# Business Ethics and Gender in the Retail Industry: Do Women Make Better Managers?

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Ethical maturity of people varies based on their age, education, experience, training, and many other factors. One of the factors seems to be gender. This research surveyed managers and employees in the retail environment to measure their Personal Business Ethics Scores (PBES) to see if gender makes a difference in making more ethical decisions. This study contributes to the theory of moral development as it is tested with retail managers and employees.

The results of this research suggest that while females do demonstrate higher scores than males, it is only a statistically significant factor with male and female respondents who have no management experience. Female with no management experience (n=190) had a significantly higher score than their male counterparts (n=65). Recommendations for future researchers along with practical suggestions for empowering female professionals are provided.

## Introduction to Moral Development and Gender

The controversy regarding whether men and women make more ethical managers will continue for the years to come. What is clear is that both male and female leaders make good and bad ethical choices. However, most ethical lapses seem to come from male leaders. Ethics and ethical scandals seem to be a topic of discussion throughout the media. Reading a newspaper, skimming through academic journal articles, listening to the radio or television, and talking to investors will quickly show that people are highly concerned about the illegal and unethical decisions of executives and managers (such as Mr. Madoff, who "ripped off" billions of dollars from investors, as well as others who may have worked at high level positions with Enron, Tyco, WorldCom, and other such firms that are accused of wrongdoing). There have been many authors and researchers who have studied ethiccal and the unethical behaviors of managers and students in academia, as they are concerned about "copycatting" and the deleterious influence of inappropriate behaviors by managers and senior officers of major firms (Cavico and Mujtaba; 2009; Mujtaba et al., 2009; Clark, 2008; Crary, 2008; McGill, 2008; Desplaces, Melchar, Beauvais, and Bosco, 2007; Gao, 2004; Klein, Levenburg, McKendall, and Mothersell, 2007; Lawson, 2004, Cherry, Lee and Chien, 2003; Nonis and Swift, 2001; Ridley and Husband, 1998; and others). Perhaps it is greed that influences people to behave unethically; or it could be a person's gender, education, age or lack of management experience that leads one to make ethical lapses in judgment. A key research question might be to see if gender actually makes a difference in the ethical decision making of retail employees. Consequently, this current research is designed to compare the Personal Business Ethics Scores (PBES) of managers and associates in the retail industry. Building on the theory of moral development, the purpose of this study is to determine whether gender is related to ethical decision making.

Moral development, according is the growth of a person's ability to distinguish right from wrong, to develop a system of ethical values, and to learn to act morally. The term development refers to progressive and continuous changes from the beginning of life until the end. As the research will show, moral development occurs through the process of not only maturity, but also socialization as a person acquires an education, grows older, and obtains management experience. It is believed that science, religion, culture, standards of good and bad, and other forms of behavior in society are passed on by nurture (that is, they are learned) and not by nature. The authors believe that each individual has the ability to think about his or her own thought process, which is known as "self-awareness." It is the "self-awareness" ability which enables people to make significant advances from generation to generation (Mujtaba et al., 2009).

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Moral character is an aspect of personality, which can structure a person's moral, ethical, and personal beliefs.  In general, a person may be deemed moral when he/she behaves ethically.  Moral behavior appears to be a function of one's past experience with similar situations in which a person has learned to behave morally.  Social and moral potentialities may be nourished best through brain development between birth and maturity, supplemented by the process of education.  Moral learning is not much different from any other form of learning. Society influences behavior of its members through education and experience as people grow older.

Gender makes a huge difference in the workforce since males and females have different perspectives about how to work with people and how to maximize productivity.

Most of the past research reports that gender does not affect the moral reasoning of individuals (Jadack et al., 1995; Pratt, Golding & Hunter, 1988). However, some researchers conclude that males and females pass through different stages of moral development at different age categories. Gilligan (1982) claims that while males are learning rules as part of their moral development, females are learning about intimacy, caring, helping, and relationships. Harris and Sutton (1995) completed a study comparing Fortune 1000 executives with MBA students and found that female MBA students' ethical judgment to be much closer to executives than male MBAs. They also found that female MBA students possess significantly different and less tolerant ethical values than male MBA students. Sikula and Costa (1994) found that men and women college students are ethically equivalent. However, males and females significantly differ on four other non-ethical values, which are an exciting life, a world at peace, forgiveness, and imagination. Compared to men, women students significantly value a world at peace and forgiveness more, and an exciting life and imagination less. White (1988) reported that sex was not itself a significant predictor of moral reasoning. The general feeling among the general public seems to be that females tend to make more moral decisions than men.

