department of Educational Technology of Concordia University.

A. PURPOSE

I have been informed that the purpose of the research is part of the requirements of a PH.D. Degree of Wendy Forsyth.

B. PROCEDURES

The focus group will last 1.5 hours, and be recorded. I have the absolute right to refuse to answer any question/s with which I am not comfortable any time. All sources of information from this interview will be kept confidential and for the most part will be used in the aggregate. Should any verbatim information be used the source will remain anonymous.

C. CONDITIONS OF PARTICIPATION

- I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences.
- I understand that my participation in this study is confidential all tapes will be destroyed when transcribed, and the typed transcripts kept in a secure place, and if requested will be shared only with my supervisor Dr. Dennis Dicks.
- I understand that some of the data from this study may be published.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

NAME (please print) _____

SIGNATURE _____

WITNESS SIGNATURE _____

DATE _____

APPENDIX D
Result Tables

Table 3: The relationship between the unique features of the program and the three chronological groups and the group as a whole.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	df	p-value	Sig.
1. All women taught by women.	70%	36.8%	46.2%	47.3%	2.91	2	0.23	No
2. Being able to share similar experiences with other women from a variety of backgrounds.	20%	36.8%	34.6%	32.5%	0.85	2	0.65	No
3. Diverse subjects/assignments relating to work responsibilities.	10%	21%	23%	20%	0.79	2	0.67	No
4. The residential component.	0%	10.5%	15.4%	12.7%	1.76	2	0.41	No
5. Commitment and role models of instructors	0%	21%	7.7%	11%	5.15	2	0.07	No
6. Learning about myself.	0%	0%	11.5%	5.5%	3.53	2	0.17	No

Table 4: Relationship between program modules along the dimension useful in management skills of the three chronological groups and the group as a whole.

Modules	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
Business Strategy	60%	53%	38%	47%	1.68	2	0.43	No
Communication	60%	63%	69%	65.4%	0.34	2	0.84	No
Project Planning	40%	63%	62%	54.5%	1.67	2	0.43	No
Organizational Behavior	70%	47%	64%	47.3%	1.36	2	0.50	No
Accounting & Budgeting	20%	63%	46%	47.3%	4.94	2	0.08	No
Finance	20%	53%	38%	45.5%	2.96	2	0.22	No
HR Management	60%	74%	77%	72.7%	1.06	2	0.59	No
Program Evaluation	30%	42%	38%	38.2%	0.41	2	0.81	No
Information Technology	20%	23%	27%	27%	0.45	2	0.80	No
Marketing	40%	58%	38%	47.3%	1.82	2	0.40	No
Change Management /CPS	70%	68%	58%	65.4%		2		No

Table 5: Relationship between modules identified as most useful for management skills and subsequent promotion

Modules	Promoted n=32	Not Promoted n=23	Chi- square	d.f.	P-value	Sig.
Business Strategy	41%	57%	1.35	1	0.24	No
Communications	59%	74%	1.25	1	0.26	No
Project Planning	53%	55%	0.80	1	0.36	No
Organizational Behavior	56%	52%	0.80	1	0.76	No
Accounting & Budgeting	50%	43%	0.22	1	0.63	No
Finance	38%	43%	0.19	1	0.65	No
H.R. Management	72%	74%	0.02	1	0.86	No
Program Evaluation	41%	35%	0.10	1	0.65	No
Information Technology	25%	39%	0.19	1	0.65	No
Marketing	41%	52%	0.71	1	0.36	No
Change Management/CPS	72%	52%	2.24	1	0.13	No

Table 6: Relationship between the most useful program modules along the dimension useful in educational goals/activities of the three chronological groups and the group as a whole.

Modules	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
Business Strategy	10%	26%	27%	24%	1.26	2	0.53	No
Communications	20%	32%	38%	33%	1.14	2	0.56	No
Project Planning	0%	16%	27%	18%	3.63	2	0.16	No
Organizational Behavior	10%	21%	38%	27%	3.52	2	0.17	No
Accounting & Budgeting	20%	26%	38%	33%	0.78	2	0.67	No
Finance	30%	21%	35%	29%	0.98	2	0.61	No
H.R. Management	20%	21%	38%	29%	2.10	2	0.35	No
Program Evaluation	10%	32%	15%	20%	2.56	2	0.27	No
Information Technology	20%	26%	19%	22%	0.35	2	0.84	No
Marketing	20%	21%	31%	25%	0.74	2	0.69	No
Change Management /CPS	20%	42%	50%	42%	2.67	2	.26	No

Table 7: Relationship between the selections of modules identified as most useful in advancing educational goals and objectives by participants who did/did not continue their education.

