h e g

Haute école de gestion
Genève

# Positioning of young women in their future career : investigation of the influence of a video on personal perception

**Bachelor Project submitted for the obtention of the Bachelor of Science HES in Business Administration with a major in International Management**

by

**Chantal GASSER**

Bachelor Project Advisor:

**José V. RAMIREZ, HES Professor**

**Geneva, the 30th of May 2016**

**Haute école de gestion de Genève (HEG-GE)**

**International Business Management**

Hes·so GENÈVE
Haute Ecole Spécialisée
de Suisse occidentale

# Declaration

This Bachelor Project is submitted as part of the final examination requirements of the Geneva School of Business Administration, for obtaining the Bachelor of Science HES-SO in Business Administration, with major in International Management.

The student accepts the terms of the confidentiality agreement if one has been signed. The use of any conclusions or recommendations made in the Bachelor Project, with no prejudice to their value, engages neither the responsibility of the author, nor the adviser to the Bachelor Project, nor the jury members nor the HEG.

“I attest that I have personally accomplished this work without using any sources other than those cited in the bibliography. Furthermore, I have sent the final version of this document for analysis by the plagiarism detection software URKUND using the address supplied by my adviser”.

Geneva, the 30th of May 2016

Chantal GASSER

# Acknowledgements

I would like to take this opportunity to show my gratitude to my supervisor Professor José Ramirez who showed a great interest in the subject, trusted me in my decisions and helped me all along the elaboration of the research with real enthusiasm and valuable insights.

Then, I would like to thank all the teachers I met during these last four years at the Haute Ecole de Gestion of Geneva. They were always committed to the education of their students and help me to build the grounds of my future career. Thank you for your time, involvement and passion of teaching.

Next, I would like to thank Mr. Buell who helped me in the correction of this report.

Finally, a special thank you to my friends and family. First my friends, whom helped me in the design of the surveys presented in this research by giving me valuable feedbacks and also for their constant support all along these long years of friendships. Finally, my family that was always present for me, supporting me in each step of my education and my life. Thank you for being always there for me.

# Executive Summary

Women are globally underrepresented in the higher levels of hierarchy of the firms. This is not necessarily due to a lack of ambition, but mainly to barriers that impede women from reaching the top or slow down their ascent. This phenomenon is recognized worldwide and called the “glass ceiling” effect. It is the presence of transparent obstacles that appear in women’s career and makes it difficult, or impossible, to rise to a higher position.

On one hand the present report analyses the situation of women in top-level positions and explains what are the challenges, and on the other hand, the “raison d’être” of this report, is to conduct a psychosocial experiment on young women in Switzerland and Peru using an online survey (with and without video). Young women are the employees of tomorrow, thus it can be interesting to have their opinion. This experiment allowed gathering data on young women’s views and expectations on this theme and to determine their perception of their future careers.

In total 547 answers were collected, most of them from the French part of Switzerland.

This experiment had three objectives; the first was to understand young women’s self-perceptions of a role in a future leading position, the second was to investigate the influence of culture on young women’s positioning and the final was to determine the possible impact of a video on the positioning of young women.

Results from the analysis of the data showed that the majority of the respondents had no knowledge of the glass ceiling effect. Moreover, in general young women in Switzerland and Peru had ambition to reach a top-level position and believed that they would be able to reach a work-life balance, which is one of the greatest challenges, that women face today. Young women appeared to have self-limiting behaviors, a principal barrier to women’s advancement. However, a cultural difference was noticed as Peruvian young women showed more self-confidence on their positioning than Swiss young women. A principal finding on ambition was that young women with ambition recognize less the importance and possible impact of the barriers they might encounter in their career than young women without ambition. Finally, the impact of the video was not conclusive as no significant differences in the answers were reported between the individuals who watched the video and those who did not.

# Contents

**Positioning of young women in their future career : investigation of the influence of a video on personal perception** ..... 1

**Declaration** ..... i

**Acknowledgements** ..... ii

**Executive Summary** ..... iii

**Contents** ..... iv

**List of Tables** ..... vi

**List of Figures** ..... vi

**1. Introduction** ..... 1

**1.1 Specific research objective** ..... 2
**1.2 Structure** ..... 2
**1.3 Literature review** ..... 2

**2. Overview of the position of women in the workplace** ..... 4

**2.1 Global situation: focus on top-level positions** ..... 4

*2.1.1 Overview* ..... 4
*2.1.2 Barriers to women's career advancement* ..... 10
*2.1.3 Benefits of gender parity* ..... 16
*2.1.4 Recommendations to reach gender equality* ..... 18

**2.2 Country-specific description** ..... 19

*2.2.1 Switzerland* ..... 19
*2.2.2 Peru* ..... 21
*2.2.3 Comparison of cultures* ..... 22

**3. Psychosocial experiment** ..... 25

**3.1 Research questions and hypotheses** ..... 26
**3.2 Methodology** ..... 26

*3.2.1 Survey's structure* ..... 28
*3.2.2 Video's creation* ..... 34

**3.3 Measurement** ..... 34
**3.4 Results** ..... 35

*3.4.1 Demographics* ..... 35
*3.4.2 Control questions* ..... 37
*3.4.3 Findings* ..... 38

**3.5 Limitations** ..... 44

**4. Discussion** ..... 45

**5. Conclusion** ..... 49

**Bibliography** ..... 50

**Appendix 1 : Videos** ..... 56

**Appendix 2 : Survey in French** ..... 57

**Appendix 3 : Survey in Spanish** ..... 64

**Appendix 4 : Demographic data** ..... **71**
**Appendix 5: Data – Switzerland** ..... **73**
**Appendix 6: Data – Peru** ..... **75**
**Appendix 7: Modes** ..... **77**
**Appendix 8: Swiss statistics** ..... **78**

# List of Tables

Table 1 – Barriers to women's career advancement ..... 10

Table 2 – Survey's questions ..... 29

Table 3 – Repartition of respondents ..... 36

# List of Figures

Figure 1 – Females as a percentage of university graduates ..... 4

Figure 2 – Where are the women in industry leadership? ..... 5

Figure 3 – Women in the global labour force ..... 5

Figure 4 – Women likelihood of advancement compared to men's ..... 6

Figure 5 – "Leaky pipeline" ..... 7

Figure 6 – Gmail plug-in "Just not sorry" ..... 15

Figure 7 – How do people get promoted? ..... 16

Figure 8 – Global performance ..... 17

Figure 9 – Performance of companies tiered by female management participation ..... 17

Figure 10 – Illustration from school textbooks ..... 18

Figure 11 – Swiss' women representation in the hierarchy in 2015 ..... 20

Figure 12 – Peruvians' women representation in the hierarchy in 2014 ..... 21

Figure 13 – Culture's comparison between Switzerland and Peru ..... 24

Figure 14 – Surveys' distribution ..... 27

Figure 15 – Barriers to professional advancement ..... 28

Figure 16 – Extracts from the videos ..... 34

Figure 17 – Hypotheses' measurement ..... 35

Figure 18– Data collection's distribution ..... 36

Figure 19 – Ambition's profile ..... 37

Figure 20 – Cultural behavior differences ..... 41

Figure 21 – Peer's opinion according to the interviewees ..... 42

# 1. Introduction

Since its establishment in 1636, only men were at the head of the prestigious Harvard University. However, in 2007, the first female president, Drew Gilpin Faust, was elected. In an interview in which she participated few days after her announcement D. Faust was asked how was it to be the first female president from Harvard. This question seems natural, because she was indeed the first female president, but would anyone ask to a man what it is like to be a male president, putting emphasize on his gender? The answer is probably not. This is exactly what D. Faust insisted on in her answer; she claimed that she was the president of Harvard and not the female president of Harvard.

This word, “female”, can be a simple word that specifies a gender, but in the work environment, and other psychosocial environments and economic sectors, to be from this gender embraces many preconceived ideas, biases and other socio-cultural values and can lead to different issues on gender equality.

In the workplace, it is well know that women are not equal to men; from their wages to their career opportunities. Indeed, it is common to find in most firms all around the world that women represent approximately half of the entry-level positions, but their presence diminishes at each higher level of hierarchy. It seems that there are barriers that impede their advancement, and actually this is the case. This phenomenon is called the “glass ceiling” effect. This term was first used by *The Wall Street Journal* in 1986, when journalists from the *Corporate Woman* column observed that “there seemed to be an invisible—but impenetrable—barrier between women and the executive suite, preventing them from reaching the highest levels of the business world regardless of their accomplishments and merits“. This is also referred to vertical segregation.

Reasons for this phenomenon are multiple, dependent and independent from women. One of the best known reasons is that when women begin to plan a family and would like to actually start one (approximately around 30-35 years old), it matches the time to initiate building a career. At that moment, women have to face difficult choices and have to agree on trade-offs with regard to their work-life balance.

Besides this reason, there are other elements as well as theoretical aspects that restrain women from reaching leading positions, which will be presented in further detail in this report.

## 1.1 Specific research objective

This research paper concerns the situation of women, specifically on the high positions of the hierarchy, also mentioned as “top-level positions” throughout this report. However, the main objective is to analyze the perception of young women on their positioning in their future careers. Young women were considered, as there exists many studies on women executives, but less about young women’s perceptions about their expectations of their future career.

In order to examine their perceptions, a psychosocial experiment has been conducted on a group of young women from age 15 years in Switzerland and Peru during April 2016. The analysis is based on three main parameters: the possible ambition of the young women, the possible influence of the culture and the possible impact of visual message delivery. In total 4 surveys have been conducted; two in French (one with video and the other one without video) and two in Spanish (one with video and the other one without video).

## 1.2 Structure

The present paper research is structured as followed; after the introduction, chapter 2 presents the situation of women in the workplace and country-specific descriptions of the situation in Switzerland and Peru. Chapter 3 focuses on the conduct of a psychosocial experiment made through the launch of an online survey and finally the report discusses the results of the experiment in the light of the general observation of the current situation of women in the workplace.

## 1.3 Literature review

Fetterolf et al. (2011) analyzed the perception of young women on their future lives based on a group of female American students. These young women were presented a hypothetical future situation as married mothers working full-time, part-time or without employment. They were asked to determine how they would expect the share of domestic labour between them and their husband and their future wages. Although they were educated women and were more or less aware of the issue of gender disparities, the results indicated that they expected inequalities within their marriage. In their hypothetical future lives, they would earn and work less than their husband and would have to do more housework and childcare than them. However, the analysis revealed that most of the young women wanted to have a career and not be a stay-at-home mother. With regard to this domestic division among gender, there are

widespread beliefs that women should be the one to take care of the children (Ely et al., 2014).

What these young women might have, or might have not, necessarily expected, are obstacles in their future career, mainly linked to their status of woman. According to a study presented by Bain and Company (Sander et al., 2011), there are structural and cultural issues that impact negatively the possibility of women from reaching the top of corporations. Even though women have the ambition to rise to those positions, the balance between work-life duties and their difference leadership's style in comparison to men's style are the main reason to explain their stagnation in middle-position. Besides, the perceptions of their ability in those two areas impact their own belief on their ability to lead. Sander et al. (2011) reckon that there is a high belief that the management of both work and life in parallel slows down women's career and that women prioritize family over work. Furthermore, even though women have a more collaborative behavior and are able to more effectively communicate their thinking than men, they are still seen as less effective by the management. Their leadership competencies are less rewarded than those of men and this impact in return their perception on their own capabilities to lead.

Straughter (2015) also recognized the existence of barriers to overcome in order to reach leadership positions and observed, as many other studies showed, that they are part of a broader phenomenon: the glass ceiling. This phenomenon indicates that there are transparent barriers that impede women from reaching the top. Nevertheless, Saughter found that there are ways for women to rise to a higher position, such as "professional mentorship, career development planning, motivation, work-life stability, success strategies and leadership and management ability" (Straughter 2015).

# 2. Overview of the position of women in the workplace

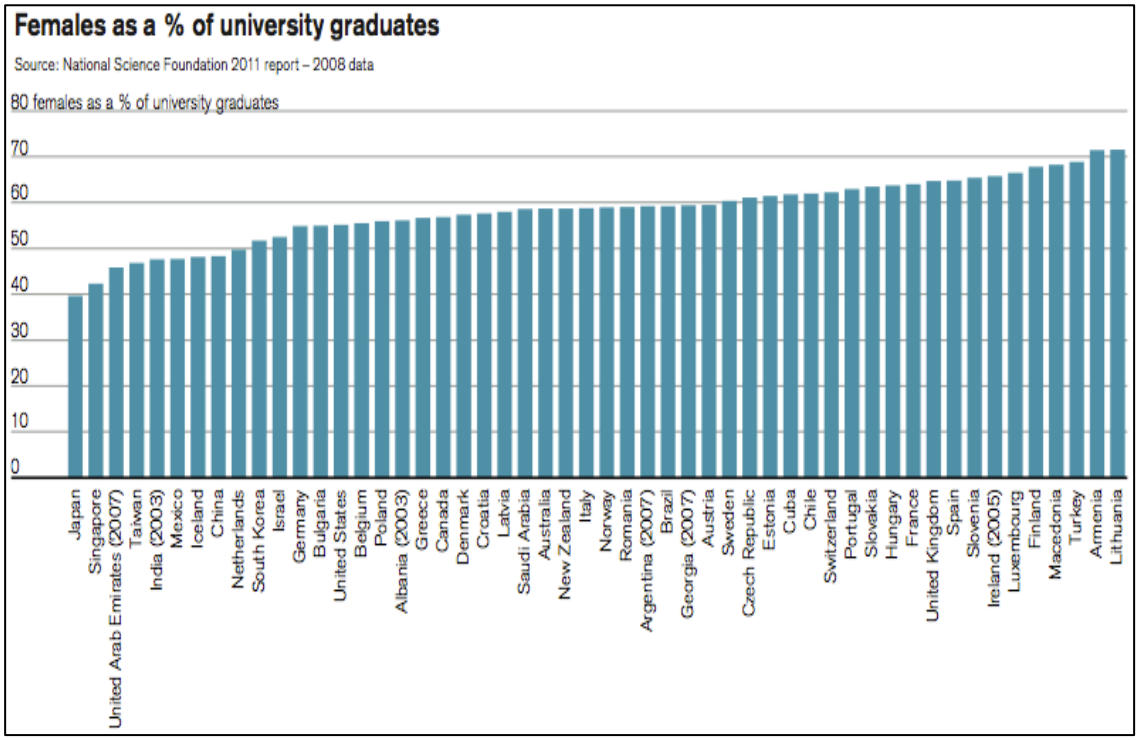
This chapter proposes an overview of the global situation of the women in the workplace, highlighting some facts and theories about this subject. Next, is presented the situations in Switzerland and Peru; these countries have been selected because they were the sites in which the psychosocial experiment was held.

## *2.1 Global situation: focus on top-level positions*

### 2.1.1 Overview

On a global scale, women represent on average half of the graduates (Figure 1).

**Figure 1 – Females as a percentage of university graduates**




Source: Credit Suisse, 2014

Nevertheless, once they get in the workforce their presence diminish as well as their work opportunities. According to the World Economic Forum (WEF), at the current rate of progress in gender parity, there are still 117 years to wait for women to have the same careers' prospect as men (World Economic Forum, 2016). This is well reflected in the high levels of the hierarchy of corporation where women are underrepresented as illustrated in Figure 2, even though they represent more than half of the labour force (Figure 3). According to a report the WEF published in 2016, the chances of women to

reach leadership positions are only 28% of those of men. This phenomenon is known as vertical segregation; the highest the level of the hierarchy, the fewer women there will be.

**Figure 2 – Where are the women in industry leadership?**

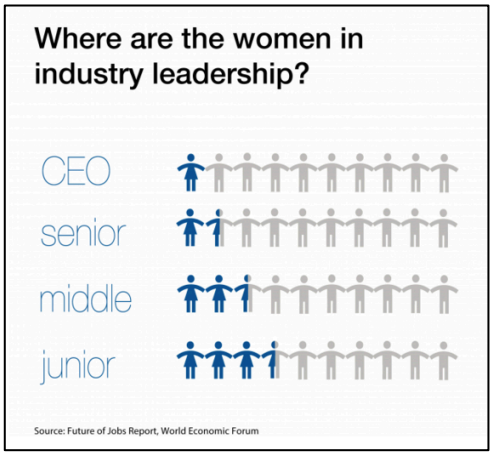
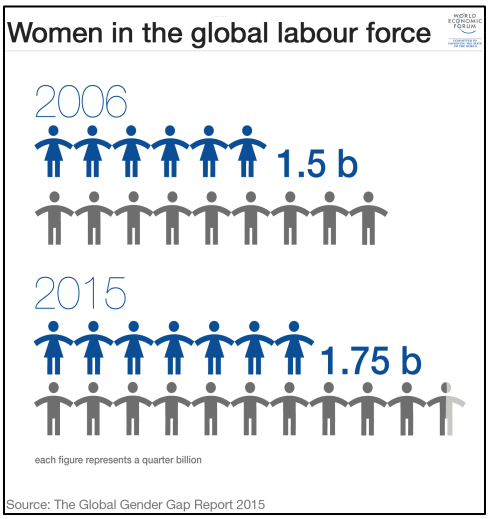



**Figure 3 – Women in the global labour force**



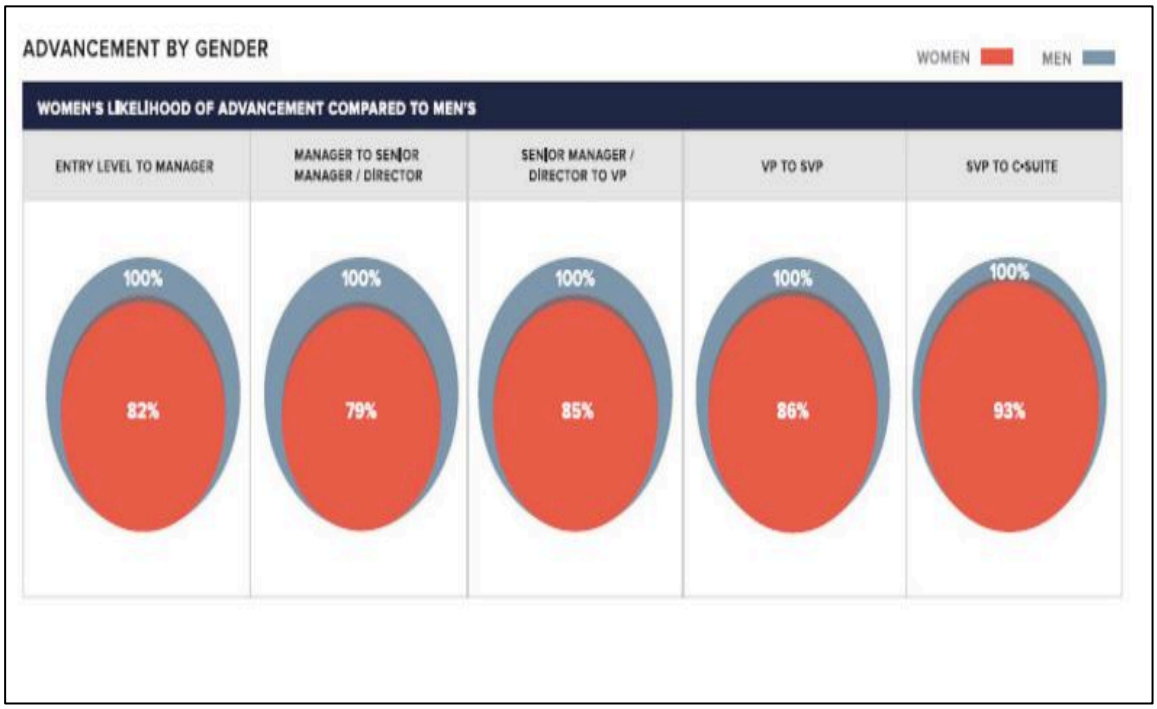

Those numbers reflect a global trend, analyzed by other entities such as the consulting firm McKinsey. Since 2007, McKinsey & Company publishes reports on the situation of women at work, highlighting each year a new topic. In 2013, McKinsey focused in the top management and surveyed 1'400 managers from several companies worldwide and observed that women were unrepresented in corporate boards and executives committees. The countries with the best results were Nordic countries showing a corporate boards' share of 34% of women in Norway and 21% of women members at executive committees. It has to be noted that Norway established quota since 2003 to force firms to have at least 40% of female representation in their boards. The worst result came from Japan with an average of 1.5% representation of women in both categories. It is also in those countries that women will find the best working conditions (i.e.: including higher education, labour-force participation, pay, child-care costs, maternity rights, business school applications and representation in senior jobs) as reported by The Economist[1]. Even if the results of the Nordic countries are encouraging, they are still low, or are not equal to those of men, and thus reflect

[1] R.L.W, D.H, 2015. The glass ceiling index. *The Economist* [online]. 05.03.2015. [Consulted on 12.04.2016]. Available at : http://www.economist.com/blogs/graphicdetail/2015/03/daily-chart-1?fsrc=scn/fb/wl/bl/dc/theglassceilingindex

inequality among the distribution of men and women in the workplace in general and mostly in top management positions.