Previous findings conclude that males and females can and do think of moral problems from different points of view, depending on the situation and context being considered (Fritzche, 1995; Jadack et al., 1995). Fritzche (1995) completed a study, which included 34 females and 66 males, and found that managers tend to respond to ethical dilemmas situationally, regardless of gender.

## Research Problem Statement, Methodology and Analysis

As discussed above, there have been several studies that link the moral and immoral behavior of individuals to their gender.  Researchers have concluded that as individuals mature (grow older and acquire knowledge and experience) their ethical values and behaviors tend to improve.  This growth in the moral development of individuals takes place from early childhood until the late twenties and thirties.

The present study uses Clark's (1966) instrument to compare the results of Personal Business Ethics Scores (PBES) of retail employees and managers based on their gender.  The research question to be answered is whether a person's gender affects the moral development of individuals.  The independent variables affecting a person's moral development (moral or ethical maturity) is age.

Survey research techniques have been successfully used to study the values and beliefs of people in the organizational culture and environment. The analytical survey method of research has many advantages when compared to other available methods. When using self-administered questionnaires, the errors associated with interviewer's subjectivity were totally eliminated. The self-administered questionnaires also offer greater anonymity, which can be extremely important when conducting research in the area of ethics.  Respondents are asked questions that are very personal in nature because they deal with their values, beliefs, and daily practices. Also, the self-administered questionnaires allow the researcher to objectively analyze the data and discover statistically significant relationships.

This study targeted employees and managers in the retail industry.   The surveys were sent to employees and managers in the Central Florida region in the United States.  A paragraph explaining the purpose of this research and guaranteeing total confidentiality was included with each

survey. Twelve hundred questionnaires were sent to employees and managers who were asked to voluntarily complete the questionnaire during their regular shift and return it to the author by company mail. Six hundred surveys were sent to management and six hundred were sent to non-management.

A total of 635 surveys, comprising a response rate of 53 percent, were returned. From the returned surveys, a total of 33 surveys were incomplete and could not be used. Therefore, a total of 602 surveys remained to conduct this survey and 385 of them (64%) represent people who have been working with this company for at least six years or more. Twenty percent (n=121) of these respondents are 25 years of age or younger. A total of 275 managers and assistant managers, 46% of the respondents, participated in this survey; and only 165 of them (60%) have six or more years of management experience in the supermarket industry and are 26 years of age or older. The respondents are 51.5% (n=310) males and 48.5% (n=292) females. From the total sample, 350 (58%) people have twelve years of education or less, and 52 (9%) people have four or more years of college education. A majority of the respondents, 329 individuals, are from the grocery department, six respondents are from the pharmacy department, and the rest of the respondents are equally divided into the bakery (67), meat (66), deli (66), and produce (68) departments.

The questionnaire used consists of eleven questions which represent the Personal Business Ethics Scores (PBES). The PBES represents a score between 11, indicating low personal business ethics, to 55, indicating very high personal business ethics. An analysis of variance (ANOVA) at the $p < .05$ level of significance is used to determine if there are differences in the responses of employees based on their gender. The .05 level of significance has been chosen because it is an appropriate level of significance for most social science research. This study used the SPSS software program as a database and used the ANOVA section to evaluate the null hypothesis at the specified level (5%) of significance. The following paragraphs and explanations are geared toward each hypothesis and its explanation:

Null hypothesis I states that females who are 25 years of age or younger will (X1) have Personal

Business Ethics Scores (PBES) that are greater than males who are 25 years of age or younger (X2). The alternative hypothesis states that females who are 25 years of age or younger will have PBES that are lower than males who are 25 years of age or younger.

ANOVA at a 5% level of significance was used to test the null hypothesis. Table 1 shows the results of the ANOVA test. The PBES mean of females 25 years of age or younger is 42.78, and the PBES mean for males 25 years of age or younger is 40.94, with an F-value of 2.35 at a level of significance of 0.128. The results indicate that there is no significant difference in the PBES mean value of female and male employees 25 years old or younger. Null hypothesis I could not be supported.

Although the PBES mean of females who are 25 years of age or younger is higher than males who are 25 years of age or younger, it is not significantly higher. The result does not support the moral development theory that gender is a factor in moral development of individuals who are 25 years of age or younger.