Modules	Continued n=20	Not continued n=33	Chi- square	d.f.	P-value	Sig.
Business Strategy	24%	20%	0.12	1	0.72	No
Communications	33%	35%	0.01	1	0.72	No
Project Planning	15%	25%	0.78	1	0.90	No
Organizational Behavior	33%	20%	1.09	1	0.29	No
Accounting & Budgeting	27%	40%	0.92	1	0.29	No
Finance	21%	40%	2.16	1	0.14	No
H.R. Management	36%	20%	1.58	1	0.37	No
Program Evaluation	15%	25%	0.78	1	0.37	No
Information Technology	24%	20%	0.12	1	0.72	No
Marketing	21%	25%	0.10	1	0.74	No
Change Management/CPS	48%	35%	0.92	1	0.36	No

Table 8: Relationship between program modules along the dimension useful in carrier advancement of the three chronological groups and the group as a whole.

Modules	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
Business Strategy	60%	16%	19%	25%	7.76	2	0.02	Yes
Communications	60%	37%	35%	40%	2.06	2	0.35	No
Project Planning	30%	21%	31%	27%	0.57	2	0.75	No
Organizational Behavior	50%	32%	23%	31%	2.45	2	0.29	No
Accounting & Budgeting	40%	21%	30%	29%	1.21	2	0.54	No
Finance	30%	21%	12%	18%	1.82	2	0.40	No
H.R. Management	50%	16%	38%	33%	4.22	2	0.12	No
Program Evaluation	10%	26%	12%	16%	2.11	2	0.35	No
Information Technology	30%	21%	8%	16%	3.09	2	0.21	No
Marketing	50%	21%	31%	31%	2.57	2	0.27	No
Change Management /CPS	30%	42%	46%	42%	0.78	2	.68	No

Table 9: Relationship between choice of modules as most useful for career advancement and receiving a promotion

Modules	Promoted N=32	Not Promoted N=23	Chi- square	d.f.	P-value	Sig.
Business Strategy	28%	22%	0.28	1	0.59	No
Communications	44%	35%	0.44	1	0.50	No
Project Planning	31%	22%	0.61	1	0.43	No
Organizational Behavior	41%	17%	3.38	1	0.06	No
Accounting & Budgeting	38%	17%	2.62	1	0.10	No
Finance	19%	17%	0.01	1	0.89	No
H.R. Management	41%	22%	2.16	1	0.14	No
Program Evaluation	22%	9%	1.69	1	0.19	No
Information Technology	22%	9%	1.69	1	0.19	No
Marketing	38%	22%	1.55	1	0.21	No
Change Management/CPS	47%	35%	0.80	1	0.36	No

Table 10: Relationship between program modules along the dimension least useful in management skills.

Modules	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
Business Strategy	0%	5.2%	11.5%	7%	1.6	2	0.45	No
Communications	0%	5.2%	0%	2%	1.93	2	0.38	No
Project Planning	20%	15.8%	7.0%	13%	1.23	2	0.54	No
Organizational Behavior	0%	5.3%	11.5%	7%	1.6	2	0.45	No
Accounting & Budgeting	0%	15.8%	7.7%	9%	2.09	2	0.35	No
Finance	10%	10.5%	7.7%	9%	0.12	2	0.94	No
H.R. Management	10%	5.3%	0%	4%	2.28	2	0.32	No
Program Evaluation	0%	5.5%	3.8%	4%	0.52	2	0.78	No
Information Technology	20%	42%	23%	29%	2.42	2	0.30	No
Marketing	10%	5.2%	3.8%	5%	0.53	2	0.76	No
Change Management /CPS	10%	0%	0%	2%	4.58	2	0.10	No

Table 11: Relationship between program modules along the dimension least useful for educational goals/activities.

Modules	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
Business Strategy	0%	5.2%	3.8%	4%	0.52	2	.78	No
Communications	0%	5.2%	0%	2%	1.98	2	0.38	No
Project Planning	10%	10.5%	3.8%	7%	0.86	2	0.65	No
Organizational Behavior	0%	0%	7.6%	4%	2.31	2	0.31	No
Accounting & Budgeting	10%	10.5%	7%	9%	0.12	2	0.94	No
Finance	10%	10.5%	7.7%	9%	0.12	2	0.97	No
H.R. Management	0%	0%	7.7%	4%	2.31	2	0.31	No
Program Evaluation	0%	5.2%	7.7%	5%	0.83	2	0.66	No
Information Technology	10%	31.5	19.2	22%	1.98	2	0.37	No
Marketing	0%	0%	3.8%	2%	1.14	2	0.56	No
Change Management /CPS	10%	0%	0%	2%	4.58	2	0.10	No

Table 12: Relationship between program modules that were least useful along the dimension least useful for career advancement.