In this respect, it is usual to mention the glass ceiling effect; the existence of transparent barriers that prevent women from reaching leadership positions. At each level of the firm, women have less opportunity to reach the next one in comparison with men as observed in Figure 4. The sources of the barriers are dependent and independent of the women and they will be presented in depth in the next sub-chapter but will be introduced in this part.

**Figure 4 – Women likelihood of advancement compared to men's**

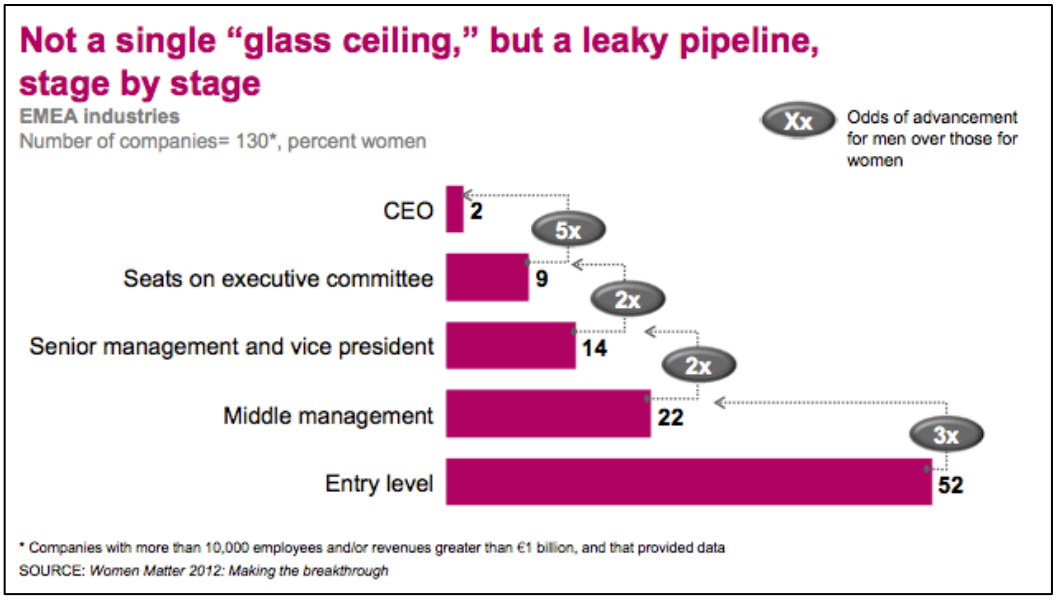



Source: WEF, 2015[2]

McKinsey also refers to a "leaky pipeline"; women are not only missing in the high levels of the hierarchy, but they are mainly underrepresented across all the levels of the hierarchy, except at entry-level positions as shown in Figure 5. As illustrated, women are mainly in entry-level positions, then their chance to get to middle management are three time less than men, and it goes to five time less from the executive committee to a CEO-position.

[2] GRANT, Adam, 2015. Why most men don't see gender inequality. The World Economic Forum [online]. 03.12.2015. [Consulted on : 12.04.2016]. Available at : https://www.weforum.org/agenda/2015/12/why-most-men-dont-see-gender-inequality/

**Figure 5 – "Leaky pipeline"**




An additional concept that can be added regarding the position of women in the workplace is the glass cliff theory: women tend to be chosen over men during risky, struggling or crisis periods when the odds of failure are higher than during "normal" situations (Ryan, Hasan, 2005). Ryan and Hasan (2005) explain that this might happen because first of all men judge that his kind of situation could damage their career due to the high level of risk and women, on the other hand, believe that this type of opportunity could not occur another time so they have to take it and that this will help them to attain positive perception from the higher hierarchy. Finally, they are gender-based characteristics that women possess that could explain their promotion such as "emotional sensitivity, strong interpersonal skills, morale building capabilities and a collaborative leadership style" (Glass, Cook, 2015).

In its 2013 survey, McKinsey asked women their intention to reach top-management position (senior and mid-level position) and 79% of them wanted, which was closed to the result of the male participants, with 81% of them willing to reach a top position. Nevertheless, women were less confident than men to reach those positions. As for mid-level management positions, 58% of them agreed or strongly agreed with the statement "I am confident I will succeed in reaching a top-management position" (McKinsey, 2013), and 69% for senior management position. In comparison, men were 76% and 86%, respectively; confident they would reach a top position.

Overall, as presented by McKinsey, women have ambition, but there are also the ones that are not interested in pursuing a career in the high levels of the hierarchy. A report published by McKinsey & Company in collaboration with Lean In, present a list of the reasons why the women do not want top positions. For women with children the first explanation was that that they did not believe they would be able to balance family responsibilities with work duties, then they did not want the stress of the position and the other reasons were that they were simply not interested by the position or did not believe in their own capabilities as a leader. Results for women without children were slightly different as their first reason not to take a top-level position was first that they did not want the stress of the position, then that they were not interested and in third position the balance between work and family commitments (McKinsey & Company, 2015). As an overall observation, there are differences in expectations according to the status of the women.

If a woman wants to advance in her career and a family, the main issues arise when family responsibilities appear. With the coming of a child, new responsibilities arrive and it is expected from women, as a social convention, to take care of the child. This implies a decision to make and trade-offs to agree upon. Sheryl Sandberg, in her 2010-TED talk, explained why there are so few women in leadership positions and highlighted some challenges they face. Following the TED- talk, S. Sandberg wrote a book about this thematic, *Lean In*, inviting women to lean in their professional career and not to step back. In *Lean In*, Sandberg showed what are the decisions and trade-offs women make all along their professional lives; herself as COO of Facebook experienced it, as she had to overcome several obstacles to get to her current position. She describes careers as a “jungle gym, not a ladder” (Sandberg, 2013); there is no one path to the top, and all present risks. In her observations, she noticed that “women have to prove themselves to a far greater extent than men do”. Reaching the top comes at a price and men and women have to pay it, but the burden is heavier on women than on their male colleagues. It all comes to taking risk and reaching for opportunities, however research indicates that women have a tendency to adopt self-limiting behaviors impacting negatively their career’s choices (Dickerson, Taylor, 2000), thus lowering the opportunity to reach leadership positions.

Another aspect to take into account according to Mainiero and Sullivan (2005) is the impact of women’s decisions on other aspects of their life, such as the family for example. They refer to “kaleidoscope careers: like a kaleidoscope that produces changing patterns when the tube is rotated and its glass chips fall into new arrangements, women shift the pattern of their careers by rotating different aspects in

their lives to arrange their roles and relationships in new ways" (Mainiero, Sullivan, 2005). As a result, women balance their options against the possible repercussions they would have on other aspects of their lives and evaluate the best configuration possible; for them all the variables of their life (work-related and not work-related variables) are linked, whereas for men work life tends to be detached from private life. The impact of working in a top position is also viewed as more conflicting with family responsibilities for women than for men; 80% of male respondents of a McKinsey's survey agree on the fact that a top-position would be compatible with family, against 62% for female respondents (McKinsey & Company, 2013).

For those who do not find the most suitable configuration, there is also the option to remove some variables from their life. Indeed, there are women who decide voluntarily to leave their position and their firm. This is not only for family's reason but also because of the workplace. A study from the Harvard Business Review showed that among a group of highly qualified female professionals aged from 28 to 55 years old, 37% of them stopped they career at one point and for those who were mothers the percentage went up to 43% (Hewlett, Luce, 2005); this is known as the "opting-out revolution". The reasons for this opting-out was first of all "family time", then "earn a degree, other training", "work not enjoyable/satisfying", "moved away" and finally "change careers". In their study, Mainiero and Sullivan state further that it is the lack of career options, as well lack of structural disposition of the firm (i.e.: no flexible hours, no part-time, etc.) and finally a difference in managerial style and values between baby boomers and the generation X that drove the women to leave the workforce. This obviously concerns women that can afford it, with probably a husband that earns enough to maintain the family. For those who opted-out, the study showed that 93% of them had the intention to come back to work. The first reason that almost half of the women (46%) mentioned was their wish for financial independence, then they were also interested by "enjoyment or satisfaction" and "regain power and status in their profession" (Hewlett, Luce, 2005). However, if they come back from their opting-out, they might be disappointed, as they might take a lower position than before their break and the work does no longer satisfy their expectations.

What does really attract women? In a survey conducted in United Kingdom, Germany and the United States, Hewlett and Marshall observed that women wanted mostly the possibility to: "flourish, excel, reach for meaning and purpose, empower others and be empowered and earn well" (Hewlett, Marshall, 2014). McKinsey also mention for the ones that were interested in C-suite positions, they were looking for "openness, honesty, authenticity and teamwork" (McKinsey & Company, 2012). Firms should take

into account these aspects, because after all women are the half of the available workforce and nowadays this pool is under-utilized and it can be considered as a “loss of potential talent” (McKinsey, 2013). Besides, McKinsey reports that there might be a shortage of 40 million highly skilled workers by 2030. Gender diversity has proven to be beneficial for the performance of the firms (as presented in 2.1.3), thus managers should not exclude one part of their employees to reach leading position for the simple reason they were not born with the “right” gender.

Despite all these partially pessimistic elements, there are women who were able to break the glass ceiling such as Indra Nooyi – Pepsico CEO, Marissa Meyer – Yahoo CEO, Meg Whitman – Ebay CEO, Ruth Porat – Google CFO and many more. A study undertaken by W. James in 2009, analyzed the career choices of eleven women who were able to reach top positions and how they reach balance between family and work duties. It was found that the women who were investigated have always had the desire to work, and did not consider to opt-out for family reasons. They were able to balance work life and private life. Overall, they did not regret choosing an executive position (even though they admitted they made some sacrifices) but recognized that some trade-offs were necessary.

In conclusion, there are many aspects to take into consideration when referring to the thematic of women at workplace. There is clearly place for improvement, but this will also depend on personal abilities, willingness, determination and the possibility to overcome the barriers presented in the next sub-chapter.

### 2.1.2 Barriers to women’s career advancement

Some elements that impede women from advancing in their career and thus reaching top-level positions were mentioned in the previous sub-chapter but there are other barriers that can complete the list as presented below. The barriers can be grouped in four main categories that represent some variables of women’s lives, and are directly in relation with their opportunity of career’s advancement: (the categories have been chosen by the author, based on all the elements of researches, other categorization is possible)

**Table 1 – Barriers to women’s career advancement**

| Category | Barriers |
|---|---|
| **Society** | Traditional role definition |

| | |
|---|---|
| | Gender-specific expectations<br>Social beliefs<br>Culture |
| **Lifestyle choices** | Role of partner<br>Career interruption<br>Willingness to compromise |
| **Firm's environment** | Corporate culture:<br>Gender-based stereotypes<br>Unconscious gender-based bias<br>Exclusion from informal networks<br>Scrutiny and performance pressure<br>Lack of support from management<br>Discrimination<br>Sexism<br><br>Structural obstacles:<br>Lack of advancement options<br>Lack of mentor<br>Lack of role model<br>Lack of solution to balance family and working life |
| **Self-limiting behavior** | Woman's own behavior |

***Society***. Social conventions defines traditional gender role and in most civilizations the women are expected to take care of the children and the men to be responsible for the financial resources. It is a constant pressure that women feel to fulfill the expectations from the society and to prioritize the role of mother over any other parameter of her life. Following this idea, women who work, might be considered as "bad mothers" thus creating a feeling of guilt for the women. Besides peer pressure, there also could be social beliefs such as the fact that it is better for the children to have a stay-at-home mother. However, studies do not prove it. These beliefs are only based on subjective reasons, such as emotions (Sandberg, 2013).

The belief women have to devote themselves to raising the children leads firms to think that women represent a high flight risk; firms might suppose that once a woman begins to create a family she might leave the workforce (Stone, 2013).

Lastly, the status of the mother (i.e.: stay-at home mother, working mother, etc.) could influence young women in their career's decision by reproducing the pattern they know (Story, 2005).

***Lifestyle choices.*** There is an expression that says "behind every successful man there is a woman". In the case of a woman, it is also the case according to the COO of Facebook, S. Sandberg. In her opinion, the role of the partner is decisive in a women's career. Both partners have to find a balance and support each other; according to her "the single most important decision that a woman makes is whether she will have a partner and who that partner is" (Sandberg, 2013). If both work, success is achieved in their respective working life with communication, honesty and share of domestic burden (Sandberg, 2013).

Then, there is the choice of the women who have ambition and wish to attain top-level position, but decide to interrupt their career to commit to other aspect of their life such as motherhood or to take care of parents.

Finally, there is the willingness to make trade-offs; according to McKinsey, 77% of women survey considered that top positions required entire availability from the individual (McKinsey, 2013), which makes the balance between work and private life more difficult.

***Firm's environment - corporate culture.*** An important barrier that women face is gender stereotypes. A stereotype is a wrong reflection of the reality and it is often a generalization and an over-simplification that may influence someone's beliefs[3]. As defined by Oxford Thesaurus it is "a widely held but oversimplified idea of the typical characteristics of a person of a thing" and can be assimilated to conventional idea, cliché or received idea[4]. The difficulty with stereotype is to determine if it is a true reflection of the reality or if it is a conceived idea.

---

[3] MACLACHAN, Matthew, 2011. Impact of stereotypes on international business: cross cultural awareness is key. *Communicaid* [online]. 03.02.2011. [Consulted on: 16.04.2016]. Available at: https://www.communicaid.com/cross-cultural-training/blog/impact-of-stereotypes-on-international-business-cross-cultural-awareness-is-key/

[4] OXFORD DICTIONNARY AND THESAURUS, 2007. Oxford Dictionnary and Thesaurus. Second edition. Oxford University press. ISBN : 978-0-19-923088-4

Stereotypes are common, they can be positive or negative but in the case of women, the impact on their career is negative most of the time. For instance, in the firm's environment, men will gather stereotypical characteristics that make them better leaders than women, and women in return will be stereotyped with characteristics that do not represent the behavior of a leader. As an illustration, women are said to be caregivers, sensitive and communal (Sandberg, 2013) and men are providers, decisive and driven (Sandberg, 2013), which corresponds better to a leader. When women adopt in return these types of behaviors, there are not considered as leaders but too aggressive (Ely, Ibarra, Kolb, 2011) and bossy (Sandberg, 2013) and they become less likable. Stereotypes are linked to the creation of unconscious gender-based bias, leading to believe that women are less capable to be appointed to leadership positions. Finally, women could interiorize the negative beliefs and their confidence in their own capabilities could decrease (Dickerson, Taylor, 2000) thus resulting in self-limiting behaviors.

The second element is their exclusion from informal networks. By not being invited, or less invited than men, to informal events, such as dinner at restaurants, outdoor activities, etc. women are not able to develop the same kind of relationship and network than men. They are also less exposed to information that can create opportunities of career advancement and less visible to the people that take the decisions. Despite the fact that they are not included, there is also the fact that women may worry about the fact that taking part in such networks will be considered as "instrumental" and "inauthentic" (Ely, Ibarra, Kolb, 2011).

Thirdly, there is scrutiny; as a result of their underrepresentation in the layers of the hierarchy, women's work, actions and performance are subject to high scrutiny in comparison with their male colleagues hence adding an additional pressure on them and their opportunity of advancement (Glass, Cook, 2015).

Fourthly there is the lack of support from the management. It exists a sociological phenomenon knows as homosociality[5], which is the preference of same-gender relationship (i.e.: friendly relationships, mentorship relationships, etc.). As it has been shown, management is mainly masculine and according to Kanter, men tend to show favoritism towards the same gender and select the same gender to occupy management positions; this is called the "homosociality reproduction" (Kanter, 1977).

[5] WIKIPEDIA, 2016. *Homosociality* [online]. Wikipedia, 2016. [Consulted on : 16.05.2016]. Available at : https://en.wikipedia.org/wiki/Homosociality

As a consequence women are excluded or isolated from management positions and besides this affects their recognition as leaders.

Finally, women suffer from discrimination and sexism due to their gender, but these are elements that are less discussed in the researches about the position of women in the workplace.

***Firm's environment – structural obstacles.*** If women want to advance in their career, the support of the firm is essential. Firms should propose measures to support women in their advancement, but most of the time there is a lack of them. First of all, there is the lack of role models, this creating once again unconscious bias that women do no fit the role of leader. As males are overrepresented in top-levels, a position in a top-position will be assimilated to the male gender (Ely, Ibarra, Kolb, 2011). It also impacts negatively the belief of women that it is possible for them to reach such positions.

Another structural obstacle is the lack of mentors, a program of mentorship could be put in place, helping women in reaching their aims (Powell, 2010). It could also be male mentors that sponsor women. This kind of program allows creating new relationships and expanding women's network.

Fourthly, lack of advancement options triggers work dissatisfaction and drive women to leave their position.

Similarly, the lack of solution to balance family and working life drive women out of the workforce. If the firms do not propose flexible hours, children day care and other options that could help women to conciliate work and family, it will create an additional obstacle for them.

***Self-limiting behavior***. Self-limiting behavior is a barrier that women construct themselves, based on their own beliefs, fears and perceptions. In general women, may lack confidence, or underestimate themselves (Sandberg, 2013), in comparison with men, and consequently doubt more of their capacities and abilities, thus damaging their opportunities for advancement. In the case of management positions, if women do not believe in their own abilities to perform leadership tasks, they won't choose to occupy such positions (Dickerson, Taylor, 2000). Self-esteem and self-efficacy (the perception a person has on his/her own capabilities) are two elements that are correlated for women and impact their career; low self-esteem triggers low self-efficacy, thus women won't aspire to management positions (Powell, 2010).

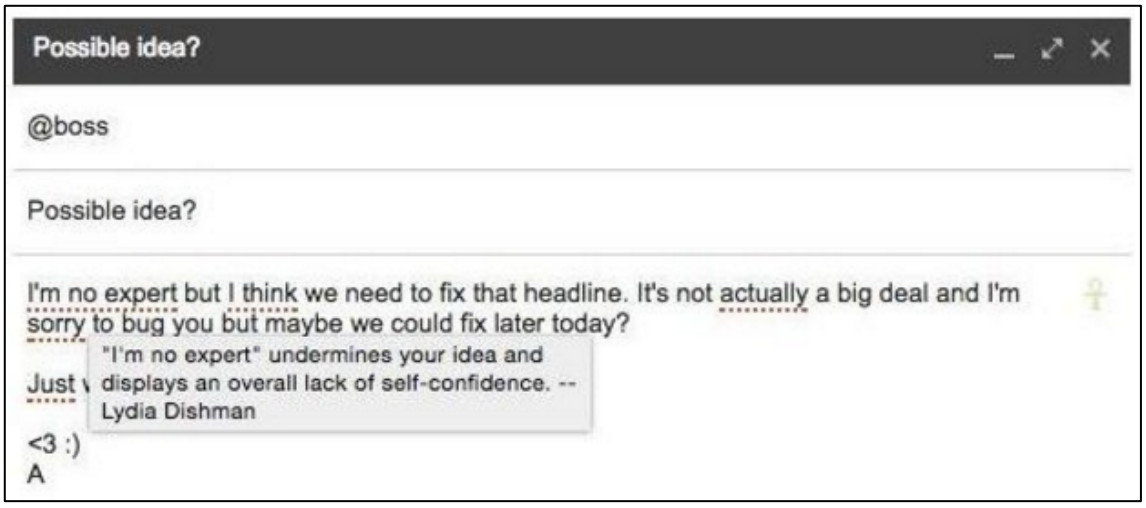
Sandberg adds that women “hold themselves back”, do not reach for opportunities and do not show enough assertiveness in their decisions. However, this is not a generalization and a study on women’s leadership reports that “women do ask: they negotiate over issues that matter to them” (Ely, Ibarra, Kolb, 2011).