**Table 1 - Analysis of Variance and Mean Values**

| Source | Sum of Squares | DF | Mean Squares | F | Significance of F |
|---|---|---|---|---|---|
| Main | 98.12 | 1 | 98.12 | 2.35 | .128 |
| Effects | 98.12 | 1 | 98.12 | 2.35 | .128 |
| Explained | 98.12 | 1 | 98.12 | 2.35 | .128 |
| Residual | 4969.35 | 119 | 41.76 | | |
| Total | 5067.47 | 120 | | | |

Total Sample Population    N = 121
Males 25 years and younger        n = 47        X2 = 40.94
Females 25 years and younger      n  = 74      X1 = 42.78

Null Hypothesis II states that females who are 26 years of age or older (X1) will have Personal Business Ethics Scores that are greater than males who are 26 years of age or older (X2). The alternate hypothesis states that females who are 26 years of age or older will have Personal Business Ethics Scores that are lower than males who are 26 years of age or older.

ANOVA at a 5% level of significance was used to test the null hypothesis. Table 2 shows the results of the ANOVA test. The PBES mean of females 26 years of age and older is 45.29, and the PBES of males 25 years of age and older is 44.73, with an F-value 1.03

at a level of significance of 0.310. The results indicate that there is no significant difference in the PBES mean value of females and males who are 26 years of age and older. Null hypothesis II could not be supported.

The result does not support moral development theory that gender is a factor in the moral development of individuals who are 26 years of age or older. Although the PBES mean of females who are at least 26 years of age or older is higher than males who are at least 26 years of age or older, the difference is not significant.

**Table 2 - Analysis of Variance and Mean Values**

| Source | Sum of Squares | DF | Mean Squares | F | Significance of F |
|---|---|---|---|---|---|
| Main | 38.37 | 1 | 38.37 | 1.03 | .310 |
| Effects | 38.37 | 1 | 38.37 | 1.03 | .310 |
| Explained | 38.37 | 1 | 38.37 | 1.03 | .310 |
| Residual | 17827.50 | 479 | 37.22 | | |
| Total | 17865.87 | 480 | | | |

Total Sample Population    N = 481
Males 26 years and older    n = 263    $X_2 = 44.73$
Females 26 years and older n = 218    $X_1 = 45.29$

Null Hypothesis III states that females who have five or more years of supermarket management experience $(X_1)$ will have Personal Business Ethics Scores that are greater than males who have five or more years of supermarket management experience $(X_2)$. The alternate hypothesis states that females who have five or more years of supermarket management experience will have Personal Business Ethics Scores that are lower than males who have five or more years of supermarket management experience.

ANOVA at a 5% level of significance was used to test the null hypothesis. Table 3 shows the results of the ANOVA test. The PBES mean of females with five or more years of supermarket management experience is 46.42, and the PBES mean for males with five or more years of supermarket management experience is 45.10, with an F-value of 0.755 at a level of significance of 0.386. The ANOVA analysis indicates that there are no significant differences between PBES mean value of females with five or more years of management experience and males

with five or more years of experience. The null hypothesis could not be supported. This result does not support moral development theory that gender is a factor in moral development.

**Table 3 - Analysis of Variance and Mean Values**

| Source | Sum of Squares | DF | Mean Squares | F | Significance of F |
|---|---|---|---|---|---|
| Main | 29.22 | 1 | 29.22 | .755 | .386 |
| Effects | 29.22 | 1 | 29.22 | .755 | .386 |
| Explained | 29.22 | 1 | 29.22 | .755 | .386 |
| Residual | 6308.09 | 163 | 38.70 | | |
| Total | 6337.31 | 164 | | | |

Total Sample Population    N = 165
Males 5 or more years of
management experience    n = 146    $X_2 = 45.10$
Females 5 or more years of
management experience n = 19    $X_1 = 46.42$

Null Hypothesis IV states that females with no management experience $(X_1)$ will have Personal Business Ethics Scores that are greater than males who have no management experience $(X_2)$. The alternate hypothesis IV states that females with no management experience will have Personal Business Ethics Scores that are lower than males who have no management experience.