Modules	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
Business Strategy	0%	0%	7.6%	4%	2.31	2	0.31	No
Communications	0%	0%	0%	0%	0.0	2	0.0	No
Project Planning	2%	5%	0%	5%	5.6	2	.06	No
Organizational Behavior	0%	0%	11.5%	5%	3.54	2	0.17	No
Accounting & Budgeting	2%	10.5%	15.4%	14.5%	0.5	2	0.78	No
Finance	20%	5.2%	15.4%	13%	1.59	2	0.45	No
H.R. Management	10%	0%	3.8%	4%	1.88	2	0.39	No
Program Evaluation	10%	0%	11.5%	7%	2.3	2	0.31	No
Information Technology	20%	10.5%	21%	25.4%	0.19	2	0.98	No
Marketing	20%	21%	11.5%	16%	0.84	2	0.65	No
Change Management /CPS	10%	0%	0%	2%	4.58	2	0.10	No

Table 13: The relationship between the most beneficial outcomes of workplace-based assignments of the program and the three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	p-value	Sig.
1. Direct/immediate application of skill in the workplace	30%	47.4%	23%	32.7 %	2.8	2	0.22	No
2. Better understanding of my organization	20%	16%	42.3%	29%	4.23	2	0.12	No
3. New skill sets	10%	21%	27%	21%	1.22	2	0.54	No
4. Teamwork/support/learning from others.	10%	21%	11.5%	14.5%	1.00	2	0.60	No

Table 14: The relationship between the non-constructive feedback from work-based assignments of the program and the three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- suar e	d.f.	p- value	Sig.
1. None	60%	63%	57.5%	60%	.013	2	0.93	No
2. One or two lacked adequate feedback	10%	2.7%	19%	12.7%	2.01	2	0.36	No
3. Some were fillers /not relevant	0%	0%	7.6%	3.6%	2.31	2	0.31	No

Table 15: The relationship between the degree with which informal/incidental and shared learning took place in the program and three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	d.f.	p- value	Sig.
1. Interaction with class participants: learning/sharing/networking	30%	21%	36.8%	27.3%	0.33	2	0.84	No
2. Increased self-confidence/personal growth and development..	10%	21%	23%	20%	0.79	2	0.67	No
3. Increased managerial skills	30%	26%	11.5%	20%	2.26	2	0.32	No
4. Future direction for my personal life.	10%	5.3%	36.8%	16.4%	4.12	2	0.13	No
5. Differences in managerial/communication styles.	20%	10.5%	11.5%	12.7%	0.52	2	0.74	No
6. None	0%	17.3%	7.7%	10%	2.09	2	0.35	No

Table 16: The relationship between the degree with which participants identified the most valuable (personal) aspects of the program and three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	d.f.	p-value	Sig.
1. Networking/sharing/friendships with other participants who had diverse backgrounds and similar experience.	60%	42%	46.%	56.4%	2.48	2	0.28	No
2. Increased confidence/awareness/credibility & recognition	70%	36.8%	46%	47.3%	0.27	2	0.0.87	No
3. Open doors/stimulated interest for continued learning.	0%	10.5%	7.8%	7.3%	1.08	2	0.58	No

Table 17: The support/involvement and impact of sponsors as represented by the total group.

Group N=55	Low	2	3	4	High
Support /Involvement of sponsor	10%	16%	10%	22%	40%
Impact of sponsor	12.7%	18%	18%	25.5%	22%

Table 18: The relationship between the three chronological groups and the variables support/involvement and impact of sponsor.

	Chi-square	d.f.	p-value	Sig.
Support /Involvement of sponsor	2.41	4	0.66	No
Impact of sponsor	5.01	4	0.28	No

Table 19: The relationship between support and involvement of the sponsor and the three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
1.Support with assignments	50%	37%	34.6%	38.1%	0.76	2	0.68	No
2. Personal support: Mentoring/motivating/recognition	40%	37%	27%	32.7%	0.78	2	0.67	No
3.Time off to attend classes/complete assignments	40%	42%	11.5%	20%	6.16	2	.04	*Yes
4.No involvement/minimal involvement	10%	26%	19.2%	18.2%	3.08	2	0.21	No

*Significant at the 0.5 level.

Table 20: The relationship between participants who did and did not continue their education between the three chronological groups.

Type of degree/certificate enrolled or completed.	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	P- value	Sig.
Masters of Business Administration	10%	7%	0%	7%	5.8	2	0.05	No
Bachelor of Business Administration	0%	5.2%	3.8%	3.5%	0.52	2	0.76	No
Professional designation/certificate	30%	36.8%	19.2%	27%	1.63	2	0.44	No
Business certificate in a special subject area.	0%	5.2%	11.5%	7.2%	1.59	2	0.45	No
Did not continue education	50%	47%	65%	56%	1.64	2	0.43	No

Table 21: Networking for support and career advancement of participants after the program ended.