Then, there are the women you feel guilty to leave the children at home and thus creating pressure on women, this is known as the maternal guilt (Sandberg, 2013)

There are also women who have difficulties to deal with failure and show difficulties to overcome them, which decrease their capacity and willingness to take on a new project. They can also internalize this failure, which leads to a decrease in their self-esteem.

Finally, they are behaviors that prejudice women and also might explain some stereotypes. For instance, women use excessively the conditional time and apologies. In May 2015, the Huffington Post published an online article about the comedian Amy Schumer who did a sketch on the constant use of the word “sorry” by women. As the author of the article commented, as woman, it felt familiar: “for many women, our default is to apologize without even realizing it”. In this regard, Gmail created this year a Gmail plug-in, “Just not sorry”, that highlights words such as “I am sorry” or “excuse” in emails (Figure 6). The aim is for women to write more assertive messages. However, according to a study, women tend to have this behavior because they are more conscious and sensitive to offensive behaviors than men (Schumann, Ross, 2010).

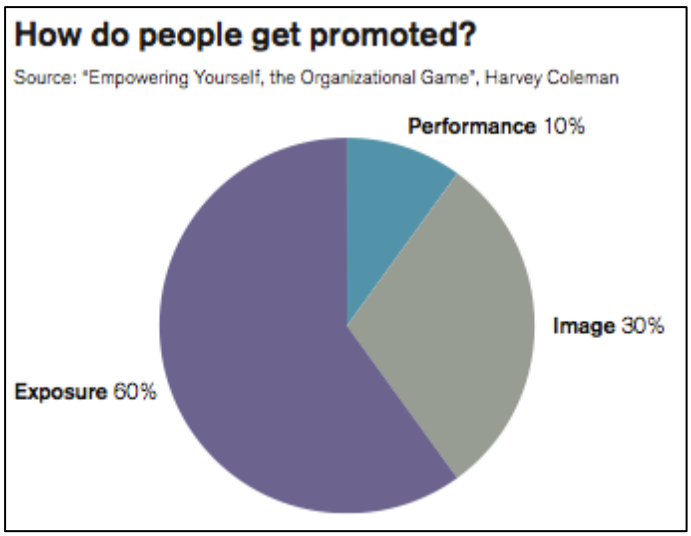
**Figure 6 – Gmail plug-in “Just not sorry”**




Source: The Telegraph UK, 2016

The weights of the barriers are going to be different according to different types of industry, but unconscious bias remains one of the most significant barriers through all the industries (World Economic Forum, 2016). This is particularly important to notice because, according to Credit Suisse's research, one third of the reasons for promotion are subjective, and can thus be led by unconscious bias, and not based on performance of the individual.

**Figure 7 – How do people get promoted?**




Source, Credit Suisse, 2014

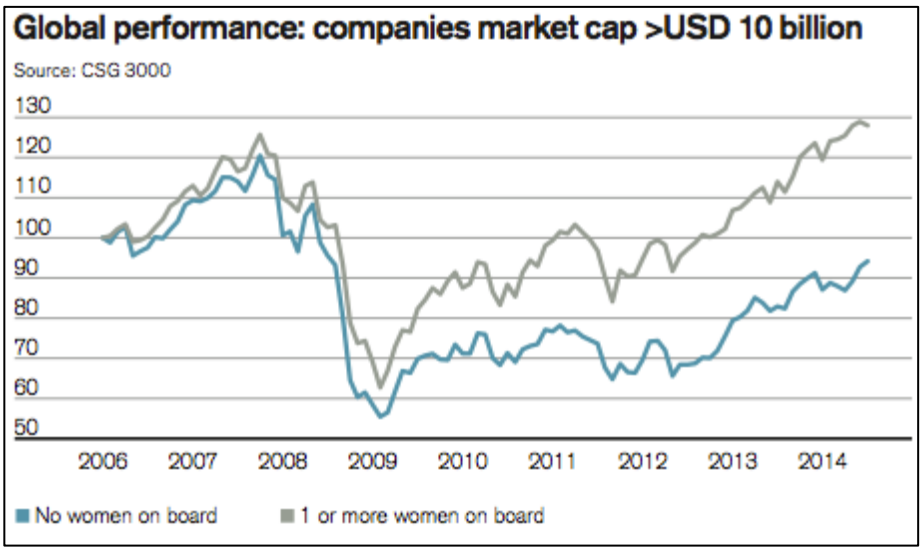
### 2.1.3 Benefits of gender parity

Many studies have shown that firms could benefit from gender parity, mainly from gender diversity. This last allows challenging views and creating new combination of ideas.

An advantage of gender diversity that comes often in analyses is the positive effect of female management on firms' performance. Gender diversity helps to enhance firms' performances in innovation, profitability and in corporate social responsibility (Glass, Cook, 2016) through a different leadership style. The benefit in profitability is illustrated in figure 8 and 9, based on a research undertaken by Credit Suisse gathering results from 3'000 firms. Figure 8 shows that the performance on stock market of companies with at least one woman on board was better than the one without any women on board. In figure 9, the same trend is observed, but this time the presence of women in management is taken into consideration. When women represented 25% of the management, the annual average return of the firm was +22.8%, with 33% of female participation the return reached +25.6% and with half of the management being women

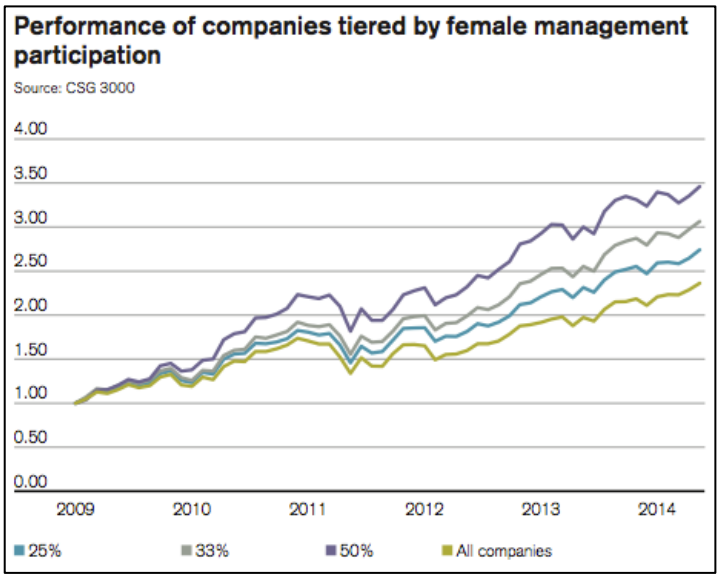
the firms delivered +28.7% of annual average return. Nonetheless, Credit Suisse is not able to determine if it is women's participation that favorably impacts profitability; their other hypothesis is that profitable companies might have "stronger female representation on board" (Credit Suisse, 2014).

**Figure 8 – Global performance**




Source: Credit Suisse, 2014

**Figure 9 – Performance of companies tiered by female management participation**




Source: Credit Suisse, 2014

To explain these benefits, McKinsey found out that women possess leadership behaviors that they use more frequently than their male colleagues, and that contribute to enhancing the firms' organizational performance. Those behaviors are "people development, defining expectations and rewarding achievement, being a role model, inspiration and participative decision making" (McKinsey, 2008).

Secondly, observers also recognize that total gender parity could lead to an increase in Gross Domestic Product (GDP). In Europe, if the rate of employment would be equally divided among men and women, the GDP of Europe could increase by 10% (Parker, 2016). According to McKinsey, it could bring an additional $28 trillion to the global annual GDP by 2025.

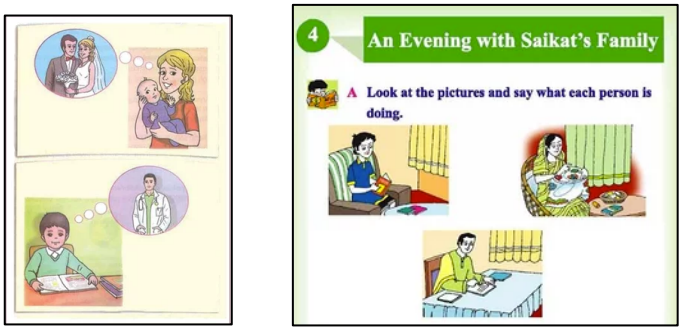
Lastly, it was mentioned earlier that women could represent, for firms, a flight risk but actually if they are satisfied by their work, they are less likely to leave the firm than men, thus assuring employment sustainability for the employer (McKinsey, 2015).

### 2.1.4 Recommendations to reach gender equality

According to a report of McKinsey on the power of parity (2015), gender equality in the workplace is linked to two essential parameters: gender equality in the society and attitudes and beliefs. The first could not happen without the last two.

In some studies, it is mentioned that gender inequality and role definition is already introduced at the most fundamental step of someone's life: at school. The culture of the gender is present in the schoolbooks of young children, shaping their beliefs on traditional gender roles. For instance, women will be illustrated cleaning the house, while waiting her husband to come back from work. This will promote gender stereotypes in the minds of the children and create gender bias. Thus, to enhance the position of women in society, it already has to begin with the education.

**Figure 10 – Illustration from school textbooks**




Source: The Guardian, 2016

In the workplace, some measures can be established to show an egalitarian attitude towards women and men. For instance, in communication the titles of a job should be written in the masculine or feminine form according to the gender of the person to whom it is addressed and both masculine and feminine versions of the job title should be used if the gender is unknown. Moreover, formulation such as “For ease of reading of the document, the masculine gender is used to refer to both genders” should be avoided.

To conclude, if firms want to promote gender equality, they have to propose solutions to women to accommodate their life and able them to balance work and private life. Solution such as extended maternity leave, part-time schedules, executive training, subsidized childcare, programs to ease maternity transition, telecommuting, etc. could be considered (McKinsey, 2015). This will also create job satisfaction and if the employees are satisfied, they are less likely to leave (S. Sandberg, 2013).

## *2.2 Country-specific description*

### 2.2.1 Switzerland

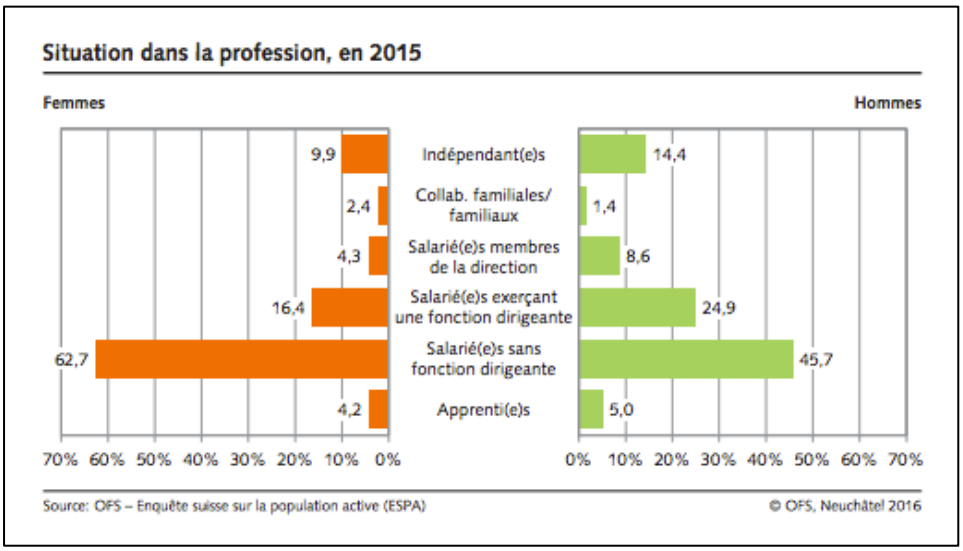
#### *2.2.1.1 Overview*

According to the Global Gender Gap report 2015 from the World Economic Forum, Switzerland has been able to close its gap of gender inequality by 78.5%, ranking in the 8$^{th}$ position of the global ranking. Iceland scores the best result with 88.1% of the gender gap closed. The study is based on four parameters: economic participation and opportunity, education attainment, health and survival, and political empowerment. The parameter that is taken into consideration for this report is the “economic participation and opportunity”. In this regard, Switzerland is on the 17$^{th}$ rank (over 145 countries), with 79.8% of the gap closed. According to the report, the ability of women to reach leading position is 5.2 over 7 (7 being the best score).

According to national statistics, since 1996 women represent approximately one third of the total leadership positions in Switzerland, and the trend evolved only by 5% over the last 20 years (Appendix 8A). As the general trend, there exists a phenomenon of leaky pipeline also in Switzerland, as illustrated in figure 11. On the left part, it is the presentation of women at each level of the hierarchy in 2015, from a position of intern at the bottom to independent at the top. On the left, there is the men’s situation. Women are highly represented at each position without high responsibilities with a share of 62.7% of total active women. Most of the active men are also in this layer of the hierarchy. Then, to pass to the next position, the share of women decreases by

46.3%, whereas men's share shrinks only by 20.9%. Overall, only 20.7% of total active women had a leading position in 2015, against 33.5% of total active men.

**Figure 11 – Swiss' women representation in the hierarchy in 2015**




As for women on boards, between 2010 and 2013 the share of women was on average 9.5% (Credit Suisse, 2014). By way of comparison, Norway's average was the highest with a share of 38.1% of women on boards.

Finally, on the rate of activity, more than half of the Swiss women work part-time as illustrated in Appendix 8B. The percentage of female full-time work decreased from 50.9% in 1991 to 41.3% in 2015. On the contrary, the share of part-time (50-89%) increased by 12% since 1991 to reach 34.2% of total active women in 2015. The same trend is observed for men; decrease of full-time work and increase of part-time work. According to the Federal Office of Statistics from Switzerland, one of the main reasons of this shift is the development of the tertiary industry that allows this type of activity rate, and also the increase of women participation in the workforce.

Finally, on the reason that impede women from reaching the top, the Swiss women also have self-limiting behavior (Careerplus, 2016) but there are also other structural reasons independent from women. According to a study published in 2012, 27% of active mother decided to leave the workforce due to their inability to reach a balance between work and family duties. Indeed, in Switzerland there is a lack of childcare structure and even though the Swiss Confederation subsidize the creation of new infrastructure since 2003, there are 2-3 kids per available place (in the Swiss German part). This creates organizational problems for the family, specially the mothers, who

have to find solutions for the care of their child, and if lack of it, leave the workforce to take care themselves to their child.

### 2.2.2 Peru

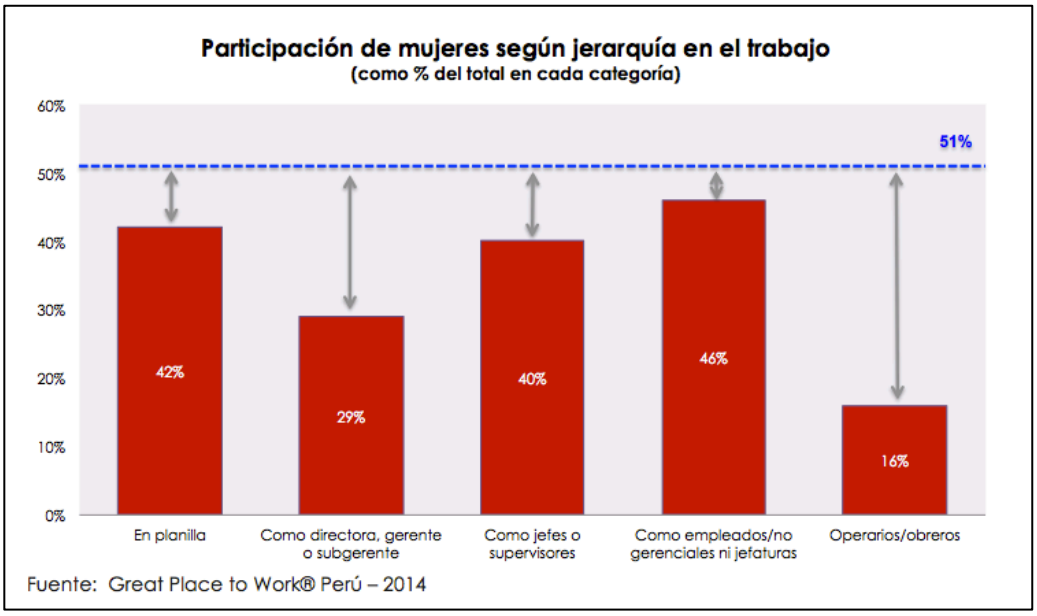
#### *2.2.2.1 Overview*

Peru ranks in the 89th position of the Global Gender Gap Index 2015 from the World Economic Forum. The World Economic Forum (2015) reports that Peru has been able to close its gender gap by 68.3% and 60.3% of its economic participation and opportunity parameter. Data from the report indicate that the ability of women to reach a leadership position is 3.6 over 7.

According to a report by Credit Suisse (2014), it is mainly in South America that women are underrepresented in leadership position and this is confirmed in Peru with only 14% of firms with female top managers. The rate of women on boards of listed companies is 6%, in comparison Norway has 37% of female on boards. Here again, the glass ceiling phenomenon is observed. Figure 12 shows that women represent almost half (46%) of the employees without any responsible roles. Then, women are 40% of the supervisors and chiefs, and their presence declines at the following level of the hierarchy with only 29% of female representation as directors or managers.

However, as in Switzerland, women represent almost half of the active population; in total in 2014, women represented 43.7% of the total occupied active population (INEI, 2016).

**Figure 12 – Peruvians' women representation in the hierarchy in 2014**



One characteristic that was mention as a barrier to women advancement earlier is not recognize as such according to the study of Gelambi Torrel (2015). Indeed, the Latin American women interviewed for this study were not from the opinion that internal traits were an impediment to career advancement, rather the main barriers came from the firms' environment. Besides, motherhood was not considered as an obstacle to occupy leadership position, possibly due to the importance of family in Latin America. One particular aspect that was mentioned in the study and that can also explain why motherhood is not seen as an obstacle, is that external help (e.g.: family, childminder) is easily accessible, mostly with the wage of a supervisor, chief or manager, but women confess that there is trade-offs to make anyway.

The one specificity to Latin America countries is the "macho society", which was recognized has an important barrier by the interviewee. In Peru, this lead to a climate of mistrust towards women, thus impacting their opportunity of advancement.

Gelambi Torrel (2015), concludes by confirming that there is clearly a glass ceiling phenomenon in Latin America and that its grounds are mainly cultural.

The last element that was present in Latin American studies, but not (or almost not) present in American or European studies is the role of Corporate Social Responsibility (CSR). Women that were interviewed by Gelambi Torrel (2015), mentioned that the implementation of a CSR politic on gender parity could be a solution to increase the number of women in the higher level of the hierarchy.

### 2.2.3 Comparison of cultures

"Culture" is a broad term that is manifested through a set of "symbols, heroes, values and practices"[6]. "Culture" is broad term for another reason; it exists different types of culture, such as national culture, corporate culture, social culture, etc. In this report, the national, or societal, culture is taken into consideration to investigate its possible influence on the workplace. It can be expected that there will be differences between Switzerland and Peru.

The cultural dimensions of Geert Hofstede were chosen as the method to present the profile of the culture of the countries. Only the power distance, the uncertainty avoidance and the masculinity dimensions are relevant to this topic, thus only those three dimensions are analyzed. All the conclusions are based on The Hofstede Center countries' results.

[6] KRISTAHN, Gerlinde, 2012. *Intercultural communication's class support.* Haute Ecole de Gestion. 2012.

The power distance “deals with the fact that all individuals in societies are not equal – it expresses the attitude of the culture towards these inequalities amongst them. Power distance is defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (The Hofstede Center, 2016). A high score indicates that inequalities within the society are quite usual, and a low score implies that inequalities are seen as unfair. This dimension will help to understand the relation of the society towards gender parity; a high score would indicate a culture characterized by more gender inequality and thus fewer women on the high levels of the hierarchy (Carrasco et al., 2012).