ANOVA at a 5% level of significance was used to test the null hypothesis. Table 4 shows the results of the ANOVA test. The PBES mean of females with no management experience is 44.22, and the PBES for males with no management experience is 41.86, with an F-value of 7.07 at a level of significance of 0.008. The ANOVA indicates that there are significant differences between these two groups. Females with no management experience have a significantly higher mean PBES value than males with no management experience. The null hypothesis is supported.

This result supports the moral development theory that gender is a factor in moral development; however, it is only true in the case of individuals with no management experience. It also supports Carol Gilligan's view that the ethical values of females are higher than those of males.

**Table 4 - Analysis of Variance and Mean Values**

| Source | Sum of Squares | DF | Mean Squares | F | Significance of F |
|---|---|---|---|---|---|
| Main | 268.43 | 1 | 268.43 | 7.07 | .008 |
| Effects | 268.43 | 1 | 268.43 | 7.07 | .008 |
| Explained | 268.43 | 1 | 268.43 | 7.07 | .008 |
| Residual | 9611.91 | 253 | 37.99 | | |
| Total | 9880.34 | 254 | | | |

Total Sample Population   N = 255

Males with no management experience
n = 65   X2 = 41.86

Females with no management experience
n = 190   X1 = 44.22

In general, the ANOVA results did not find any significant differences between males and females among their age categories. There were no significant differences between males and females with five or more years of supermarket management experience. However, females with no management experience did have a significantly higher PBES mean than males with no management experience.

The results suggest that gender at least partially makes a difference in the moral judgment of individuals. One implication of this research is the role of females in the supermarket industry with regard to gender, specifically that females had a significantly higher PBES mean than males. Since more females are now entering the management sector of the supermarket industry, their higher level of moral maturity could have a positive influence on the level of ethics in this industry in general. Table 5 summarizes the male-female differences in moral reasoning, as described by Leslie Dawson in her 1995 article (Mujtaba et al., 2009).

Dawson concludes that women's traits can improve the ethical climate of a firm by bringing more sensitivity, caring treatment of customers, more creative approaches to problem-solving, more effective relationship-building skills, creating greater trust in interpersonal affairs, and being supportive and understanding of supervisory style. She further states that women also can be viewed as less decisive, slower to make decisions, or even naive at times. The best approach might be to combine the best traits of each sex at various levels of management in the organization to have a balance of both sides. This will enable individuals to help each other by effectuating strong solutions to their daily challenges; and they could learn from each other as well.

The above results of this study with retail management also indicate that the company's emphasis and training on the part of its management may have increased the moral development of all its associates. One can only hope that this is true in all companies; and that senior officials are demonstrating, encouraging and enforcing high ethical standards in all their associates, especially their managers.

**Table 5 - Male and Female Differences in Moral Reasoning**

| In solving ethical dilemmas, females are likely to: | In solving ethical dilemmas, males are likely to: |
|---|---|
| • Primarily respect feelings | • Primarily respect rights |
| • Ask "who will be hurt?" | • Ask "who is right?" |
| • Avoid being judgmental | • Value decisiveness |
| • Search for compromise to achieve fairness | • Make unambiguous decisions based on available data |
| • Seek solutions that minimize hurt | • Seek solutions that are objectively fair |
| • Rely on communication | • Rely on rules |
| • Believe in contextual relativism | • Believe in blind impartiality |
| • Be guided by emotion | • Be guided by logic |
| • Challenge authority | • Accept authority |

## Women and Leadership in Practice

Despite factual evidence that men and women are equally effective as managers and leaders, women are still stereotyped as having female qualities that are seen negatively in the leadership realm. Women are traditionally seen as nurturing, supportive, and concerned with interpersonal relations, while men are seen as being directive and focused on task accomplishments. Those that engage in this destructive stereotyping tend to expect women to be more relationship-oriented as managers engage in more consideration behaviors whereas they expect men to be more task-oriented, engaging in more initiating structure behaviors. However, research has shown that both male and female managers who have leadership positions in twenty-first century organizations tend to behave in similar ways and engage in equally effective leadership styles.

Academic scholars have consistently stated that female leaders are often evaluated slightly less favorably than equivalent male leaders, and this difference is almost completely due to sex stereotype bias. Women are evaluated negatively when they adopt a stereotypically male leadership style and occupy traditionally male-dominated positions. At the mean time, increasing number of women entering the ranks of management has prompted researchers to explore the relationship between gender and leadership. Relatively more women are in management positions today in Western countries than there were ten years ago. However, despite the fact that women in developing economies are earning higher degrees than men, there are still relatively few women in top management, and in some organizations, even in middle management. Even when women in Western countries do advance to top-management positions, special attention is often focused on the fact that they are women.