Total Group N=55	Never	2	3	4	Regularly
Networked kept in contact for support	14.5%	38%	31.8%	4.5%	10.9%
Networked for career advancement	43.6%	41.8%	9.1%	3.6%	1.8%

Table 22: The relationship between the three chronological groups and the variables networking for support and for career advancement.

	Chi- square	d.f.	p-value	Sig.
Networked kept in contact for support	7.37	4	0.12	No
Networked for career advancement	2.66	4	0.61	No

Table 23: The relationship between the advice participants would give prospective participants about the MDW program and the three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	d.f.	P- value	Sig.
1. Keep an open mind be prepared to work hard and be challenged	20%	52.6%	50%	45.5%	3.22	2	0.20	No
2. Get focused & organized. A big time commitment, but it's worth it.	30%	10.5%	38.5%	36.4%	0.22	2	0.89	No
3. Excellent learning and growth experience.	40%	42.10%	27%	34.5%	1.27	2	0.52	No
4. Broad base management training for career advancement	30%	21%	7.8%	16.4%	3.09	2	0.21	No
5. Gain support from your family and sponsor.	10%	5.3%	11.5%	9.10%	0.53	2	0.76	No

Table 24: The relationship between the constructs in which the participants have been promoted or changed jobs and the three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	d.f.	p- value	Sig.
Promoted to senior management within the same organization*	30%	19.5%	0%	9%	7.9	2	.01	Yes
Promoted more than once within the organization.	30%	21%	3.8%	14.5%	4.96	2	0.08	No
Promoted within the same organization	20%	10.5%	38.5%	25.4%	4.7	2	0.06	No
Lateral moves within the organization	10%	10.5%	3.8%	7.2%	0.86	2	0.65	No
Same position	0%	26.3%	38.4%	27.2%	5.4	2	0.06	No
Moved organization, received a promotion.	0%	15.8%	11.5%	10.9%	1.7	2	0.42	No
Self-employed	10%	10.5%	0%	5.4%	5.6	2	0.06	No
No longer in workforce	0%	0%	3.8%	1.8%	1.13	2	0.56	No

* one participant changed organizations

Table 25: The relationship between the constructs in which the participants identified skills/learning acquired in the program lead to concrete changes in their career and the three chronological groups

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	d.f.	p-value	Sig.
1. Increased self-confidence /self-esteem.	70%	31.6%	43.3%	43.6%	3.96	2	0.13	No
2. Transfer learning skills into organization	10%	21%	23%	20%	0.79	2	0.67	No
3. Learning acquired lead to increased satisfaction/effectiveness on the job	10%	21%	23%	20%	0.79	2	0.67	No
4. Learning acquired in the course lead to a promotion	50%	10.5%	11.5%	18%	8.32	2	0.01	Yes
5. No changes	10%	15.8%	11.5%	12.7%	0.26	2	0.87	No
6. Stimulated need/desire for continual learning	0%	21%	11.5%	12.7%	2.67	2	0.26	No

Table 26: The dependence between promotion by continued education after the program ended.

Chi-Square	df	p-value	Significance
1.80	1	0.18	No

Table 27: The relationship between the constructs in which the way participants have changed the way they complete assigned tasks and the three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group N=55	Chi- square	d.f.	p- value	Sig.
1. Organizational Skills	70.0%	52.6%	30.7%	44. %	5.0	2	0.07	No
2. Management Skills.	40.0%	36.8%	38.5%	36%	0.02	2	0.98	No
3. Increased self-confidence	40%	15.8%	34.6%	31%	2.59	2	0.27	No
4. Interpersonal Skills.	10%	0%	27%	14.5%	6.6	2	0.03*	Yes
5. Better understanding of the big picture	10%	10.5%	3.8%	10%	0.86	2	0.65	No
6. No changes	0%	5.5%	15.4%	10%	2.5	2	0.27	No

* Significant at the .05 level

Table 28: Relationship between changes in the way participants do assigned tasks and participants who did or did not receive a promotion.

Construct defined N=55	Chi- square	d.f.	p-value	Sig.
1. Organizational Skills	3.35	1	0.06	No
2. Management Skills.	0.42	1	0.84	No
3. Increased self-confidence	0.43	1	0.51	No
4. Interpersonal Skills. * Significant at the .05 level	4.23	1	0.04	*Yes
5. Better understanding of the big picture.	3.95	1	0.05	No
6. No changes	.007	1	0.93	No
Total count of participants who indicated they have changed ways of doing assigned tasks.	1.72	1	0.19	No

Table 29: The relationship between the most valuable aspects of the program (professionally) and the three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	d.f.	p-value	Sig.
1. Learning specific new skill sets and or/specific modules	40%	47.3%	38.4%	41.8%	0.37	2	0.82	No
2. Gained increased confidence//credibility & recognition	50%	26.3%	30.7%	32.7%	1.75	2	0.41	No
3. Networking/ learning more about own and others' organization.	20%	36.8%	23%	27.2%	1.37	2	0.50	No
4. Broad based program being able to apply new skill sets directly into the workplace.	0%	15.7%	26.9%	18%	3.63	2	0.16	No

Table 30: Participants' perception of how critical it was that the program was restricted to women participants.