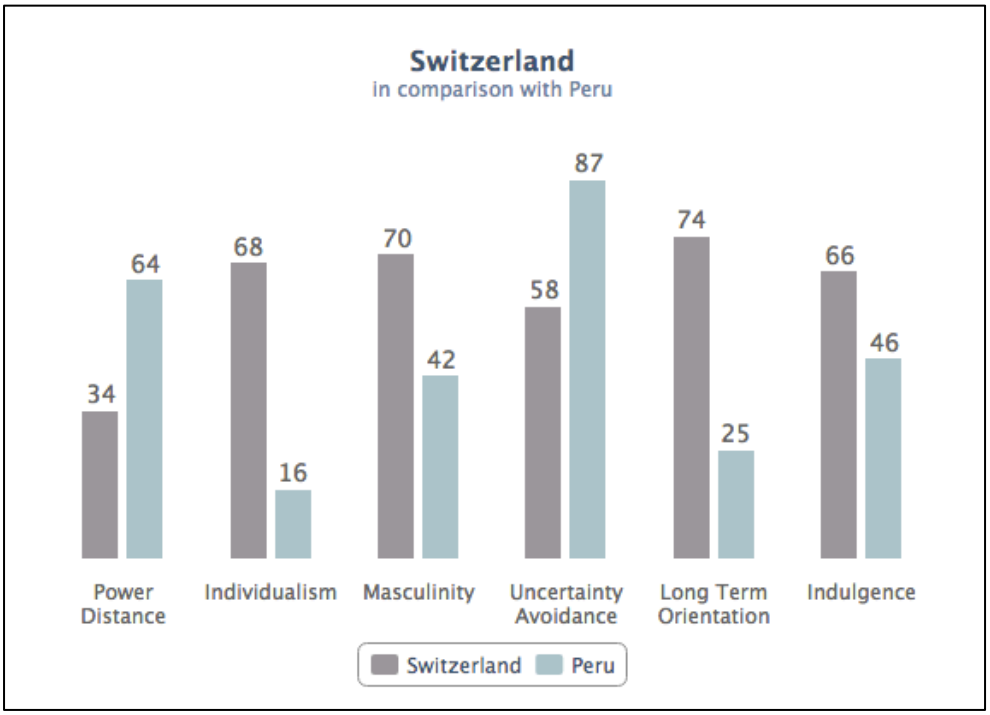
Uncertainty avoidance regards “The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these“ (The Hofstede Center, 2016). This dimension will allow analyzing the capacity to accept new ways of leadership, such as a higher rate of women in top-level positions. A high score denotes a society less tolerant to uncertain situation, whereas a low score show more tolerance to change and adaptability.

Finally, the masculinity distance deals with the motivation of people, either to reach for success (masculinity), or enjoy what you do (feminity) Masculinity is characterized by high levels of competition and achievement, while feminity values are based on solidarity and quality of life (The Hofstede Center, 2016). This dimension will help to understand the characteristics of women based on the culture of their country. A high score corresponds to a high level of masculinity in the society, and a low score a society more feminine.

Figure 13 exhibits the comparison of culture between Switzerland and Peru. On the power distance dimension, Switzerland scores 34, which is a low result thus representing a society which values equality. However, cultural differences have to be taken into consideration between the Swiss German population and Swiss French population. According to the Hofstede’s analysis, Swiss French have a higher score than the Swiss Germans, but there is no precision on the exact score. It is mentioned that the score should be close to the French one, which is 68. In comparison, Peru value is 64, which demonstrates a society with more inequalities and clear separation between the levels of the hierarchy. On the power distance, based on Swiss German results, the expectation is to have more women in leadership position in Switzerland than in Peru, where inequalities are more present, but this does not represent the actual picture of the situation. Swiss women represent in average 33% of leadership position in Switzerland and Peruvian women 29% of manager and directors (not

including supervisors). This bias can be explained by the multiculturalism of Switzerland.

**Figure 13 – Culture's comparison between Switzerland and Peru**




Source: The Hofstede Center, 2016

On the uncertainty avoidance, Peru once again scores a higher value than Switzerland; 87 and 58 respectively. The profile of both countries are lined up towards less adaptability to change and ambiguity aversion, nevertheless Peru dislike manifestly more uncertainty than Switzerland. As a result, it is likely to see less feminine representation, in comparison with men, in both countries due to the fact that those countries are quite reluctant to change and innovation; which is indeed the case.

Last, on the masculinity dimension Switzerland score is 70, which corresponds to a masculine society, whereas Peru can be described as a more feminine country. This means that there is a high level of competition in Switzerland and that people are driven by the success, performance and achievement, whereas Peruvians value more the quality of life and personal relationships. From this dimension, we can foresee competitive Swiss women, who enjoy challenges and rewards, while Peruvians women would present less motivation for achievement and in exchange will favor human contacts and solidarity.

# 3. Psychosocial experiment

Psychosocial experiments are common techniques used to investigate the behavior of individuals in determined situations. The aim is to distinguish, if possible, a change in their behavior, choices, beliefs or their perceptions. In this paper, the focus will be on individual perception.

N. Sillamy[7] defines perception as a complex psychological conduct based on personal and social experiences that are personal to each individual. Consequently, all perceptions are different, subjective and evolve throughout the life of each individual.

Perception is often analyzed and/or is an element of social experiments, as was the case with the Clark Doll test. This test conducted in the 1940s, sought to investigate how African-American children perceived segregation and racism in the United States. They were asked to choose among two dolls, one white and one black, in different situations. The results showed that the white doll was associated with positive characteristics and the black one with negative characteristics. The researchers concluded that children' perception was influenced by the racist and segregationist climate that was predominant in the United States at that time.

In marketing, it is also common to use the perception of consumers to influence their choices. In 2015, a movement called "Fashion Revolution" installed vending machine in Berlin and the purpose was to find out if people would buy $2 t-shirts after they saw a video of their production. As a result, no one did.

In the case of the present report, some young women are exposed to information about the position of women in the workplace through the use of a video. One of the objectives is to determine the possible impact of the video on their personal perception, in comparison with subjects who did not watch the video.

The other objectives are not linked to the video but focus on the position of women in the workplace. Consequently, the second objective is to understand the perception that young women have on their future career based on their ambition to get a top-level position. Finally, the last objective investigates the influence of the culture on the positioning of young women in the workplace.

[7] SILLAMY, Norbert, 1998. *Dictionnaire de psychologie*. Larousse-Bordas. ISBN : 2-03-720331-4

## 3.1 Research questions and hypotheses

Based on the three objectives mentioned in the previous part and on the elements of Chapter 2, the following research questions and hypotheses (H.) are drawn:

Objective 1: Understanding of young women's self-perception of their positioning in a future leading position

*Research question 1: How young women position themselves regarding a leading position?*

H1.1: Young women perceive difficulty in reaching balance between their working and family life.

H1.2: Young women already appear to have self-limiting behaviors.

H1.3: Young women with ambition and without ambition will perceive differently the weight of the barriers to women career's advancement.

H1.4: Young women are in majority not aware of the glass-ceiling phenomenon.

Objective 2: Investigation of the influence of the culture on young women's career perception

*Research question 2: How does the culture influence the perception of young women with respect of their position in their future career?*

H2.1: Culture impacts the positioning of young women in their future career.

Objective 3: Determination of the possible impact of video on young women's perception

*Research question 3: How a video could influence the perception of young women on a leading position in their future career?*

H3.1: A significant difference in the answers from the young women who saw the video to the one who did not watch the video is observed.

## 3.2 Methodology

The approach that has been chosen to conduct the psychosocial experiment is an online survey research. This seemed the most appropriate option to ask specific questions and gather data on the perception of young women with respect to their future career and be able to reach as many people as possible.

As mentioned, the subjects are young women, precisely from the age of 15 years old.

The experiment was conducted in Switzerland and Peru, thus two versions of the survey were created, one in French and one in Spanish (for a better reading comprehension of the respondents). The questions asked in both countries were identical.

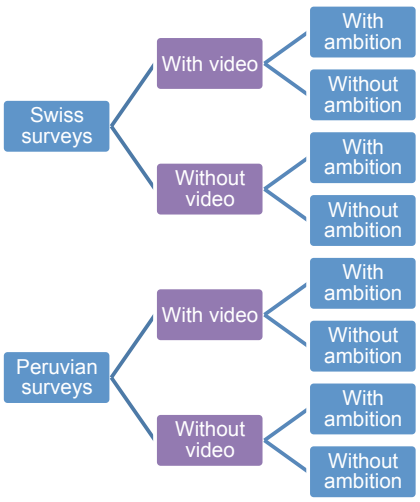
The resulting sample was selected using a simple random sampling method and each individual of this resulting sample was asked to answer the survey anonymously.

The first distinction to notice is the video; a control group received the survey without video and a treatment group received it with a video. The allocation of the subjects in the groups was made on a random basis. The questions asked were identical, whether the individuals were invited to watch the video or not.

Two videos were created, one in French and one in Spanish, once again in each language for a better comprehension of the subjects. The video content was identical, except one part that was specific to the country (Switzerland or Peru). It showed general facts on the situation of women with professional responsibilities on a global scale. (Links to the videos can be found on the appendix 1)

The second variable highlighted is the ambition; identical questions could not be asked to individuals who have professional ambition to the ones who did not. The reason is that they do not have the same expectations in life and thus it would have created bias. Consequently, specific questions were asked to the ones with professional ambition and other questions were specifically designed for the individuals without professional ambition.

**Figure 14 – Surveys' distribution**



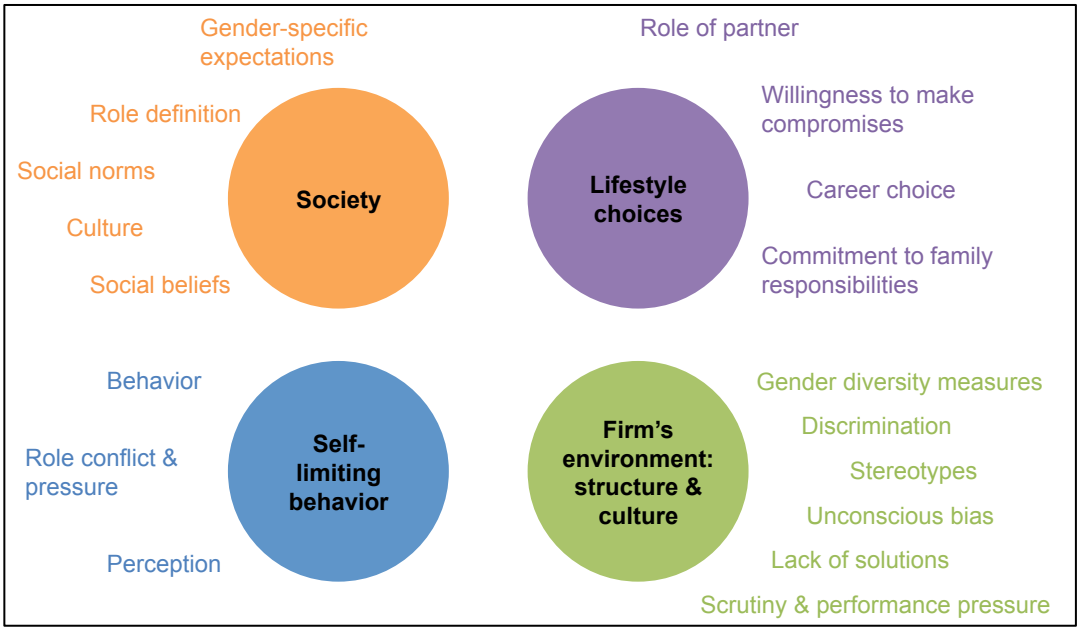
In total four surveys (corresponding to the purple boxes above) were launched in April 2016. They were opened for 3 days for the French version and 2 weeks for the Spanish version.

### 3.2.1 Survey's structure

The survey is one of the pillars of this paper research, thus it is important to understand how it has been designed.

The survey has been constructed on the basis of four main areas that impact women's lives, and by extension their career, and from which barriers may arise.

**Figure 15 – Barriers to professional advancement**




The questions were closed question, and for most of the questions the respondents had the possibility to add a commentary.

In total, the individuals were asked to answer 17 questions; 11 control questions and 6 questions that would help the analysis of their perception. The 11th question was a conditional question, which allowed determining the professional ambition of the respondent and accordingly the following questions changed. (The complete original surveys can be found in appendices 2 and 3)

The first four control questions were demographic questions:

1. Gender
2. Age

3. Education
4. Nationality

Afterwards, the questions were related to the thematic and each of them had a defined purpose and/or was related to one of the barriers introduced earlier. It was asked to the young women to position themselves in hypothetical situations they might encounter in their future career.

As mentioned in sub-chapter 3.2, it was not possible to ask the same questions to individuals with and without ambition. However, from question 12, the questions in both surveys aimed at the same objective but were formulated differently.

The following table presents the purpose of each question. However, for a better understanding of the table, please note that:

- From question 5, it will be indicated, if necessary, to which barrier(s) the author tried to focus the questions on.
- From question 12, it will be highlighted the equivalent question in the other survey ("ambition" survey vs. "no ambition" survey).
- "*" indicates that an answer to the question was mandatory.

**Table 2 – Survey's questions**

| **Questions** | **Purpose / Explanation** |
|---|---|
| 5. As a student, have you already though about the most suitable age to have your first child?* | Lifestyle choices<br><br>Maternity impacts naturally the life of women thus it is an element that might be considered if young women make plans for their life. Various variables are taken into consideration in order to determine the most suitable age and this is the purpose of question 7. |
| 6. If so, what was this age? | |
| 7. What were the elements you took in consideration to determine this age? (multiple answers possible) | |
| 8. If you lived with both your parents when you were a | Society |

| | |
|---|---|
| child (0-5 years old), please describe your family model. | Questions 8 and 9 asked about the family model of the individuals. The purpose of this question is to find out mainly the status of the mother of the young women. This is part of role definition and could be an explanation for the decision young women take for their own lives; will it reflect the role definition they grew up in, or not? As observed in Chapter 2, the young women could be influence by the model of their mother. |
| 9. If you did not live with both your parents when you were a child (0-5 years old), please describe your family model. | |
| 10. Do you know what the "ceiling glass" phenomenon refers to?* | The "glass ceiling" is a common phenomenon in the workplace, but young women might not know about its existence. |
| 11. If you are still a student and you wish to have a career OR if you are already working, do you have the ambition to reach a position with responsibilities one day?* | Internal barriers, Lifestyle choices<br><br>This is the conditional question that will determine the following questions; either the respondent has ambition, either she does not. |

***Questions for individuals with ambition***

| | |
|---|---|
| 12. Imagine you have financial, sentimental and professional stability. One day you discover you are pregnant and the following day your boss proposes you a promotion; what do you do?* (multiple answers possible) | Firm's environment: structure & culture, Internal barriers, Society, Lifestyle choices<br><br>Question 12 is about the decision and trade-offs women face about two parameters that can be complementary or independent: motherhood and job promotion.<br><br>Linked to questions 12, 13, 14 in the "no ambition" survey. |
| 13. (Following scenario question 12) Imagine you | Lifestyle choices |

| | |
|---|---|
| accepted the promotion; how will you balance your professional and private life?* (multiple answers possible) | Question 13 focuses on young women's perception of private life / professional life balance.<br><br>Linked to question 13 in the "no ambition" survey. |
| 14. (Following scenario question 12) Having accepted the promotion and been pregnant, what do you think people will think of you?* (multiple answers possible) | Society<br><br>Question 14 refers to the social norms, culture and possible pressure women feel from society.<br><br>Linked to question 14 in the "no ambition" survey. |
| 15. Your boss proposed you to take on a new project: open a subsidiary in a country totally unknown to you. How do you react?* (multiple answers possible) | Internal barriers<br><br>Question 15 is about stereotypical leadership characteristics and the answer proposed show traits such as: self-confidence, risk averse vs. risk taker, communal values vs. individual values and willingness/capacity to reach for opportunities.<br><br>Linked to question 15 in the "no ambition" survey. |
| 16. You started your career at the same time as two male colleagues and both just got promoted. Knowing that you competencies and results are as good as theirs, or even better, what do you think at that moment?* (multiple answers | Firm's environment: structure & culture<br>Internal barriers<br><br>The main purpose to question 16 is to present a case of discrimination in the workplace.<br><br>No link. |

| | |
|---|---|
| possible) | |
| 17. How easy do you think it is for women to reach a position with responsibilities?* | Firm's environment: structure & culture<br><br>Question 17 investigates perception of young women on the firm's environment.<br><br>Linked to question 16 and 17(A & B) in the "no ambition" survey. |

***Questions for individuals without ambition***

| | |
|---|---|
| 12. Why not?* (multiple answers possible) | Internal barriers · Lifestyle choices<br><br>Question 12 investigates the reason why young women do not want to reach a position with responsibilities.<br><br>No link. |
| 13. According to you, is it possible to be a mother and a professional at the same time?* (multiple answers possible) | Lifestyle choices<br><br>Question 13 focuses on young women's perception of combination of motherhood with career.<br><br>Linked to question 13 in the "ambition" survey. |
| 14. According to you, who should stop his/her career to take care of the children?* | Society<br><br>Question 14 refers to the role definition made by society, mainly on the role of women as caregiver.<br><br>Linked to question 14 in the "ambition" survey. |

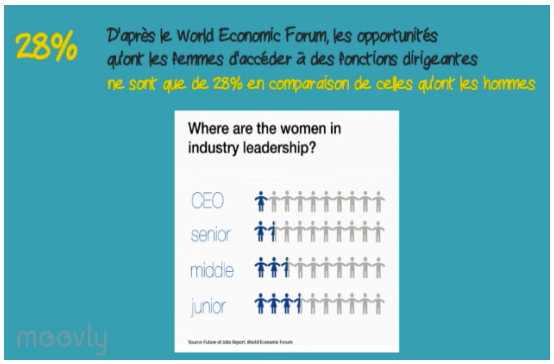
| | |
|---|---|
| 15. Select the behaviors that represent you in the most accurate way.* (multiple answers possible) | Internal barriers<br><br>Question 15 is about stereotypical leadership characteristics and the answer proposed show traits such as: self-confidence, risk averse vs. risk taker, relation to success and willingness/capacity to reach for opportunities.<br><br>Linked to question 15 in the “ambition” survey. |
| 16. How would you evaluate the opportunities of women to reach a position with responsibilities?* | Firm's environment: structure & culture<br><br>Question 16 looks at the perception of young women on women’s opportunity in the workplace.<br><br>Linked to question 17 in the “ambition” survey. |
| 17. OPTION A: If you think that it is easier for men to reach a position with responsibilities, how would you explain it? (multiple answers possible) | Firm's environment: structure & culture<br><br>Question 17 A & B compares facility to reach top-level positions between men and women.<br><br>Linked to question 17 in the “ambition” survey. |
| 17. OPTION B: If you think that it is easier for women to reach a position with responsibilities, how would you explain it? (multiple answers possible) | |

### 3.2.2 Video's creation

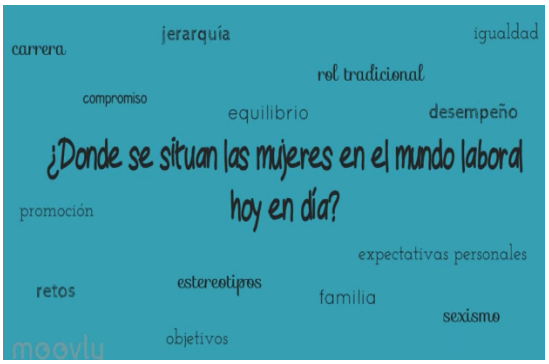
The videos were specifically created for this report using the free online software Moovly. The information displayed are based on primary data.

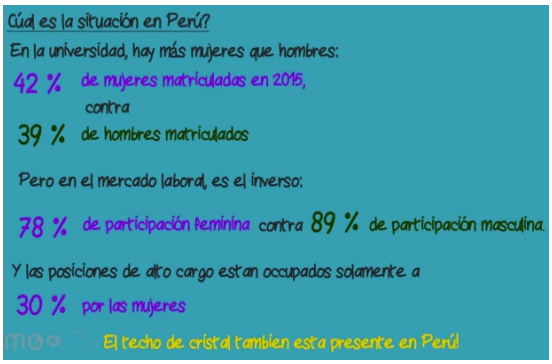
**Figure 16 – Extracts from the videos**

**From the French version:**



**From the Spanish version:**




The author verified that the video would not last longer than 2-3 minutes, as it would have been highly probable that the respondents would not watch the video entirely. Consequently, each video lasts 2:21.