Research suggests male and female managers who have leadership positions in organizations behave in similar ways. Research further suggests that leadership styles may vary between women and men. Women tend to be somewhat more participative as leaders than men. Male managers tend to be less participative, making more decisions on their own. Women may be more participative because subordinates may try to resist the influence of female managers more than they do the influence of male managers. Also, female managers sometimes have better interpersonal skills than male managers. The main finding from research on leader behaviors is that male and female managers do not differ significantly in their propensities to perform different leader behaviors. Research suggests that across different kinds of organizational settings, male and female managers tend to be equally effective as leaders. As a matter of fact, women are rated higher than men on most leadership dimensions by employees, including the emerging leadership qualities of coaching, teamwork, and empowering employees. The increasing number of women in the workforce should result in a larger pool of highly qualified candidates for management positions.

Gail Evans, in her 2001 book titled "Play Like a Man, Win Like a Woman: What Do Men Know About Success that Women Need to Learn?" mentioned that women account for over 46% of the total U.S. labor force. In 1999, only 11.9% of the 11,681 corporate officers in America's top 500 companies were women and in 1998 it was 11.2%. If this pace continues, the number of women on top corporate boards will not equal the number of men until the year 2064. Also, out of the 500 Fortune companies only 4 had females appointed to the top chief executive officers' position. It is obvious that the business world and the world of management have traditionally been dominated by males. As such, the policies, rules, and "yardsticks" of success have been created by men for the game of business. So, now, women are stuck "playing the rules" made by men as they attempt to be effective competitors. Regardless of the culture, women will prosper when they are familiar with the rules and "play the game" better than their male counterparts. Evans (2001) claims that women do not need to follow the rules exactly as stated, but they do need to understand the rules of the game since it is part of the existing culture and the expected "yardstick" for measuring one's success in leadership.

The object of the business "game" is to simply feel great about what one does, because that is how a leader can feel fulfilled, and that is how one can influence the direction of the game leading to better performance. Evans states that there are four ground rules for women to play the business

game in twenty-first century management. First, remember that you are who you say you are. So, see yourself doing the job successfully. What would it feel like? What does it look like? Try to make your positive fantasies real. The first step to being successful is convincing yourself that you are successful and playing the part as such. Second, "one price does not fit all." You do not always need to follow the rules, but you must be aware of the consequences. This will prepare you to respond effectively and it will eliminate any surprises. Third, work is not a sorority. Some women enter the workforce so they can form and maintain healthy and long-term relationships. "Playing the man's game" in the business world requires pretending that personal relationships are not always important. Fourth, women are always perceived to be a mother, daughter, wife, or mistress. Men in the workplace have a tendency to see women co-workers as a mother, daughter, wife or mistress, even when she is clearly not one of them.

One important aspect of success in the business game is learning the "playing field" well. Learn as much as you can about the company before you even go for an interview. Is there only one person to report to or are there many people? In which field would you rather work? Don't settle for anything, select a specific field of interest and one where you can excel. See if the company does something you can feel a connection with and find out if they have a good public image. Most women care about the totality of the "package," so if you are going to be successful you must feel comfortable with the organization and the people working there. Once you get the job, learn it well, and in due time set a vision that can be achieved. Evans states that a great career is seldom reached by a ladder of small steps. Combine good strategic planning with a vision that others can aspire to in joining you and your team for the realization of this ultimate mission. Goals stop possibility (unless one sets higher goals upon their realization), and vision creates possibilities for a brighter future. See the possibilities, and communicate this vision with others on your team and those managing the teams. Upon the achievement of small milestones and goals, keep score so you are given proper credit. When most people have done a good job they are usually satisfied if the boss praises the work and

gives thanks and/or recognition. If women do not have the sense to ask for more staff, stock options, benefits, cars, club memberships, severance packages or guaranteed performance reviews, they probably will not get them. Some women tend to be shy about asking for such benefits when they deserve it, but they must overcome such modesty and ask for what they deserve so they are not overlooked.

Evans (2001) offers fourteen basic suggestions as rules for success in playing the basic game in the business world and the following is a brief summary of her suggestions.

1) Request what you want. Make a request for what you want and deserve since asking is the only way to get what you want in the business world.