Percent of Group	Not critical	2	3	4	Very critical
90-93 n=10	0%	10%	10%	20%	60%
94-97 n=19	26.3%	5%	21%	10.5%	36.8%
98-00 n=26	19.2%	11.5%	11.5%	15.4%	42.3%
Total Group N=55	18%	10%	14.5%	14.5%	43.6%

Table 31: Anticipation of changes in participant's behavior if men had been present.

Percent of Group	No changes	2	3	4	Totally changed
90-93 n=10	0%	30%	20%	20%	30%
94-97 n=19	15.8%	10.5%	36.8%	15.8%	21%
98-00 n=26	19.2%	7.7%	23%	11.5%	38.5%
Total Group N=55	14.5%	12.7%	27.3%	14.5%	30.9%

Table 32: Participants' perception of the amount of material relating to women in management built into the program.

Percent of Group	Insufficient	2	3	4	Sufficient
90-93 n=10	0%	40%	0%	20%	40%
94-97 n=19	0%	10.2%	42%	15.8%	26.3%
98-00 n=26	0%	15.4%	36.5%	36.5%	11.5%
Total Group n=55	0%	10.9%	39%	26.4%	21.8%

Table 33: The relationship between the three chronological groups and the three variables: restricted to women, change in behavior and materials relating to women between

Variable defined	Chi-square	d.f.	p-value	Sig.
1. Importance of the program being restricted to women participants	3.40	4	0.49	No
2. Anticipation of changes in participant's behavior in class had men been present.	1.51	4	0.82	No
3. Participant's perception of the amount of material relating to women in management built into the program.	1.75	4	0.78	No

Table 34: Correlation matrix between the three variables: restricted to women, change in behavior and material relating to women in management.

	Women	Behavior	Material
Women			
Behavior	0.62		
Material	0.37	0.41	

Table 35: The relationship between additions/deletions in material regarding women in management and three chronological groups.

Construct defined	90-93 n=10	94-97 n=19	98-00 n=26	Overall Group n=55	Chi- square	d.f.	p- value	Sig.
1.A good balance	30%	21%	15.4%	20%	0.98	2	0.61	No
2. Coping stress management skills juggling family and career.	30%	5.2%	11.5%	12.7%	3.67	2	0.15	No
3. More emphasis on recognition of successful women especially graduates of the program.	0%	5.2%	3.8%	3.6%	0.52	2	0.76	No

Table 36: Participants' perception of the degree to which the goals and expectations of the program were met.

Percent of Group	Not met	2	3	4	Totally met
90-93 n=10	0%	0%	0%	60%	40%
94-97 n=19	0%	5.2%	21%	26.3%	47.4%
90-00 n=26	0%	11.5%	11.5%	57.7%	23.3%
Total Group n=55	0%	7.3%	12.7%	47.3%	32.7%

Table 37: The relationship between the three chronological groups and the variable: goals and expectations for the program met.

Variable defined	Chi- square	d.f.	p- value	Sig.
1. Goals and/or expectations of the program met	5.91	4	0.20	No

Table 38: *The dependence between satisfaction of the program by support of sponsor.*

Chi-Square	df	p-value	Significance
4.66	1	0.03	*Yes

*significant at the .05 level

Table 39: *Dependence between satisfaction of the program by impact of sponsor.*

Chi-Square	df	p-value	Significance
2.63	1	0.10	No

Table 40: *Dependence between satisfaction of the program by networking for support after the program ended.*

Chi-Square	df	p-value	Significance
2.63	1	0.10	No

Table 41: *Dependence between satisfaction of the program and the importance of the program being restricted to women participants.*

Chi-Square	df	p-value	Significance
8.7	2	0.01	Yes*

*Significant at the .05 level.

Table 42: *Dependence between satisfaction of the program by change in behavior if men had been present.*

Chi-Square	df	p-value	Significance
6.61	2	0.03	Yes*

*Significant at the .05 level.

Table 43: Frequency count of the three program themes.

Program theme	None	1	2	3	4	5	Total
Self-confidence/personal growth/self-esteem	16	12	11	9	6	1	86
Learning from each other /networking/sharing	10	18	16	10	1	0	84
Transfer learning skills into organization	23	16	14	2	0	0	50

Table 44: The relationship between the three program themes by promotion (N=55).