The videos were published on the platform YouTube and the video was directly included in the survey that the control group received.

YouTube proposes an analytical tool that was useful to control the number of views[8] per video and make sure that the respondents did watch the video.

## *3.3 Measurement*

The following table illustrated how the hypotheses presented in sub-chapter 3.1 are to be evaluated, based on the purpose of each question:

[8] YouTube considers a video as viewed after a user watches it for at least 30 seconds.

**Figure 17 – Hypotheses' measurement**

| Hypothesis | Question (survey "with ambition") | Question (survey "without ambition") | Theme |
|---|---|---|---|
| H1.1 | Q12, Q13 | Q13 | Work/life balance |
| H1.2 | Q15, Q16 | Q15 | Internal barriers |
| H1.3 | Q17 | Q16, Q17 | Women's opportunity |
| H1.4 | Q10 | Q10 | Glass ceiling |
| H2.1 | Q14, Q15 | ø | Culture |
| H3.1 | All questions | | Impact of video |

## *3.4 Results*

### 3.4.1 Demographics

In total, a sample of 547 (N=547) young women replied to the surveys, 515 individuals from Switzerland and 32 individuals from Peru.

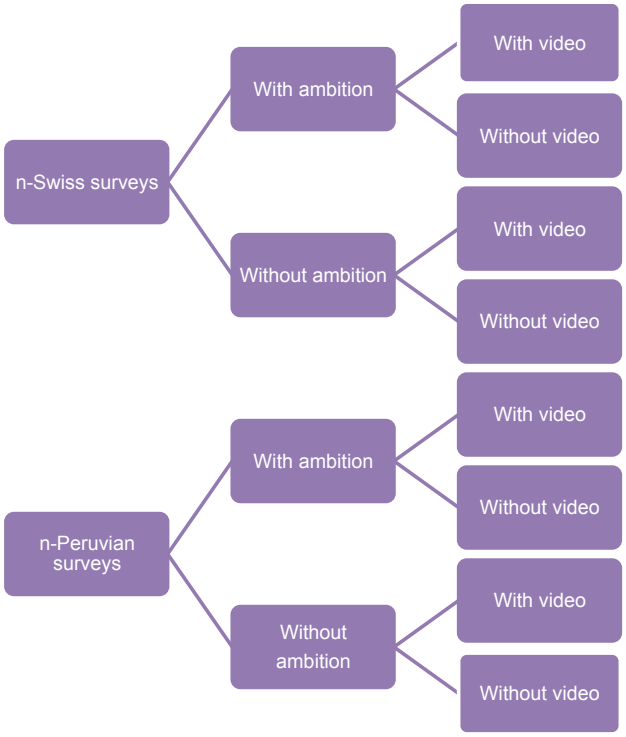
For the questions that were not mandatory, some values were missing thus creating bias. All the comments in the "other" section were not counted up.

Some men answered the online survey, but were deleted from the sample.

A presentation of all the results is reported in appendices 4, 5 and 6.

To focus on the ambition variable, the data collected was organized in the following manner:

**Figure 18– Data collection's distribution**




The repartition of the respondent is as follow:

**Table 3 – Repartition of respondents**

| (N=547) | | Switzerland | Peru |
|---|---|---|---|
| *n* | | *515* | *32* |
| *Relative frequency* | | *94 %* | *6 %* |
| Respondents with ambition | Survey with video | 35.0 % | 72.0 % |
| | Survey without video | 30.7 % | 25.0 % |
| Respondents without ambition | Survey with video | 15.1 % | 3.0 % |
| | Survey without video | 19.2 % | ø |
| Total | | 100 % | 100 % |

In both countries the majority of respondents were between 20 and 24 years old, which represent 68.5% of Swiss surveys and 46.9% of Peruvian surveys.

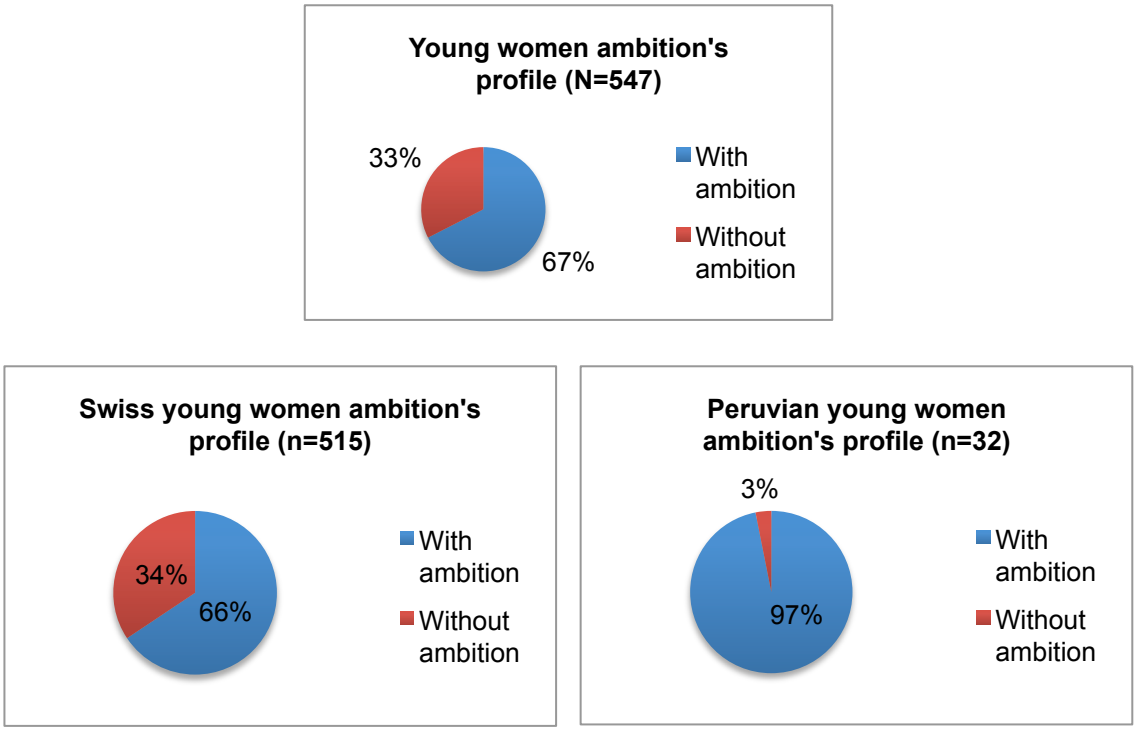
The educational level for most of the respondents to the Swiss surveys was either enrolled, or having completed, a Bachelor diploma from an HES (68% of total n-Swiss surveys). In Peru 56.3% of the individuals tested are in a private university pursuing, or having finished, a Bachelor program. All the respondents attended or had completed school.

It was purposely decided by the author to not analyse the data concerning the nationality from the respondents (in Switzerland mainly) as the survey is already divided between Switzerland and Peru.

### 3.4.2 Control questions

Overall, young women represented a high level of ambition as 67% of the sample wished to accede to a top-level position. However, Peruvians showed more ambition than Swiss[9], but the large difference in sample size creates a bias. Also, the only person who did not have ambition in Peru, was a French national, thus if this result is isolated, 100% of Peruvians, based on this sample, have ambition.

**Figure 19 – Ambition's profile**




[9] The term « Swiss » refers in this report to the Swiss surveys, and not to the nationality of the respondents.

Young women showed that they were already planning some elements of their lives, such as the age of the first child; 88.3% of Swiss had already thought about the most suitable age to have their first child against 84.4% for Peruvians. In average, this age is between 28 and 33 years. The most important reason that they took into consideration to determine this age, in both countries, is the financial stability[10]. Swiss prioritize then sentimental relationship, professional career and finally personal desire. Peruvians instead, mention professional career as second parameter, then sentimental relationship and personal desire.

Questions 8 and 9 referred to the status of the parents, the aim was mainly to learn the status of the mother. In Switzerland, 432 individuals lived with both their parents and in such cases the predominant family model was a stay-at-home mother and a full-time working father. For those with separated parents, the most common model was two full-time working parents. In Peru, 93.7% of respondents lived with both parents and the family model was mainly both parents working full-time, then stay-at-home mothers. For the others, it was both parents working full-time.

The last control question regarded the glass ceiling phenomenon and as expected in H1.4, most of the young women tested were not aware of this phenomenon; only 26.7% of the total sample knew what it was related to.

### 3.4.3 Findings

The findings are arranged by the research questions and hypotheses presented at the beginning of this chapter.

All the results are available in appendices 5, 6 and 7.

*Research question 1: How young women position themselves regarding a leading position?*

Overall, young women have the ambition to reach a position with responsibilities such as managers, C-suite, supervisors, etc. As presented in figure 19, a third of the young women that participated in the experiment did not have the ambition to have a position with responsibilities. The main reasons are that they do not believe that it is possible to have in the same time a family and have a career that requires high involvement (i.e. a top-level position) but also because they want to focus on other aspects of their lives.

[10] As the data are qualitative (mainly nominal), the mode is used as measure of center.

For the one who had the ambition to reach a high level in the hierarchy, their main preoccupation when it came to construct a family and having a child, it was to receive the support of the firm and hope that this last would support them to find a balance between work and their leading position. In order to get a balance, most of the interviewee decided to adapt their lives to the new situation and decided that after their maternal leave they would come back to work part-time.

On the role of the partner, the young women without ambition were asked to choose the person who should stop working to take care of the children and 94.4% of Swiss answer indicated that a trade-off among the partners should be found to allow them to keep both working.

*H1.1: Young women perceive difficulty in reaching balance between their working and family life*

This hypothesis can not be confirmed because when young women with ambition were presented the option to get a promotion and to start a family, 82% of the answers showed the intention to accept the promotion, whereas they could have decline it. Thus, it can suggest that they believe they can handle both aspects. However, only 11% of the answers denoted clear determination of young women's decision to accept the promotion. Most of them indicated some apprehension with regard to their firm's reaction to their maternity. Finally, 7% of the young women admitted that they decline the offer, but if they were not pregnant they would accept it.

As for the young women without ambition only 3 people in the total sample (N=547), replied that it would be impossible to handle both a career and a family.

Both groups agree on the fact that with some organization and adaptation, it could be possible to find a balance between work and family.

*H1.2: Young women already appear to have self-limiting behaviors.*

H1.2 is confirmed as expected. Young women have self-limiting reactions and/or behaviors that can be described as feminine (Sandberg, 2013). For instance, 56.4% of the young women with ambition would ask their supervisor some time to think about it before taking the lead on a project. Men, in contrast, would reach directly for this opportunity and accept the project (Sandberg, 2013). It is a female characteristic to be prudent and take time to consider a situation before making any decisions. The young women without ambition also share this characteristic.

Propositions more masculine (Sandberg, 2013) were proposed to the young women such as “Without any hesitation, I agree to lead a new project”, “Accepting a new project would ease me the access to a higher position”, “I enjoy taking risks” but those answers were selected respectively by only 26.9% of the total sample, 12.2% of the young women with ambition and 16.3% of the women without ambition.

Besides, in a situation of discrimination, 51.2% of young women with ambition would recognize the situation as such but the results show that young women would not necessarily talk about it to their superiors. In average, 39.3% of young women with ambition would expect the superior to notice that it is discrimination, without going to speak with him, against 39.6% that would go straight talk to their superior.

*H1.3: Young women with ambition and without ambition will perceive differently the weight of the barriers to women career’s advancement.*

On average, half of the young women with ambition were of the opinion that their opportunity to reach a top-level position would be moderately difficult (i.e.: on a scale to 1 “really easy” to 5”really difficult”, the mode was 3). The group did not recognize the importance of the barrier of the informal meetings, as only 8.9% of the young women declared that if they had participated more to informal meetings (e.g.: diner at restaurant, outdoors meetings) they could have had a promotion instead of their male colleague.

As for the young women without ambition, they believe that men access more easily this type of functions and that the opportunities among the two gender are not the same. Nevertheless, when asked to choose the reason why it was easier for men to access top-level position 38.2% selected the most fair answer, which was “If he was in competition with a woman and his competences are better, it is normal that he gets the job”. There were also the option “It is normal that I man get it, it is always them that get promotions” but only 11.2% of the respondents selected it.

Overall, it appears that women with ambition recognize slightly less the weight of the barriers as an impediment to their career’s advancement in comparison with the young women without ambition. Consequently, this hypothesis is confirmed.

*H1.4: Young women are in majority not aware of the glass-ceiling phenomenon.*

The majority of young women in this survey did (73.3% of total sample N) not know the meaning of the glass-ceiling effect, versus 26.7% of respondents that answered positively, thus confirming H1.4.

*Research question 2: How does the culture influence the perception of young women with respect of their position in their future career?*

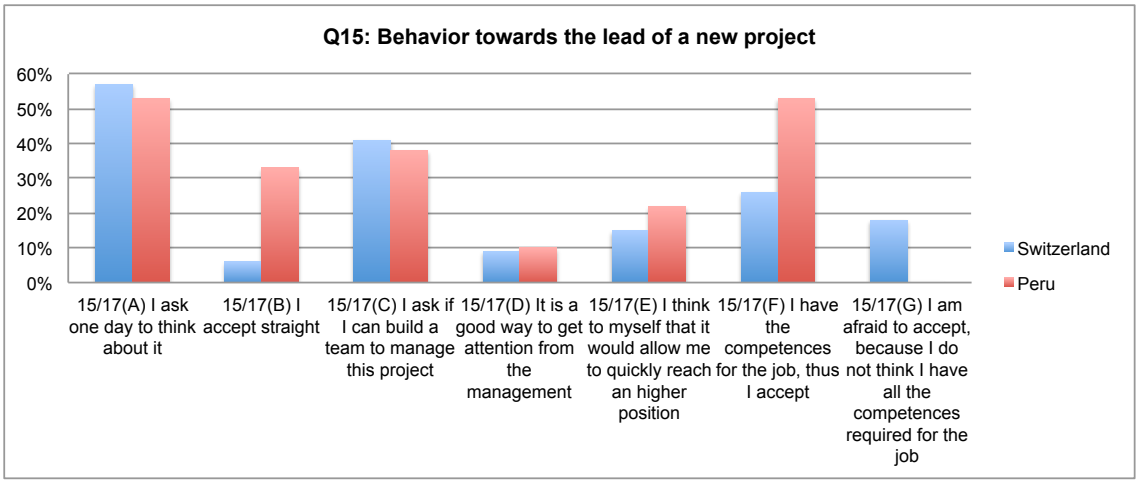
*H2.1: Culture impacts the positioning of young women in their future career.*

Even though there are similar tendencies in both Swiss and Peruvian results, a cultural impact can be observed, thus confirming H2.1. This was determined by focusing on the answer from the interviewees with ambition, as there is only one person who did not have ambition in the Peruvian survey and she was French, consequently creating a cultural bias. Hence, all the data of H2.1 are based solely on the individuals with ambition.

The first element to notice is that Peruvians showed more ambition than Swiss; 97% of Peruvians had ambition against 66% of the Swiss. This can be linked to their behavior as Peruvians show more self-confidence and masculine traits (Sandberg, 2013; Erchul, 2010) than Swiss as illustrated in figure 20.

This figure shows the answer to question 15 "Your boss proposed you to take on a new project: open a subsidiary in a country totally unknown to you. How do you react?" and the answers proposed were purposely targeting feminine and masculine characteristics. Answers (A), (C) and (G) can be defined as more feminine, illustrating more prudent, communal and low confidence traits. In contrast, answers (B), (D), (E) and (F) were more masculine (Sandberg, 2013). Those answers were targeting risk-taker, instrumentality and high self-confidence traits. As a result, Swiss surveys reached higher rates for (A), (C) and (G) and Peruvian surveys for (B), (D), (E) and (F), consequently showing clearly the higher level of confidence from Peruvian young women.

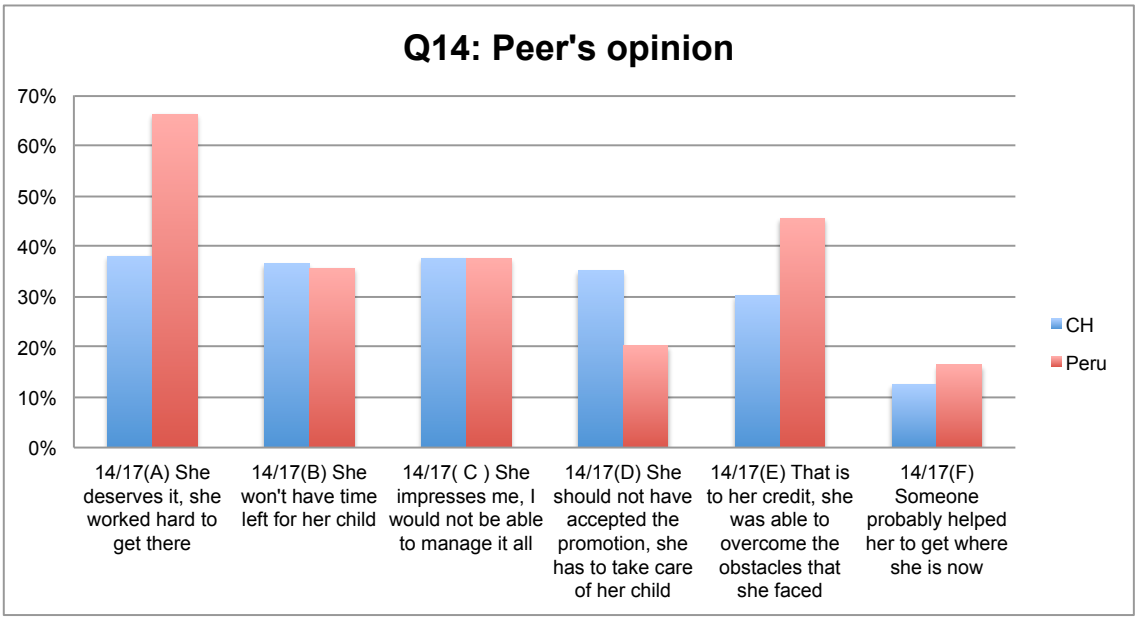
**Figure 20 – Cultural behavior differences**



Another difference is the factor determining the age of the first child. Although both culture agreed on the financial stability, Swiss respondents selected in second position sentimental relationship and instead Peruvian young women selected professional career. This shows different life's expectations depending on the culture.

Then, there is the difference is in the social expectations and role definition. Question 14, illustrated by figure 21, referred to the opinion of others on the decision of the young women to agree to the promotion while expecting a child. Answers (A) and (E) were purposely targeting a positive opinion from peers and (B), (D) and (F) negative opinions. Answer (C) was mainly designed to test the position of the respondent and her own self-confidence. According to the results, Peruvians have a more positive judgment on working-mothers than Swiss, except that Peruvians tend to believe more that if the woman reached a high position, it is mainly due to external helps.

**Figure 21 – Peer's opinion according to the interviewees**




Answer C indicates that approximately a third of the respondents, in Switzerland and Peru, doubt their own capabilities.

Finally, Peruvians recognize less a situation of discrimination in comparison with Swiss; respectively, 38.7% of Peruvian did recognize a situation of discrimination, against 49.1% of Swiss.

*Research question 3: How a video could influence the perception of young women on a leading position in their future career?*

*H3.1: A significant difference in the answers from the young women who saw the video to the one who did not watch the video is observed.*

As of May 10th 2016, once the surveys had been closed, the video in French had been watched 247 times and the Spanish version 33 times. From those numbers, it has to be deducted approximately 3 views per video (views made by the author during the preparation period). Hence, in total there were 244 views of the French video for 258 individuals who answered the survey in French, and 30 views of the Spanish video for 24 individuals who answered the survey in Spanish. As a result, the French results create bias in the data, as some young women did not watch, or did not watch entirely, the video.

The author believed that the video would impact strongly the answers of the respondents, yet no significant effect is noticed and thus H3.1 cannot be confirmed.

In the French surveys, modes are identical for all questions except for Q14 (for the surveys "with ambition") and Q12 (for the surveys "without ambition"). Regarding Q14 based on peer's opinion about working mother, individuals who watched the video mostly answered that because the woman accepted the promotion, she won't have time left for her child, thus representing a negative opinion, whereas the group who did not watch the video had a more positive opinion. The same tendency is observed with Q12, individuals showing a more negative view when they had watch the video. Overall, the impact of the video on French respondents is to have a more pessimistic view on the ability of women to handle both working life and family life.