2) Speak out. If you don't talk, no one will know you exist or that you have ideas.

3) Speak up with confidence. You must speak in a convincing and unconditional manner.

4) Toot your own horn. Make sure everyone notices what you do. Kenneth Blanchard once said that "if you don't toot your own horn, others may just use it as a spittoon."

5) Don't expect to make friends. Making friends is not an objective of a business situation. Treat everyone as professionally as possible and try to keep personal and professional transactions separate when possible.

6) Accept uncertainty. Have faith in your general ability to perform.

7) Take calculated risks. Individuals who take risks are people who have their fear under control. Remember, without fear it's not a risk.

8) Be an "imposter." It is fair to accept the fact that no one can honestly say that he or she knows everything about the job.

9) Think one task at a time. The cliché states that "a woman's work is never done" is not true so don't believe it. You can get the work done when you focus on each piece one at a time.

10) Don't anguish. If you feel like you can't complete a project on time then be honest about it and ask for help. Remember, you are not a "superwoman" and no one can fulfill this

expectation.

11) Follow the team leader. Perform your assigned part to the best of your ability toward the vision or objective determined by the boss or the team.

12) It is not always necessary to assume responsibility without authority. However, offer your services only when the task is a career opportunity.

13) Sit at the table. It is not only the big shots that sit at the boss's table. Anyone who has something of quality to say should take her seat at the table and speak her mind.

14) Laugh and enjoy your work. Laugh at the appropriate attempts at humor even if it wasn't funny.

Evans (2001) mentions that most women think they can do it all, and many of them do it well, but one cannot possibly do everything perfectly. If you are giving "Your all" to everything for everyone, then you seldom have the time to take care of yourself. You don't have to live your life as though you only have one chance, do as much as you can, or as much as you want, and have fun in your own time. Remember, if you try to do it all, it won't be perfect so there is no reason to focus on perfection or satisfying everyone. Sometimes, it is perfectly acceptable to ask for help, and to say "no" to projects that you do not have time for at the moment. Overall, it is best to simply be yourself. Evans further suggests that you should "be a woman" in the workplace since by allowing the natural, nurturing part of oneself to be available, one can build genuine relationships with others. Overall, "be yourself," be true to yourself, and be your true self everywhere you go, including the office.

Claire Shipman and Katty Kay (2009), in their book entitled "Womenomics: Write your own rules for success", provide great suggestions for managers and female employees. Managers need to provide more flexibility for their employees so they can be more productive in the workplace. They emphasize that flexible employees are likely to be more productive in the company. Shipman and Kay suggest that women are able to do it all by taking advantage of technology and flexible work hours. They provide inspiring and practical tips for women to empower themselves by knowing how to balance their careers with family life using the helpful

suggestions provided. Of course, managers should take advantage of their female employees' talents by providing them the flexibility and opportunity to be most productive. Remember, effective leaders come from both genders and, furthermore, are born and developed. So managers should work on the prevention of the "glass ceiling" and provide equal promotional opportunities for both male and female employees.

## Conclusions

This research was designed to compare the Personal Business Ethics Scores (PBES) of associates based on their gender in the retail industry. The purpose was to determine whether gender is related to moral development or to ethical decision making. This research has concluded that gender is a factor in the moral development of respondents and ethical decision making. While gender was not a significant factor when comparing younger males with younger females and older males with older females, it was a significant factor when comparing males with no management experience. This research needs to be tested for consistency in the retail industry both within and outside of the United States. Future researchers, therefore, should collect larger amounts of data from respondents to see if gender is a factor in the retail industry. Furthermore, the working environment in the United States is changing rapidly. Women, Asians, Native Americans, older individuals, immigrants from many nations, Blacks, Hispanics, and individuals with various disabilities are beginning to replace the traditional "white male" as the largest segment of the workforce in America. Therefore, it would be good research for practitioners to determine if ethnicity plays a factor in the ethical decision-making process.

In this study, managers and industry leaders should note that females in this study did have higher PBES means than males. Does this mean that females make better managers in the workplace? Perhaps it does as female managers are more likely to consider the impact of their decisions on all relevant stakeholders instead of just the shareholders. Therefore, administrators should consider the promotion and inclusion of more females in top level management positions in order to make their companies more ethically mature and socially responsible. Whether

previous researchers are right or wrong, a "care-orientation" can certainly assist in the elimination of bribes and unethical decisions which have been associated with greedy executives.

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