Themes	Chi-square	d.f.	p-value	Sig.
Self-confidence/ self-esteem/personal growth	1.44	1	0.23	No
Learning /sharing/networking	1.67	1	0.20	No
Transferred learning skills into organization.	1.07	1	0.30	No

Table 45: Number of times networking/learning/sharing theme represented by participants responses by networking after the program ended for support as a percent of group (N=55).

Times mentioned	Never	Rarely	Sometimes	Regularly
Not mentioned n=10	10%	40%	30%	20%
Mentioned once n=18	33.3%	27.7%	33%	5.5%
Mentioned more than once n=27	3.7%	44.4%	33.3%	18.5%

Table 46: Number of times networking/learning/sharing theme represented by participants responses by networking after the program ended for career advancement as a percent of group (N=55).

Times mentioned	Never	Rarely	Sometimes	Regularly
Not mentioned n=10	50%	30%	20%	0%
Mentioned once n=18	66%	33%	0%	0%
Mentioned more than once n=27	29.6%	63.0%	3.7%	3.7%

Table 47: Dependence between satisfaction of the program by which of the three program themes mentioned.

Chi-Square	df	p-value	Significance
0.20	2	0.90	No

APPENDIX E
Construct development of open ended questions

Question Four B

Since taking MDW, have you changed your job

For example: changed organizations, promoted, transferred to a new position, self-employed etc.

If yes, please briefly explain

Construct codes	Construct defined	Code numbers
50	Promoted to senior management within the same company * changed company	01,02,15,20,
51	Promoted more than once within the organization	02,05,10,37,19,29,
52	Promoted within the same organization	09,13,18,24,25,27,25,38,28,31,32,35,39,
53	Moved organizations received a promotion	14,22,30,33,37,40
54	Self employed (always) or started up own business, has consultant company on the side	03,07,16
55	Lateral moves within the organization	06,17,21,26
56	No longer in the workforce	23
57	Same job	08
0	No response	0

Question Five

Since completing the MDW and regardless as to whether or not you have changed positions, has there been any changes in the way in which you complete your assigned tasks.

Please briefly explain.

Construct codes	Construct defined	Code numbers
100	Management skills E.g." Delegating, marketing, project planning"	01,49,52,56,11,17,67,68,84,73,74,75,76,80,12,14,19,29,30,33,35,39,42,40,41,87
101	Organizational Skills E.g.. "Scheduling in advance, better time management"	43,44,45,46,48,47,07,84,59,64,01,15,24,25,28,22,37,44,45,46,47,48,87,84,59,64,81,82,83,86
102	Personal growth including self confidence, self esteem, self knowledge	02,03,04,05,09,17,22,15,54,69,70,71
103	Better understanding of the "big picture	10,66,85
104	Altered perceptions of colleagues and superiors	20,21,36,
105	Interpersonal skills	53,57,60,61,58,62,63,72,76,77,78,79,
106	No changes	50
0	No response	0

Question Seven B

If yes, what type or degree, certificate or diploma have you completed or are working towards?

Construct codes	Construct defined	Code numbers
25	Masters enrolled or completed	01
26	BBA enrolled or completed	11,13
27	Business Certificates in specific subjects <i>* More than one completed</i>	10,15,16,17,22,17,23
28	Professional designations/ Certifications <i>* More than one completed</i>	04,05,07,19,14,18,13,02,20
29	Human Resource certificate	19
30	Other	
0	None	0

Question Nine B

Briefly describe your sponsors involvement

Construct codes	Construct defined	Subject numbers
90	Provided time off to attend classes/or to complete assignments	01,04,13,15,32,38,40,54,56,63,67,68,74,102,116,118,138,
91	Demonstrated support with assignments e.g. access to information/people/reviewed assignments/regular meetings/gave guidance	01,02,04,10,29,38,39,40,56,58,68,74,101,105,107,116,118,125,133,135,85,107
92	Personal Support: /mentoring/encouraging/motivating/ recognition	01,08,20,29,37,38,39,56,58,63,68,94,98,99,117,129,134,141
93	No involvement/minimal involvement	05,46,53,54,94,127,129,130,131,135,142,59,43
0	No response	33,50,80,95,110,113,

Question Ten R

What modules have you found the most useful question 10 comments

Construct codes	Construct defined	Subject numbers
60	All/most modules were useful	04,08,13,40,46,58,105,116,118,127,131,85
61	Specific modules were useful	56,58,63,74,102,117,125,135,
62	Specific modules not useful or weak	02,29,101,118,129,
0	No response	01,05,10,33,37,38,39,41,50,53,67,68,80,95, 98,99,103,107,110,113,130,133,134,138, 141,142,20,43,59,104

Question Eleven R

What in the MDR program did you find to be least useful? Comments from question 11

Construct codes	Construct defined	Subject numbers
50	Information technology: Prior information/too basic/cannot apply to job	13,20,37,40,41,46,50,63,67,98,102,129,141
51	Specific modules were not useful .Limited/no opportunity to apply/taken previous course on subject.	04,32,37,39,80,98,101,107,116,117,127,135, 129
0	No response	01,02,05,08,10,29,33,38,53,54,58,68,95,99, 104,110,113,125,130,134,138,59,85,43,59, 85,43,104

Question Twelve

Did the skills/learning you acquired in the MDW program lead to concrete changes in your career?