Major contrasts were noticed in the Peruvian surveys (with ambition). On Q13, 43.5% of young women who watched the video indicated the intention to come back to work full-time after maternal leave, while 62.5% of those who did not watch the video wanted to come back part-time. On Q14, young women with video demonstrated a positive attitude towards working-mother, whereas it was the opposite for the one without video. Finally, young women who watched the video were a slightly more confident on the ease of reaching a top-level position for women (mode=3), than the one without video (mode=4).

## 3.5 Limitations

The first limitation of the present research is the imbalance in the amount of data collected in Switzerland and in Peru. The low number of answers received from Peru does not allow a precise picture of the perception of young women in this country. For instance, as presented in table 2, it was not possible to collect data from Peruvian young women who did not have ambition and who did not watch the video. Besides, the only person who corresponded to the criteria “without ambition – with video”, was French.

The second limitation is the lack of diversity in the respondents’ education in Switzerland; 68% of the results are from HES students. HES students differ from the University/EPF student by the fact that HES is based on practical approach and students already have professional work experiences (which may not necessarily be the case at University or EPF). Thus, HES students have already experienced the work environment and are more aware of the reality of it.

# 4. Discussion

This chapter discussed the results of the psychosocial experiment, including elements from the general overview of the situation of women in the workplace. It next presents some commentaries that the participants to the experiment made on the survey.

As a result of the psychosocial experiment and the answers from the young women from Switzerland and Peru, it is possible to draw conclusion to the perception they have on their positioning in their future careers.

As a general observation, young women have ambition to reach high-level positions, which reflects the trend published by McKinsey in 2013 about women's ambition. Besides, the majority of young women surveyed had already thought about having a child, but the variable "professional career: being at the most suitable time of the career to have a child" was only the number three reason to determine their perfect age to get pregnant. As a result, it can be conclude that in their perception of their future life, they separate work from family. As seen with Mainiero and Sullivan (2005), women tend to link all the aspects of their life and take decisions regarding one aspect based on the repercussions it might have on other aspects; young women do not yet represent significantly this characteristic.

It was mentioned as a barrier, the influence of the role of the mother on her daughter's career choices. From the result, no conclusive position can be defined. 69% of Swiss young women with ambition had mother that worked (part-time or full-time) when they were child, whereas 31% of them had a stay-at-home mother. From that, a relationship could be supposed based on the activity of the mother. However, 66% of Swiss young women without ambition had a mother that worked, whereas 34% of them had a stay-at-home mother. Thus there is no connection between the fact that a mother works and the ambition of her daughter to reach a leading position.

As for the balance between work and family, young women are more positive on their ability to handle both work and family responsibilities than women, who believe that they would struggle at it. Only 3% of young women with ambition claimed that did not believe they could manage both working life and family life. This is a positive message for the next generation of the female workforce.

In this respect, the role of the partner is primordial, mainly in the share of chores and children care. Young women agree by majority that a woman should not stop her career to take care of the children, but instead a trade-off should be found with the

partner. This compromise is partially confirmed in the report from McKinsey and Lean in (2015). In their study, they analysed that at entry-level, middle management and senior management positions, chores were split among the couple, but childcare was still essentially the responsibility of women until they reach a senior management position.

Another element that could be raised with regard to life's management is the decision to take after the maternal leave. As seen, women can decide to "op-out" to take care of children, or work part-time, and this is a trend that can be observed in this experiment. 45.6% of Swiss young women with ambition wished to come back work part-time after their maternal leave, whereas just 23.7% of them wanted to come back full-time. This is the normal tendency in Switzerland based on national statistics; active women work mainly part-time in this country. Indeed, there is the issue of the lack of childcare in Switzerland, but assuming that women would like to work full-time, it would be interesting to investigate what they really expect from the work environment and what are the concrete measures that could be taken to favour the increase of their activity rate.

A similitude that is observed between young women and women, are their self-limiting behaviors. Young women already show limiting characteristics in their positioning at work. Besides, a third of young women with ambition showed a lack of confidence in their ability to accept a promotion while being pregnant. As Powell (2010) noticed, this kind of mindset has a negative impact on women's ability to reach for opportunities, such as getting to a higher-level position. Based on the fact that this is a major barrier to women's career advancement, young women, through their education for instance, should be aware of this issue in order to try to react differently. In general, young women do not recognize the importance of barriers to advancement, only 26.7% of the respondents were aware of the glass-ceiling phenomenon and approximately half of Swiss and a third of Peruvians were able to recognized a situation of discrimination, thus showing clearly a lack of information and awarness in this matter.

In this regard, characteristics presented in the question based on self-limiting behavior (Q15), could be seen as female stereotypes, but they are behavior that were observed to be true in women reactions (Sandberg, 2013; Erchull, 2010; Dickerson, Taylor, 2000; Careerplus, 2016).

Regarding the work opportunities of women in comparison with those of men, the perception of young women tend to be more optimistic than pessimistic, but still, their positioning is not well defined. On one hand they recognize that men are more likely to

get a promotion than women, but on the other hand they described on average the opportunity of women and men as equivalent. They did not position themselves entirely for “men have more opportunities than women”. This positioning was also observed by McKinsey and Lean In (2015), the majority of women surveyed (55%) believed that they had the same opportunity to advancement as men. However, when asked if their gender was an element that inhibited their advancement in their personal experience, they recognized that it did, which is confusing and quite contradictory with their first answer.

In terms of career opportunities, firms should pay attention to the options proposed to their employees as it is one of the main reason that drive women and young women (Paquette, 2016) out of a firm. This is an important conclusion as there is expected to be a shortage of 40 million highly skilled workers by 2030

Regarding the culture, it has an impact on the way young women perceive their career even though there are similitudes in their preoccupations. In both countries women that had ambition hoped that they would receive the support of their firm in their decision to accept the promotion while being pregnant, and not be penalize about it. The differences that are observed are based on internal barriers. As seen with H2.1, Peruvian young women showed more self-confidence and gave less importance to self-limiting behaviors than Swiss young women. This is, according to the study of Gelambi Torrell (2015), a Latin American trait; women do not see internal factors as career’s advancement obstacles. With regards to working-mother, there are less criticized in Peru, than in Switzerland; that may be linked to the fact that Peru is a more feminine culture (Hofstede, 2016), showing more solidarity and compassion towards the individuals of a society.

Finally, the objective of the video was not reach. The aim was to raise the awareness of the young women on this thematic in order for them to empower them in the belief that they can lead as well as men and avoid self-limiting behaviors, which was not the case.

The last part of this chapter is a critical analysis of the experiment based on commentaries received from the participants.

First of all, as the author of the study is a business student, thus creating an unintentional focus on the business field. However, the respondents were from different background (art, social, environment, etc.) and, as they commented, the opportunity of promotion and the possibility to balance private life and professional life vary between

professional fields. Consequently, a question on the field of study/work should have been added to the survey to gain a more precise picture from the respondents.

The last element that was mentioned several times from the respondents is that the survey focused on motherhood, but not all of them wanted to have children. According to them, questions should have been less oriented towards the balance between motherhood and professional career. However, motherhood remains an important aspect of women life and even though some of them did not want a child, the majority did.

# 5. Conclusion

This report allowed testing several hypotheses and develop an overview of young women's positioning on their future career. Overall, they have an optimistic perception of it, believe in their ability to conciliate work with family but do not yet realize the importance of the internal and external barriers.

As presented in the second chapter, external and internal barriers are major elements of women's career advancement. It is crucial for them to be aware of these barriers in order to know how to advance in their careers, essentially if they have the ambition to reach a top-level position. Overall, the parameters that are dependent, such as lifestyle choices and self-limiting behavior, of the women could be overcome with personal involvement, whereas those which are independent, including society and firm's environment, can not be easily changed. Here one must fight for gender equality.

Vertical segregation is a contemporary issue; most of the studies on this subject are form the 21st century. Before women struggled to be part of the workforce, now they fight to have the same representation in the hierarchies. These are evolutions that firms face, and certainly they will face others, thus they have to adapt their structure to it.

Nowadays, the work environment is a criterion to which employees pay great attention. Firms' support for their employees is also important as seen in the experiment; young women hope that their firm will support them when they decide to start a family. With an expected shortage of qualified workforce, firms have to propose solutions to attract and retain their employees and for women to balance work and life responsibilities.

However, societal pressure and beliefs should progress too, to change the perception society has over women. Unfortunately, this is a long and difficult process. What young women could do, or what could be done for young women, is to raise their awareness on this matter. Maybe if young women knew about all the barriers, discovered the existence of the glass ceiling phenomenon and realized that women tend to have a self-limiting behavior, they could act differently. At least, they would be educated on this issue, ready to confront their expectations with reality and better prepared to face the barriers in their future career.

# Bibliography

## 1. Introduction

THE FEDERAL GLASS CEILING COMMISSION, 1995. *Good for business : making full use of the nation's human capital* [online]. Washington. [Date consulted: 24.11.2015]. Available at: https://www.dol.gov/dol/aboutdol/history/reich/reports/ceiling.pdf

## *1.3 Literature review*

ELY, R. J., STONE, P., AMMERMAN, C., 2014. Rethink what you "know" about high-achieving woman. *Harvard Business Review* [online]. December 2014. [Date consulted: 24.11.2015]. Available at: https://hbr.org/2014/12/rethink-what-you-know-about-high-achieving-women

FETTEROLF, J. C., EAGLY, A. H., 2011. Do young woman expect gender equality in their future lives? An answer from a possible selves experiment. *Sex roles* [online]. 14.04.2011. [Date consulted: 24.11.2015]. Available at: http://link.springer.com/article/10.1007%2Fs11199-011-9981-9

SANDER, M., HRDLICKA, J., HELLICAR, M., COTTREL, D., KNOX, K., 2011. *What stops women from reaching the top? Confronting the though issues* [online]. Bain & Company Inc, 2011. [Date consulted: 24.11.2015]. Available at: http://www.bain.com/Images/BAIN_BRIEF_What_stops_women_from_reaching_the_top.pdf

STRAUGHTER, Alicia M.2015. *Exploring success factors of executive women moving beyond the corporate glass ceiling: A qualitative exploratory study of American female executives* [PDF document]. Capella University. ProQuest Dissertations Publishing, 2015. 3687738. PHD work. Preview available at: http://search.proquest.com/docview/1669973566/previewPDF/BF0F4424F9354BE8PQ/1?accountid=14624

## 2. Overview of the position of women in the workplace

## *2.1 Global situation: focus on top-level positions*

BARSH, Joanny, YEE, Lareina, 2012. *Unlocking the full potential of women at work* [PDF document]. MCKINSEY & COMPANY. 2012.

CREDIT SUISSE, 2014. *The CS Gender 3000: Women in Senior Management* [online]. Credit Suisse AG. September 2014. [Consulted on 12.04.2016]. Available at: http://30percentclub.org/wp-content/uploads/2014/10/2014-09-23_Research_Institute_Women_in_Business.pdf

DICKERSON, Amy, TAYLOR, Mary Anne, 2000. Self-limiting behavior in women. *Group & Organization Management*. June 2000; 25, 2; ABI/INFORM Global pg. 191.

FLOOD, Alison, 2016. *Textbooks worldwide rely on gender stereotypes, report finds.* [online]. The Guardian. 08.03.2016. [Consulted on 15.05.2016]. Available at: http://www.theguardian.com/books/2016/mar/08/textbooks-worldwide-rely-on-gender-stereotypes-report-international-womens-day

GLASS, Christy, COOK, Alison, 2015. Leading at the top: Understanding women's challenges above the glass ceiling. *The Leadership Quarterly* [online]. Volume 27, Issue 1, February 2016, Pages 51–63. [consulted on: 26.03.2016]. Available at : http://www.sciencedirect.com/science/article/pii/S1048984315001034

GRAY, Emma, 2015. Amy Schumer's "I'm Sorry" skewers a culture that makes women apologize constantl. *The Hufftington Post* [online]. 01.06.2015. [Consulted on: 20.04.2016]. Available at: http://www.huffingtonpost.com/2015/05/14/amy-schumer-im-sorry-not-sorry_n_7276504.html

HEWLETT, Sylvia Ann, LUCE, Caroline Buck, 2005. Off-ramps and on-ramps: keeping talented women on the road of success. *Harvard Business Review* [online]. March 2005. [Consulted on 12.04.2016]. Available at: https://hbr.org/2005/03/off-ramps-and-on-ramps-keeping-talented-women-on-the-road-to-success

HEWLETT, Sylvia Ann, MARSHALL, Melinda, 2014. *Women want five things – Executive summary* [online]. Center for Talent Innovation. New York. [Consulted on: 12.04.2016]. Available at: http://www.citywomen.co.uk/wp-content/uploads/2015/03/WomenWant-FiveThings_ExecSumm-CTI.pdf

JAMES, Wendy, 2009. *Perspectives of Executive Women: Life Choices and Balancing Career with Marriage and Children* [online]. Minneapolis: Walden University. Doctoral dissertation. [Consulted on: 30.03.2016]. Available at: http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1715&context=dissertations

J.ELY Robin, IBARRA Hermina, M. KOLB Deborah, 2011. Taking gender into account: Theory and Design for women's leadership development programs. *Academy of Management Learning & Education*. 2011. Vol. 10, No. 3, 474-493.

KANTER, R. M., 1977. Men and women of the corporation. New York: Basic Books.

MAINIERO, Lisa, E. SULLIVAN, Sherry. *Kaleidoscope Careers: An Alternate Explanation for the "Opt-out" Revolution* [online]. The Academy of Management Executive (1993-2005), Vol. 19, No. 1 (Feb., 2005), pp. 106-123. Academy of Management Stable [consulted on: 25.03.2016]. Available at: http://www.jstor.org/stable/4166156

MCKINSEY & COMPANY, 2008. *Women matter 2: Female leadership, a competitive edge for the future* [PDF document]. 2008.

MCKINSEY & COMPANY, 2013. *Gender diversity in top management: moving corporate culture, moving boundaries* [PDF document]. Women matter. 2013.

MCKINSEY & COMPANY, 2015. Women in the workplace 2015. *Lean In* [online]. 2010. [Consulted on 16.05.2016]. Available at: http://womenintheworkplace.com/ui/pdfs/Women_in_the_Workplace_2015.pdf?v=5

MCKINSEY & COMPANY, 2015. The power of parity: how advancing women's equality can add $12 trillion to global growth [online]. McKinsey Global Institute. September 2015. [Consulted on: 12.04.2016]. Available at: http://www.mckinsey.com/global-themes/employment-and-growth/how-advancing-womens-equality-can-add-12-trillion-to-global-growth

PARKER, Ceri, 2016. "It's a man world, sweetie" – how 3 female leaders dealt with sexism. *World economic forum* [online]. 08.04.2016. [Consulted on 11.04.2016]. Available at: https://www.weforum.org/agenda/2016/04/it-s-a-man-s-world-sweetie-how-3-female-leaders-dealt-with-sexism?utm_content=bufferfba3e&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

POWELL, Catherine C., 2010. Career Stages of Executive Women: The Role of Self in Career Development [online]. The Forum on Public Policy. [Consulted on: 11.04.2016]. Available at: http://forumonpublicpolicy.com/vol2010no5/archivevol2010no5/powell.katharine.pdf

RYAN, M. K., HASLAM, S. A., 2005. The glass cliff: Evidence that women are over-represented in precarious leadership positions. *British Journal of Management*, Vol 16(2), pages 81–90. June 2005.

SANDBERG, Sheryl, 2013. *Lean in: women, work, and the will to lead*. Vintage Books Open-Market. New York: Vintage. ISBN: 978-1-101-87270-3

SANDBERG, Sheryl, 2010. Why we have to few women leaders? [video]. TED [online]. December 2010. [Consulted on 12.12.2015]. Available at: https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?language=fr

SANGHANI, Radhika, 2016. This email tool wants women to stop saying "sorry" [online]. The Telegraph UK. 05.01.2016. [Consulted on: 20.04.2016]. Available at: http://www.telegraph.co.uk/women/work/this-email-tool-wants-women-to-stop-saying-sorry/?utm_campaign=Echobox&utm_medium=Social&utm_source=Facebook

SCHUMANN, Karina, ROSS, Michael, 2010. Why Women Apologize More Than Men: Gender Differences in Thresholds for Perceiving Offensive Behavior. *Psychological science* [online|. 27.09.2010. av DOI: 10.1177/0956797610384150. [Consulted on: 20.04.2016]. Available at: http://www.centenary.edu/attachments/psychology/journal/archive/nov2010journalclub.pdf

STONE, Pamela, 2013. *"Opting out"* [online]. Research symposium on gender and work. Harvard Business School. [consulted on: 25.03.2016]. Available at: http://www.hbs.edu/faculty/conferences/2013-w50-research-symposium/Documents/stone.pdf

STORY, Louise, 2005. Many women at elite colleges set career path to motherhood. *The New York Times National*. 20.09.2005.

TURRETTINI, Emily, 2016. Un correcteur d'excuses pour Gmail. *Le Temps* [online]. 15.01.2016. [Consulted on: 20.04.2016]. Available at: http://www.letemps.ch/societe/2016/01/15/un-correcteur-excuses-gmail

UNIL. *Guide de redaction epicene du CHUV et de la FBM* [online]. Etat de Vaud. [Consulted on: 15.05.2016]. Available at: http://www.unil.ch/fbm/files/live/sites/fbm/files/shared/egalite/epicene_electronique.pdf

WORLD ECONOMIC FORUM, 2016. *The future of jobs* [online]. Geneva: World Economic Forum. January 2016 [Consulted on: 12.04.2016]. Accesible at: http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf

WORLD ECONOMIC FORUM, 2016. Agenda in focus : women and work. *World Economic Forum* [online]. [Consulted on 10.04.2016]. Available at : https://www.weforum.org/focus/women-and-work

## *2.2 Country-specific description*

CARRASCO, Amélia, FRANCOEUR, Claude, REAL, Isabelle , LAFFARGA, Joaquina, RUIZ, Emiliano, Barbadillo, 2012. *Cultural differences and board gender diversity*. [online]. Comptabilités et innovation. Grenoble, France : May 2012. Pp.cd-rom, 2012. <hal-00937923>. [Consulted on: 22.05.2016] Available at: https://halshs.archives-ouvertes.fr/hal-00937923/document

CONFEDERATION SUISSE, 2016. *Statistique suisse. Egalité entre femmes et hommes : indicateurs de l'activité professionnelle 2015* [online]. [Date consulted: 15.05.2016]. Available at: http://www.bfs.admin.ch/bfs/portal/fr/index/themen/20/01/new/nip_detail.html?gnpID=2016-259

GELAMBI TORRELL, Mònica, 2015. Mujeres en posiciones de alta responsabilidad en las empresas de América Latina. La igualdad de Género según sus protagonistas. *Revista del Centro de Estudios de Sociolagia del Trabajo*. No. 7/2015.