Construct codes	Construct defined	Subject numbers
100	Increased self-confidence/self-awareness	01,04,08,13,20,29,32,37,54,56,58,67,68,94,101,102,107,116,117,125,127,129,131,131,135,141,142,43
101	Learning skills acquired in the course lead to increased satisfaction/effectiveness on the job	10,40,46,58,68,101,102,104,105,107,116,127,
102	Was able to transfer learning/skills of course to other areas of organization or other organizations.	04,41,46,54,117,118,127,131,133,135,135,142,59,85,
103	Learning/skills acquired in the course lead to a promotion	04,08,13,20,29,68,74,99,107,117,135
104	Stimulated need /desire for continual learning	37,41,67,94,133,43
105	No changes	02,33,38,53,110,113,98
0	No response	05,50,134,138

Question Thirteen

Can you identify any 'informal' or 'unexpected learning that occurred as a result of your involvement in MDW program?

Construct codes	Construct defined	Subject numbers
100	Self confidence/personal growth and development	08,54,58,68,117,127,129,133,135,142,37
101	Differences in management/communication styles	02,32,46,63,116,117,141
102	Interaction with class participants: learning/sharing/networking.	08,10,20,40,41,50,80,99,102,104,117,118,131,141
103	Gave me future direction for my personal/professional life.	04,54,101,110,125,127,135,141,85
104	Increased managerial skills	01,04,29,40,46,56,67,68,105,135,142
105	No	33,38,74,95,113,
0	No response	05,13,39,43,59,94,98,107,130,134,138

Question fourteen

Considering each of your work based assignments, what was the most beneficial outcome?

Construct codes	Construct defined	Subject numbers
100	Better understanding of people/ my organization (departments in which I knew nothing about but which I need to liaise in order to do assignments)	02,20,38,67,94,95,102,104,105,116,117,118,127,141,85,43
101	Direct/immediate application of knowledge/skills in the workplace.(relevance , reinforcement impact of learning)	08,10,29,37,40,41,43,56,58,59,63,68,99,102,107,116,130,133,
102	Team work/support /learning from others (participants &co-workers)	40,53,56,58,94,101,129
103	New skill sets.	29,41,50,68,74,110,117,118,125,127,131,142
0	No response	01,04,05,33,39,98,134,138

Question fifteen

Did you experience outcomes or feedback on work based assignments that were not constructive?

Construct codes	Construct defined	Subject numbers
50	No	01,02,08,13,29,37,38,40,41,46,56,63,67,68,74,94,98,101,102,104,105,107,113,117,125,129,131,133,135,04,59,85,43,04
51	One or two lacked adequate/no feedback	20,67,99,116,118,141,142
52	Some were "fillers"/not relevant	95,130
0	No response	05,10,39,50,54,80,127,134,138,33,58

Question Sixteen D

Are there any additions/deletions in material regarding women in management you would recommend and why?

Construct codes	Construct defined	Subject numbers
100	Coping/stress management skills related to juggling family & carrier. Gender management/communication	02,10,13,46,99,101,102
102	A good balance	04,08,32,63,68,74,105,118,131,142,
103	More emphasis on recognition of successful women especially graduates of the program.	56,131
0	No response	01,05,20,29,33,38,39,50,53,54,56,43,59,58,80,95,107, 113,117,125,129,134,135,138,

Question nineteen B

Were the goals and/or expectations meet? Comments

Construct codes	Construct defined	Subject numbers
50	Absolutely meet	08,46,54,56,101,116,117,125,129,133,141
0	No response	02,04,10,13,20,29,32,37,39,40,41,43,50,67,59,67,68,74,80,85,97,99,105,107,110,113,118,127,130,134,136,138,94,135
51	Networking/contacts faded Over time	01,58,63

Question twenty-one

In one or two sentences, what advice would you give a prospective participant about the MDW program?