GREAT PLACE TO WORK, 2013. *Mujeres y el Mercado laboral en Perú* [online]. Great Place to Work Peru. [Consulted on: 22.04.2016]. Available at: http://www.greatplacetowork.com.pe/publicaciones-y-eventos/informes-de-investigacion-y-casos-de-estudio/884-mujeres-y-mercado-laboral-en-el-peru

INEI, 2016. Empleo [online]. Instituto Nacional de Estadistica e Informatica. [Consulted on 23.11.2015]. Available at: https://www.inei.gob.pe/estadisticas/indice-tematico/ocupacion-y-vivienda/

LA VIE ECONOMIQUE, 2014. Le rôle des femmes dans l'économie suisse: rapport de l'OCDE. *Revue de politique économique* [online]. 06.2014. [Consulted on: 14.04.2016]. Available at: http://dievolkswirtschaft.ch/content/uploads/2014/11/05_Dutu_FR.pdf

OFS, 2006. Le travail à temps partiel en Suisse. Actualité OFS, no. 3 [online|. Office fédérale de la statistique. Neuchâtel, juillet 2006. [Consulted on: 15.05.2016]. Available at: http://www.bfs.admin.ch/bfs/portal/fr/index/news/publikationen.Document.80669.pdf

RTS, 2014. *En dix ans, 24'000 places de crèche on été créées grâce à l'aide fédérale* [online]. RTS Info. 10.09.2014. [Consulted on : 22.05.2016]. Available at : http://www.rts.ch/info/suisse/6133893-en-dix-ans-24-000-places-de-creche-ont-ete-creees-grace-a-l-aide-federale.html

THE HOFSTEDE CENTER, 2016. The Hofstede center [online]. [Consulted on : 22.05.2016|. Available at : https://geert-hofstede.com/

WORLD ECONOMIC FORUM, 2015. *The global gender gap report 2015* [online]. Geneva: World Economic Forum. [Consulted on: 12.04.2016]. Accesible at: http://www3.weforum.org/docs/GGGR2015/cover.pdf

## 3. Psychosocial experiment

### *3.4 Results*

J. ERCHULL, Mindy, LISS, Miriam, J. AXELSON, Sarah, E. STAEBELL, Samantha, F. ASKARI, Sabrina, 2010. Well… she wants it more: perceptions of social norms about desires for marriage and children and anticipated chore participation. *Psychology of Women Quarterly.* Vol. 34 (2010), 253–260, 2010. Division 35, American Psychological Association. 0361-6843/10

## 4. Discussion

CAREERPLUS, 2016. "Mesdames: visez d'avantage la lune!"1ère partie. *Careerplus* [online]. 18.03.2016. [Consulted on: 11.04.2016]. Available at: http://www.careerplus.ch/fr/blog/Sita-Mazumder_mesdames-davantage-la-lune-1re-partie

PAQUETTE, Danielle, 2016. *This is the real reason young women leave their jobs* [online]. The World Economic Forum. 24.03.2016. [Consulted on: 24.04.2016]. Available at: https://www.weforum.org/agenda/2016/03/this-is-the-real-reason-young-women-leave-their-jobs?utm_content=bufferc5a43&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

# Appendix 1 : Videos

Video in French

GASSER, Chantal, 2016. Bachelor 2016 - Suisse [video]. *YouTube* [online]. 25.04.2016. Available at: https://www.youtube.com/watch?v=4rR55wtNKBA

Video in Spanish

GASSER, Chantal, 2016. Bachelor 2016 - Perú [video]. *YouTube* [online]. 25.04.2016. Available at: https://www.youtube.com/watch?v=mNdpZkns5K0

# Appendix 2 : Survey in French

## Perception des jeunes femmes vis-à-vis de leur avenir professionnel

Dans le cadre d'un travail de Bachelor à la Haute Ecole de Gestion de Genève, je souhaite découvrir qu'elle est la perception des jeunes femmes quant à leur avenir professionnel et leur désir de carrière, notamment la possibilité d'atteindre un poste à responsabilités.

Ce sondage est également réalisé au Pérou, afin de déterminer l'impact de la culture sur les réponses des jeunes femmes.

Tes données seront analysées de manière anonyme.

Ta participation est extrêmement importante et je te remercie donc du temps que tu prends pour répondre à ce sondage.

*Obligatoire

1. **Quel est ton genre:***
   - Femme
   - Homme

2. **Quel âge as-tu:***
   - 15 - 19 ans
   - 20 - 24 ans
   - 25 - 29 ans
   - 30 et plus

3. **Quel est ton niveau d'éducation (dernièrement obtenu ou en cours d'obtention)? (1 choix possible)***
   - Collège/Gymnase
   - Ecole de commerce
   - ECG
   - Ecoles Supérieures
   - Examens professionels
   - Université/EPF - Bachelor
   - HES – Bachelor
   - Université/EPF - Master
   - HES – Master

4. **Quel est ton pays d'origine? (1 choix possible)***
   - *(liste déroulante)*

5. **En tant qu'étudiante, as-tu ou avais-tu déjà pensé à l'âge idéal, selon toi, pour avoir ton premier enfant ? (1 choix possible)***
   - Oui
   - Non

6. **Si oui, quel est cet âge ? (1 choix possible)***
    - 20 – 24 ans
    - 25 – 27 ans
    - 28 – 30 ans
    - 31 – 33 ans
    - 34 – 36 ans
    - 37 – 39 ans
    - Après 40 ans

7. **Quels sont les éléments que tu as pris en considération pour déterminer cet âge ? (plusieurs choix possibles)***
    - Stabilité financière (avoir les moyens de subvenir aux besoins de mon enfant)
    - Relation sentimentale (avoir une relation stable)
    - Carrière professionnelle (se trouver au moment le plus adéquat de la carrière pour avoir un enfant)
    - Envie personnelle
    - Autre(s) :

8. **Si tu vivais avec tes deux parents lorsque tu étais enfant (0 - 5 ans), quelle est la situation qui reflète le mieux la tienne parmi les choix suivants : (1 choix possible)***
    - Ils travaillaient les deux à temps complet Ils travaillaient les deux à temps partiel
    - Mon père travaillait à temps complet et ma mère à temps-partiel pour pouvoir s'occuper des enfants
    - Ma mère travaillait à temps complet et mon père à temps-partiel pour pouvoir s'occuper des enfants
    - Mon père travaillait à temps complet et ma mère était mère au foyer Ma mère travaillait à temps complet et mon père était père au foyer
    - Autre(s) :

9. **Si tu ne vivais pas avec tes deux parents lorsque tu étais enfant (0 - 5 ans), quelle est la situation qui reflète le mieux la tienne parmi les choix suivants : (1 choix possible)***
    - Ils travaillaient les deux à temps complet Ils travaillaient les deux à temps partiel
    - Mon père travaillait à temps complet et ma mère à temps-partiel pour pouvoir s'occuper des enfants
    - Ma mère travaillait à temps complet et mon père à temps-partiel pour pouvoir s'occuper des enfants
    - Mon père travaillait à temps complet et ma mère était mère au foyer Ma mère travaillait à temps complet et mon père était père au foyer
    - Autre(s) :

**10. Sais-tu ce qu'est le phénomène du « plafond de verre »? (1 choix possible)***

- Oui
- Non

In the survey of the control group the question is:
10/17 - Avant de regarder la vidéo, savais-tu ce qu'était le phénomène du « plafond de verre »? (1 choix possible)*

- Oui
- Non

**11. Si tu es encore étudiante et que tu envisages une carrière professionnelle OU BIEN si tu es déjà employée; as-tu l'ambition d'avoir un jour un poste à responsabilités? (Par exemple : devenir manager, directrice, membre d'un conseil d'administration, etc.) (obligatoire)**

- Oui → ***Answering « Oui » takes the respondent to the part « Tu as l'ambition d'avoir un jour un poste à responsabilités »***
- Non →***Answering « Non » takes the respondent to the part « Tu n'as pas l'ambition d'avoir un jour un poste à responsabilités »***

## *Tu as l'ambition d'avoir un jour un poste à responsabilités*

**12. Un jour tu découvres que tu es enceinte et le lendemain on te propose une promotion. Que décides-tu ? (plusieurs choix possibles) ***

- o J'accepte sans hésiter
- o J'accepte et espère que je ne serai pas pénalisée au travail à cause de ma grossesse
- o J'accepte et espère que mon entreprise me soutiendra pour trouver un équilibre vie professionnelle/vie privée
- o Ca m'intéresserait, mais je refuse car je préfère m'occuper de mon enfant
- o Je refuse, et prévois de mettre un frein à ma carrière pour m'occuper de mon enfant
- o Je refuse, car je ne pense pas pouvoir gérer vie familiale/vie professionnelle
- o Je refuse, car je ne pense pas avoir les capacités pour avoir autant de responsabilités
- o Je refuse, mais si je n'étais pas enceinte, j'accepterais
- o Autre(s) :

**13. (Suite du scénario question 12) Imagine que tu aies accepté la promotion : comment vas-tu gérer l'équilibre vie professionnelle/ vie privée : (plusieurs choix possibles)***

- o Je réorganise ma vie et m'adapte à la nouvelle situation
- o Je fais des compromis avec ma vie privée
- o Après mon congé maternité, je reprends mon poste à temps complet
- o Après mon congé maternité, je reprends mon poste à temps partiel (en supposant que l'entreprise propose ce genre d'opportunité)
- o Autre(s) :

**14. (Suite du scénario question 12) Ayant accepté la promotion et étant enceinte, que crois-tu que les gens vont penser de toi ? (plusieurs choix possibles)***

- o Elle le mérite, elle a travaillé dur pour y arriver
- o Elle n'aura plus de temps à consacrer à son enfant
- o Elle m'impressionne, moi je n'arriverais pas à tout gérer
- o Elle n'aurait pas dû accepter ce poste, elle doit s'occuper de son enfant
- o C'est tout à son honneur, elle a réussi à franchir tous les obstacles qui se sont présentés à elle
- o On a sûrement dû l'aider pour qu'elle y arrive
- o Autre(s) :

15. **On te propose de gérer un nouveau projet : ouvrir une filiale de l'entreprise pour laquelle tu travailles dans un pays qui t'es totalement inconnu; comment réagis-tu ? (plusieurs choix possibles)***
    - Je demande un jour pour pouvoir y penser
    - J'accepte sans hésiter
    - Je demande si je peux monter une équipe pour pouvoir gérer ce projet
    - C'est une bonne opportunité pour me faire bien voir par mes supérieurs
    - Je me dis que si j'accepte, ça me permettra rapidement d'accéder à un plus haut poste
    - J'ai les compétences pour ce poste, alors j'accepte
    - J'ai peur d'accepter, car je ne pense pas avoir toutes les qualités requises pour pouvoir mener à bien ce projet

16. **Tu as débuté ta carrière au même moment que deux collègues masculins et les deux viennent de recevoir une promotion alors que toi non. Sachant que tes compétences et résultats sont exactement les mêmes que les leur, voire meilleurs, que penses-tu à ce moment là ? (0-4 choix possibles)***
    - C'est injuste et je vais aller en parler à mes supérieurs
    - C'est injuste, et j'espère que mes supérieurs s'en rendront compte
    - J'aurais dû sortir plus souvent avec eux lors de sorties clients informelles (ex : dîner au restaurant)
    - J'ai sûrement dû faire quelque chose qui m'a empêché d'obtenir cette promotion
    - Je suis contente pour eux et de toute manière je ne me sens pas encore entièrement prête à avoir autant de responsabilités
    - C'est de la discrimination parce que je suis une femme
    - Autre(s) :

17. **Avec quelle facilité penserais-tu arriver à accéder à un poste à responsabilités ?***

    1 2 3 4 5

    *Très facilement* *Très difficilement*

### *Tu n’as pas l'ambition d'avoir un jour un poste à responsabilités*

**12. Pourquoi ne souhaites-tu pas avoir un poste à responsabilités ? (plusieurs choix possibles)***

- Avoir des responsabilités ne m’intéresse pas
- Je préfère me consacrer à d’autres aspects de ma vie privée (ex : famille, hobby, etc.)
- Je ne pense pas pouvoir réussir à gérer vie professionnelle et vie familiale
- Je ne pense pas que concilier un poste à responsabilités et être mère soit possible (ex : manque d’accueil en crèche, manque de structure au sein de entreprise pour favoriser un équilibre vie familiale/vie professionnel)
- Je ne pense pas avoir le profil pour avoir ce genre de poste
- Autre(s) :

**13. D’après toi le rôle de mère peut-il s’accorder avec une carrière professionnelle (c’est à dire avancer dans les échelons de la hiérarchie) ? (plusieurs choix possibles)***

- Oui, avec de l’organisation
- Oui, à condition de faire des compromis avec sa vie privée
- Oui, si on a un caractère de leader
- Oui, mais il y a des obstacles à surmonter
- Oui, mais on risque d’être considérée comme une mère peu présente pour ses enfants
- Pas du tout

**14. Selon toi, qui devrait mettre un frein à sa carrière pour s’occuper des enfants? (1 choix)***

- Le père
- La mère
- Un compromis devrait être trouvé pour que chacun puisse continuer à travailler

**15. Voici une liste de comportements. Choisis-en 4 au maximum dans lesquels tu te reconnais le mieux.***

- Je n’hésite pas à me lancer dans de nouveaux projets
- J’ai des difficultés à réclamer une récompense qui m’est due (p.ex. :au travail), et j’aimerais avoir plus d’assurance.
- Lors d’un succès, je sais que je ne le dois qu’à moi-même
- C’est aussi grâce à des aides externes que je réussis à atteindre les objectifs que je me fixe
- J’aime prendre des risques
- J’ai confiance dans les décisions que je prends et suis prête à défendre ma position
- Afin de prendre la bonne décision, j’évalue la situation avant
- J’ai parfois de la peine à saisir les opportunités qui se présentent à moi

16. **Comment évaluerais-tu les opportunités des femmes d'obtenir un poste à responsabilités par rapport aux hommes ?***

1 2 3 4 5

*Très facilement* *Très difficilement*

17. **OPTION A : Si d'après toi, il est plus simple pour un HOMME d'obtenir un poste à responsabilité au sein d'une entreprise, quel(s) en est (sont) la (les) raison(s)? (plusieurs choix possibles)**
    - Ils ont le caractère pour ce genre de poste
    - C'est normal que ce soit les hommes, car presque tous ces postes sont occupés par des hommes
    - S'il était en compétition avec une femme, mais que ses compétences et qualifications pour le poste étaient meilleures, alors c'est normal qu'il obtienne le poste
    - Les femmes n'ont pas le caractère pour supporter autant de responsabilités
    - Autre(s) :

17. **OPTION B : Si d'après toi, il est plus simple pour un FEMME d'obtenir un poste à responsabilité au sein d'une entreprise, quel(s) en est (sont) la (les) raison(s)? (plusieurs choix possibles)**
    - Elles ont le caractère pour ce genre de poste
    - Si elle était en compétition avec un homme, mais que ses compétences et qualifications pour le poste sont meilleures, alors c'est normal qu'elle obtienne le poste
    - Parce qu'il existe des quotas
    - Autre(s) :

# Appendix 3 : Survey in Spanish

## Percepción de las mujeres jóvenes sobre su futuro professional

Como parte de una tesis de Bachiller en la Escuela de Gestión de Ginebra (Suiza), me gustaría investigar cual es la percepción de las mujeres jóvenes en Perú en cuanto a su futuro profesional y sus deseos de carrera profesional, sobre todo sus deseos de ocupar una posición de alto cargo (por ejemplo: directora, gerente, jefe, CEO, etc.)

Esa encuesta también se realiza en Suiza, para compara el impacto de la cultura en las respuestas de la mujeres jóvenes.

Los datos serán analizados de forma anónima.

Tu participación es muy importante y te agradezco del tiempo que tomes para completar esta encuesta.

*Obligatorio

**1. ¿Cuál es tu género ?***
- Mujer
- Hombre

**2. ¿Cuantos años tienes?***
- 15 - 19 años
- 20 - 24 años
- 25 - 29 años
- 30 y más

**3. ¿Cuál es tu nivel de educación (recientemente cumplido o que estas cumpliendo ahora)? (1 opción posible)***
- Educación primaria
- Educación secundaria
- Universidad estatal - Bachiller
- Universidad estatal - Maestria
- Universidad estatal - Licenciado
- Universidad privada - Bachiller
- Universidad privada - Maestria
- Universidad privada - Licenciado
- Escuela e instituto superior tecnológico
- Instituto superior pedagógico
- Instituto superior de formación artística
- Otro:

**4. ¿Cuál es tu nacionalidad?***
- *(lista despegable)*

5. **¿Como estudiante, ya has pensado o ya habías pensado alguna vez en la edad ideal, de acuerdo contigo, para tener tu primer hijo?***
- o Sí
- o No

6. **¿Si respondiste "Sí" a la pregunta anterior, cuál es esa edad?**
- o 20 – 24 años
- o 25 – 27 años
- o 28 – 30 años
- o 31 – 33 años
- o 34 – 36 años
- o 37 – 39 años
- o Después de los 40 años

7. **¿Cuáles son los factores que tomaste en cuenta para determinar esa edad? (Varias opciones posibles)**
- o La estabilidad financiera (que tenga los medios necesarios para mantener a mi hijo)
- o La pareja (que tenga una relación estable)
- o La carrera profesional (estar en el momento más adecuado de mi carrera para tener un hijo)
- o Deseo personal
- o Otro:

8. **Si vivías con tus padres cuando eras niña (0-5 años), ¿cuál fue tu situación familiar? (1 opción posible)**
- o Mis dos padres trabajaban a tiempo completo
- o Mis dos padres trabajaban a tiempo parcial
- o Mi padre trabajaba a tiempo completo y mi madre a tiempo parcial para poder atender a los niños
- o Mi madre trabajaba a tiempo completo y mi padre a tiempo parcial para poder atender a los niños
- o Mi padre trabajaba a tiempo completo y mi madre era ama de casa
- o Mi madre trabajaba a tiempo completo y mi padre se quedaba en la casa para atender a los niños

9. **Si no vivías con tus padres cuando eras niña (0-5 años), ¿cuál fue tu situación familiar? (1 opción posible)**
- o Mis dos padres trabajaban a tiempo completo
- o Mis dos padres trabajaban a tiempo parcial
- o Mi padre trabajaba a tiempo completo y mi madre a tiempo parcial para poder atender a los niños
- o Mi madre trabajaba a tiempo completo y mi padre a tiempo parcial para poder atender a los niños
- o Mi padre trabajaba a tiempo completo y mi madre era ama de casa
- o Mi madre trabajaba a tiempo completo y mi padre se quedaba en la casa para atender a los niños

**10. ¿Conoces al fenómeno del "techo de cristal"?***

- Sí
- No

**11. Si eres estudiante y estas planeando una carrera profesional O si ya eres empleada; ¿tienes ambición de ocupar algún día un puesto de alto cargo? (por ejemplo: directora, gerente, jefe, CEO, etc.)***

- Sí→ ***Answering « Sí » takes the respondent to the part « Tienes ambición de ocupar algún día un puesto de alto cargo»***
- No→***Answering « No » takes the respondent to the part « No tienes ambición de ocupar algún día un puesto de alto cargo»***

## *Tienes ambición de ocupar algún día un puesto de alto cargo*

**12. Imagina que tengas una vida sentimental, financiera y profesional estable. Un día descubres que estas embarazada y al día siguiente tu director te propone una promoción. Qué decides hacer? (Varias opciones posibles)***

- o Acepto
- o Acepto y espero no tener consecuencias negativas en mi trabajo debido a mi embarazo
- o Acepto y espero que mi empresa me apoye para encontrar un equilibrio entre mi vida familiar y mi vida profesional
- o Me gustaría aceptar la promoción, pero la rechazo porque prefiero cuidar a mi hijo
- o Rechazo la promoción, y planeo bajar mi ritmo profesional para cuidar a mi hijo
- o Rechazo la promoción porque no creo que pueda asumir adecuadamente mi vida familiar y mi vida profesional
- o Rechazo la promoción porque no creo que tenga las capacidades para asumir tantas responsabilidades
- o Rechazo la promoción, pero si no estuviera embarazada, aceptaría
- o Otro:

**13. (Sigue el escenario de la pregunta 12) Imagínate que aceptaste la promoción. ¿Cómo vas a mantener el equilibrio entre tu vida familiar y tu vida profesional? (Varias opciones posibles)***

- o Reorganizo mi vida de tal manera a adaptarme a la nueva situación
- o Después de mi descanso de maternidad, volveré a trabajar a tiempo completo
- o Después de mi descanso de maternidad, trabajaré a tiempo parcial (suponiendo que la empresa me ofrece esa oportunidad)
- o Otro:

**14. (Sigue el escenario de la pregunta 12) Has aceptado la promoción y estas embarazada. ¿Que crees que la gente va a pensar de ti? (Varias opciones posibles)***

- o Merece la promoción, ha trabajado duro para llegar allí
- o No tendrá tiempo a dedicarse a su hijo/a
- o Me impresiona, yo no podría asumir eso
- o No ha debido aceptar la promoción, ella tiene que cuidar de su hijo/a
- o Merece la promoción, fue capaz de superar todos los obstáculos que se presentaban ante ella
- o Seguramente tuvo una ayuda exterior para que llegue donde esta ahora
- o Otro:

**15. Tu jefe te propone un nuevo proyecto: abrir una empresa en un país que te esta completamente desconocido. ¿Cómo reaccionas? (Varias opciones posibles)***

- o Pido un día para pensarlo
- o Acepto
- o Pregunto si puedo formar un equipo para la gestión del proyecto
- o Pienso que es una buena oportunidad para impresionar a mi jefe
- o Me digo que si acepto, eso me permitirá acceder a un puesto superior más rápidamente
- o Tengo las habilidades para esa posición entonces acepto
- o Temo de aceptarlo, porque no creo que tenga todas las competencias que se requieren para llevar a cabo este proyecto