Construct codes	Construct defined	Subject numbers
100	Get focused & organized. It's a big time commitment, but it's worth it.	08,29,32,40,41,50,53,58,67,74,85,94,102,116,118,131,133,135,138,142
101	Keep an open mind be prepared to work hard and be challenged	20,29,37,40,43,46,53,56,63,68,74,94,99,101,104,105,107,113,116,125,127,131,133,135,141,
102	Excellent learning and growth experience	05,20,29,32,37,39,43,54,56,58,59,68,99,101,105,107,127,129,135,
103	Gain support from your family and sponsor	08,67,94,117,138
104	Provides broad base management training for carrier advancement	02,04,10,37,46,54,98,59,141
0	No response	33,80,130,134

Question twenty-two A

Looking back on your MDW course what were the most valuable aspects of the program?

a. Professionally

Construct codes	Construct defined	Subject numbers
150	Gained confidence/credibility/recognition	01,05,13,20,32,37,39,50,58,68,85,98,99,101,129,131,133,142
151	Networking/learning more about own and other organizations.	02,29,40,43,56,58,63,67,59,43,95,104,113,116,118,138
152	Broad base of program, being able to apply skills directly in the workplace.	38,54,63,102,104,117,127,130,135,138
153	Learning specific new skill sets and /or specific modules	02,04,08,10,37,40,41,46,56,85,63,67,74,80,94,98,102,105,110,116,125,135,141
0	No response	33,53,107,134

Question twenty-two B

Looking back on your MDW course what were the most valuable aspects of the program?

b. Personally

Construct codes	Construct defined	Subject numbers
100	Increased self confidence/awareness credibility & recognition	04,08,20,29,38,39,53,56,58,67,68,74,94,116,118,127,131,133,135,138,142
101	Networking/ sharing /friendships with other participants with a diverse backgrounds and similar experiences	01,02,05,10,20,32,41,43,50,54,58,63,74,85,94,116,118,127,131,133,135,138,142,102,105,117,129,80,98,99,101
102	Open doors/stimulated interest for continued learning	67,141,118,59
0	No response.	33,95,107,110,134,

Question twenty-five

Looking back on your MDW course what was the most unique aspect of the program?

Construct codes	Construct defined	Subject numbers
100	All women taught by women	01,02,05,10,13,29,32,40,46,53,58,59,63,67,98,99,101,102,110,113,118,131,135,138,141,59,85
101	Being able to share similar experiences with other women from a variety of backgrounds	08,20,33,38,40,41,46,94,101,105,116,117,131,135,85,133
102	Diverse subjects/assignments relating to work responsibilities	08,37,46,68,74,99,102,104,130,138,142
103	The residential component (Motherhouse experience)	40,56,98,107,85,135
104	Commitment and role models of the instructors	40,56,58,68,130
105	Learning about myself	107,116,125
0	No response	43,04,39,50,80,95,129,134

APENDIX F
Examples of group norms

Management Development for Women 2000-2001 GROUP NORMS

- ◆ No interruptions
- ◆ Conscious of others' feelings
- ◆ Respect
- ◆ Time management – be prompt and show up
- ◆ No cells, pagers, etc. (Emergency only)
- ◆ Encouraging
- ◆ Don't belittle
- ◆ Be helpful
- ◆ Be considerate
- ◆ Uphold deadlines
- ◆ Keep promises

1. COMMITMENT

- ◆ Everyone in the group must give 100% when participating in activities and projects
- ◆ Everyone committed to the course as a whole
- ◆ Everyone committed to keeping the group norms

2. TEAMWORK

- ◆ A group of people working in a supportive manner to achieve a common goal.
- | | |
|----------------|-----------------|
| Participation | Approachability |
| Accountability | Energy |
| Support | Creativity |

4 CONFIDENTIALITY

- ◆ What goes on in these four walls, stays in these four walls
- ◆ Respecting the confidential relationships involved, including staff, participants and those with whom we work
- ◆ Code of "ethics" – mutual respect, trust, honoring others, fairness

5 ENERGY/ENTHUSIASM

- ◆ Participation
- ◆ Be rested and prepared
- ◆ Positive
- ◆ Don't take it/selves too seriously
- ◆ Take the challenge and learn from it
- ◆ Have fun while learning

GROUP NORMS

1999/2000 Management Development for Women

- Laugh together (not at one another)
- Casual and comfortable
- Speak what you are feeling
- Trimester mingle
- Coffee chuckle
- Think positive
- SMILE AND BE HAPPY

1. RESPECT

- Confidentiality
- Don't interrupt
- Different opinions
- Feelings
- Strengths / weaknesses
- Respect for the program e.g. on time assignments completed

2. COMMITMENT

To ensure that we as a group are devoted to help each other graduate in the spring

3. PARTICIPATION/COHESION:

The balance of looking for your own success while looking for the success of the whole group.

- Everyone come prepared
- Willingness to help others through sharing of knowledge/experience
- Being there in mind and body
- Include actively involve everyone
- Be considerate of others

4. SHARING

- Ideas and inputs of others
- Resources
- Experiences
- Workload
- Knowledge and expertise
- Praise and success Devoted
- Dedicated (to program each other)
- Follow through
- dependable