**16. Comenzaste tu carrera al mismo tiempo que dos colegas masculinos. Los dos acaban de recibir una promoción y tu no. Sabiendo que tus capacidades y habilidades, y tus resultados son exactamente los mismos que los suyos, sino mejor ¿qué opinas de esa situación? (Varias opciones posibles)***

- o Es injusto, y espero que mis superiores se den cuenta de eso
- o Estoy feliz para ellos y de todos modos no me siento preparada para tener tantas responsabilidades
- o Debí haber estado más presente cuando hubieron salidas informales con los clientes (por ejemplo: cenas en el restaurante, partido de fútbol, etc.)
- o Es injusto y voy a hablar directamente con mis superiores
- o Desde luego, hice algo que me impidió conseguir esta promoción
- o Esto es discriminación
- o Otro:

**17. ¿Qué tan fácil crees que sea de llegar a alcanzar una posición de alto cargo?***

1 2 3 4 5

*Muy fácil* *Muy dificil*

## *No tienes ambición de ocupar algún día un puesto de alto cargo*

**12. ¿Por qué razón(es) no quieres tener un puesto de alto cargo? (Varias opciones posibles)***

- o Tener tantas responsabilidades no me interesa
- o Prefiero dedicarme a otros aspectos de mi vida privada (por ejemplo: familia, hobby, etc.)
- o No creo que pueda manejar con éxito una vida profesional y familiar
- o No creo que conciliar una posición de alto cargo y ser madre es posible (por ejemplo: falta de lugares para dejar a los niños durante el día, la falta de estructura dentro de la empresa para promover un equilibrio familiar/vida profesional)
- o No creo que tenga el perfil para este tipo de puesto
- o Otro:

**13. ¿Crees que el papel de ser madre se pueda conciliar con una carrera profesional (en el sentido de ascenso en la jerarquía)? (Varias opciones posibles)***

- o Sí, con organización
- o Sí, siempre que se haga compromiso con su vida privada
- o Sí, si se tiene un carácter de líder
- o Sí, pero hay obstáculos que superar
- o Sí, pero la gente la puede considerar como una madre que dedica poco tiempo a sus hijos
- o En ningún caso

**14. ¿Quién crees que deba frenar su carrera profesional para cuidar a los niños? (1 opción posible)***

- o El padre
- o La madre
- o Se debe conseguir un equilibrio para que los dos siguán trabajando

**15. A continuación una lista de comportamientos. Elija 4 comportamientos como máximo que te correspondan.***

- o No dudo en comenzar nuevos proyectos
- o Tengo dificultades para reclamar una recompensa que se me debe (por ejemplo: en el trabajo), y me gustaría tener más confianza en ese tema
- o Durante un éxito, sé que solo lo debo a mi misma
- o Es también gracias a la ayuda externa que cumplí con mis objetivos
- o Me gusta tomar riesgos
- o Tengo confianza en las decisiones que tomo y estoy lista a defender mi posición
- o Evalúo la situación antes de tomar una decisión
- o A veces me parece difícil aprovechar las oportunidades que se me presentan

**16. ¿Cómo evalúas las oportunidades de las mujeres para obtener un puesto de alto cargo en comparación con los hombres?***

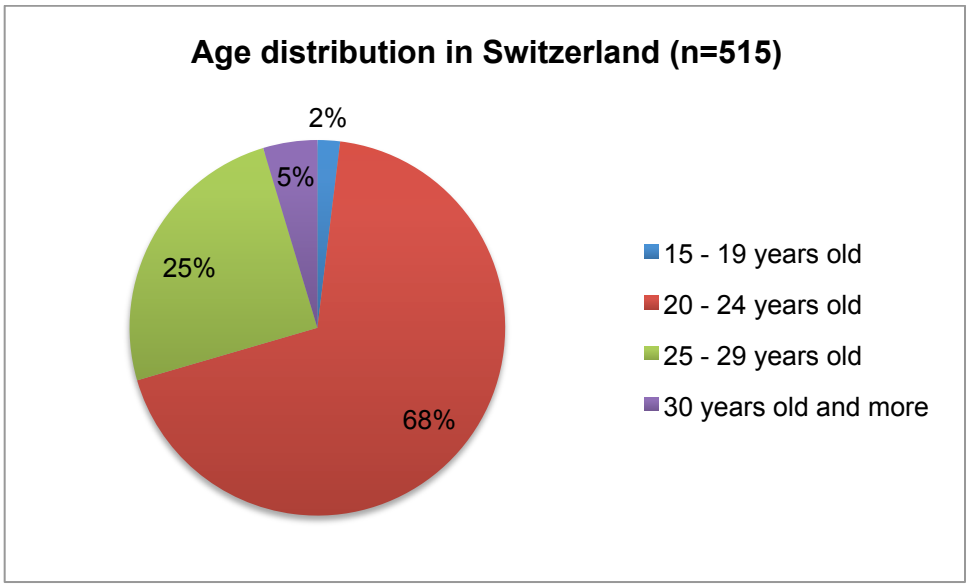
1 2 3 4 5

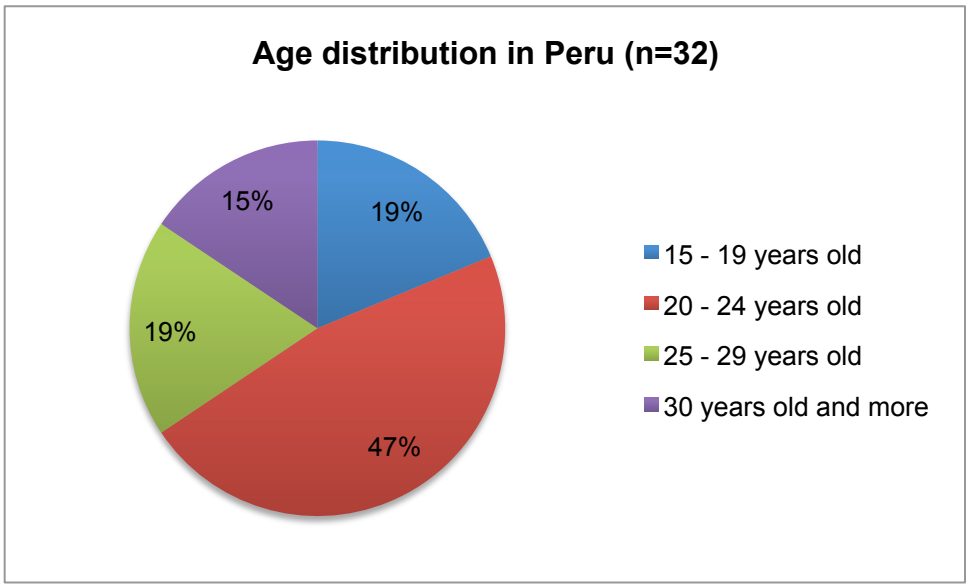
*Exactamente las mismas oportunidades* — *No las mismas oportunidades*

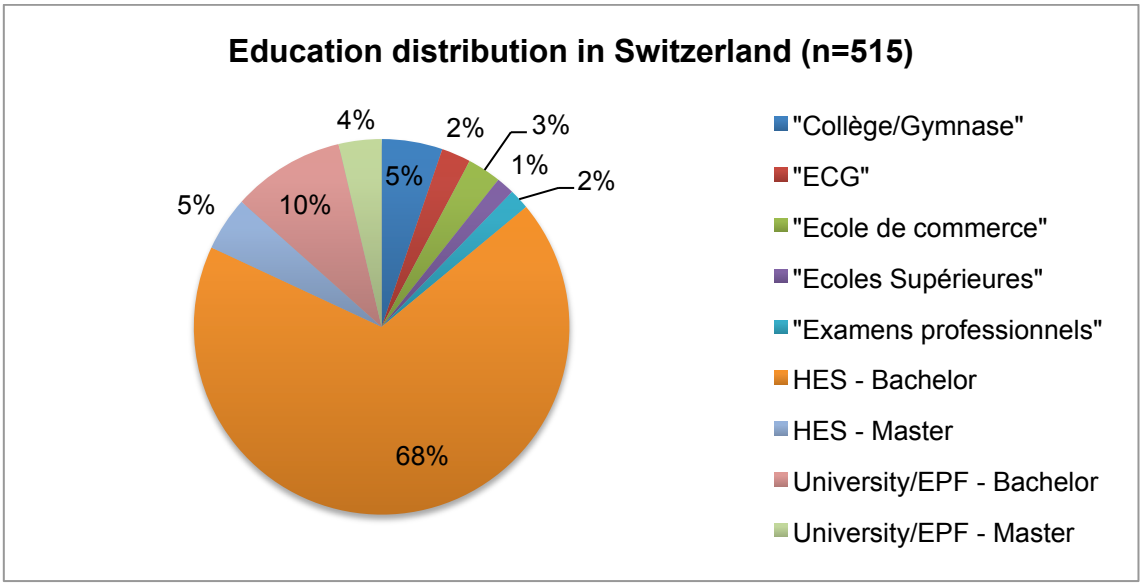
17. **OPCION A: Si piensas que es más fácil para un HOMBRE de conseguir un puesto de alto cargo: ¿ cuales son las razones? (Varias opciones posibles)**
    - Tienen el carácter para ese tipo de puesto
    - Es normal que sea los hombres, porque casi todos están ocupados por ellos
    - Si une hombre y una mujer estaban compitiendo pero el tenia mas habilidades y calificaciones es normal que el lo consiga
    - Las mujeres no tienen el carácter para soportar tantas responsabilidades
    - Otro:

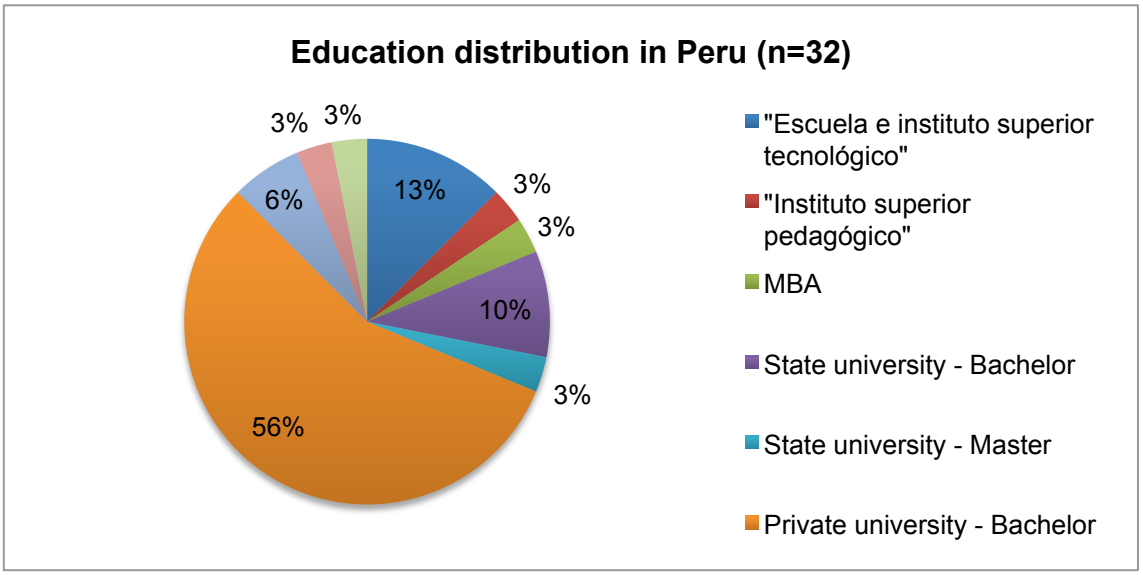
17. **OPCION B: Si piensas que es más fácil para una MUJER de conseguir un puesto de alto cargo: ¿ cuales son las razones? (Varias opciones posibles)**
    - Tienen el carácter para ese tipo de puesto
    - Si une hombre y una mujer estaban compitiendo pero ella tenia mas habilidades y calificaciones es normal que ella lo consiga
    - Porque existen leyes de cuotas
    - Otro:

# Appendix 4 : Demographic data




Education distribution in Switzerland (n=515)
5%
2%
3%
1%
2%
68%
5%
10%
4%
"Collège/Gymnase"
"ECG"
"Ecole de commerce"
"Ecoles Supérieures"
"Examens professionnels"
HES - Bachelor
HES - Master
University/EPF - Bachelor
University/EPF - Master


Education distribution in Peru (n=32)
13%
3%
3%
10%
3%
56%
6%
3%
3%
"Escuela e instituto superior tecnológico"
"Instituto superior pedagógico"
MBA
State university - Bachelor
State university - Master
Private university - Bachelor

# Appendix 5: Data – Switzerland

| N= 547 | SWITZERLAND | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | WITH AMBITION | | | | | | WITHOUT AMBITION | | | | | | TOTAL | | |
| | WITH VIDEO | | | WITHOUT VIDEO | | | WITH VIDEO | | | WITHOUT VIDEO | | | | | |
| | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode |
| **n** | **180** | 35.0% | | **158** | 30.7% | | **78** | 15.1% | | **99** | 19.2% | | **515** | 94% | |
| **2/17 - Age (15 - 19 y.o.)** | **5** | 2.8% | | **4** | 2.5% | | **0** | 0.0% | | **1** | 1.0% | | **10** | 1.9% | |
| **2/17 - Age (20 - 24 y.o.)** | **126** | 70.0% | 20 - 24 y.o. | **107** | 67.7% | 20 - 24 y.o. | **52** | 66.7% | 20 - 24 y.o. | **68** | 68.7% | 20 - 24 y.o. | **353** | 68.5% | 20 - 24 y.o. |
| **2/17 - Age (25 - 29 y.o.)** | **45** | 25.0% | | **38** | 24.1% | | **19** | 24.4% | | **26** | 26.3% | | **128** | 24.9% | |
| **2/17 - Age (30 and more)** | **4** | 2.2% | | **9** | 5.7% | | **7** | 9.0% | | **4** | 4.0% | | **24** | 4.7% | |
| **3/17 - Education (Collège/Gymnase)** | **13** | 7.2% | | **7** | 4.4% | | **4** | 5.1% | | **3** | 3.0% | | **27** | 5.2% | |
| **3/17 - Education (ECG)** | **3** | 1.7% | | **6** | 3.8% | | **1** | 1.3% | | **3** | 3.0% | | **13** | 2.5% | |
| **3/17 - Education (Ecole de commerce)** | **13** | 7.2% | | **2** | 1.3% | | **0** | 0.0% | | **0** | 0.0% | | **15** | 2.9% | |
| **3/17 - Education (Ecoles Supérieures)** | **2** | 1.1% | | **4** | 2.5% | | **2** | 2.6% | | **0** | 0.0% | | **8** | 1.6% | |
| **3/17 - Education (Examens professionnels)** | **3** | 1.7% | HES - Bachelor | **2** | 1.3% | HES - Bachelor | **3** | 3.8% | HES - Bachelor | **1** | 1.0% | HES - Bachelor | **9** | 1.7% | HES - Bachelor |
| **3/17 - Education (HES - Bachelor)** | **102** | 56.7% | | **122** | 77.2% | | **45** | 57.7% | | **81** | 81.8% | | **350** | 68.0% | |
| **3/17 - Education (HES - Master)** | **9** | 5.0% | | **6** | 3.8% | | **5** | 6.4% | | **4** | 4.0% | | **24** | 4.7% | |
| **3/17 - Education (Université/EPF - Bachelor)** | **25** | 13.9% | | **9** | 5.7% | | **12** | 15.4% | | **4** | 4.0% | | **50** | 9.7% | |
| **3/17 - Education (Université/EPF - Master)** | **10** | 5.6% | | **0** | 0.0% | | **6** | 7.7% | | **3** | 3.0% | | **19** | 3.7% | |
| **4/17 - Nationality** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **5/17 - Suitable age for 1st child (yes)** | **157** | 87.2% | Yes | **136** | 86.1% | Yes | **64** | 82.1% | Yes | **84** | 84.8% | Yes | **441** | 85.6% | Yes |
| **5/17 - Suitable age for 1st child (no)** | **23** | 12.8% | | **22** | 13.9% | | **14** | 17.9% | | **15** | 15.2% | | **74** | 14.4% | |
| **6/17 - Age for 1st child (20 - 24 y.o.)** | **4** | 2.2% | | **9** | 5.7% | | **3** | 3.8% | | **6** | 6.1% | | **22** | 4.3% | |
| **6/17 - Age for 1st child (25 - 27 y.o.)** | **36** | 20.0% | | **35** | 22.2% | | **16** | 20.5% | | **25** | 25.3% | | **112** | 21.7% | |
| **6/17 - Age for 1st child (28 - 30 y.o.)** | **65** | 36.1% | | **61** | 38.6% | | **32** | 41.0% | | **38** | 38.4% | | **196** | 38.1% | |
| **6/17 - Age for 1st child (31 - 33 y.o.)** | **38** | 21.1% | 28 - 30 y.o. | **30** | 19.0% | 28 - 30 y.o. | **9** | 11.5% | 28 - 30 y.o. | **12** | 12.1% | 28 - 30 y.o. | **89** | 17.3% | 28 - 30 y.o. |
| **6/17 - Age for 1st child (34 - 36 y.o.)** | **14** | 7.8% | | **5** | 3.2% | | **3** | 3.8% | | **4** | 4.0% | | **26** | 5.0% | |
| **6/17 - Age for 1st child (37 - 39 y.o.)** | **2** | 1.1% | | **0** | 0.0% | | **2** | 2.6% | | **3** | 3.0% | | **7** | 1.4% | |
| **6/17 - Age for 1st child (After 40 years old)** | **0** | 0.0% | | **1** | 0.6% | | **0** | 0.0% | | **0** | 0.0% | | **1** | 0.2% | |
| **6/17 - Age for 1st child (Did not think about it)** | **21** | 11.7% | | **17** | 10.8% | | **13** | 16.7% | | **11** | 11.1% | | **62** | 12.0% | |
| **7/17(A) Financial stability** | **133** | 73.9% | | **99** | 62.7% | | **50** | 64.1% | | **70** | 70.7% | | **352** | 68.3% | |
| **7/17(B) Sentimental relationship** | **109** | 60.6% | | **87** | 55.1% | | **43** | 55.1% | | **63** | 63.6% | | **302** | 58.6% | |
| **7/17(C) Professional career** | **102** | 56.7% | (A) | **69** | 43.7% | (A) | **38** | 48.7% | (A) | **39** | 39.4% | (A) | **248** | 48.2% | (A) |
| **7/17(D) Personal desire** | **72** | 40.0% | | **62** | 39.2% | | **30** | 38.5% | | **45** | 45.5% | | **209** | 40.6% | |
| **7/17(E) Other** | | N/A | | | N/A | | | N/A | | | N/A | | | N/A | |
| **8/17(A) WITH - 2x full-time** | **43** | 23.9% | | **41** | 25.9% | | **20** | 25.6% | | **18** | 18.2% | | **122** | 23.7% | |
| **8/17(B) WITH- 2x part-time** | **8** | 4.4% | | **6** | 3.8% | | **5** | 6.4% | | **3** | 3.0% | | **22** | 4.3% | |
| **8/17( C) WITH - full-time father & part-time mother** | **49** | 27.2% | | **37** | 23.4% | | **21** | 26.9% | | **27** | 27.3% | | **134** | 26.0% | |
| **8/17(D) WITH - full-time mother & part-time father** | **0** | 0.0% | (E) | **0** | 0.0% | (E) | **0** | 0.0% | (E) | **0** | 0.0% | (E) | **0** | 0.0% | (E) |
| **8/17(E) WITH- full-time father & stay-at-home mother** | **52** | 28.9% | | **42** | 26.6% | | **21** | 26.9% | (C) | **35** | 35.4% | | **150** | 29.1% | |
| **8/17(F) WITH - full-time mother & stay-at-home father** | **1** | 0.6% | | **1** | 0.6% | | **0** | 0.0% | | **2** | 2.0% | | **4** | 0.8% | |
| **8/17(G) WITH - Other** | | N/A | | | N/A | | | N/A | | | N/A | | | N/A | |
| **9/17(A) WITHOUT - 2x full-time** | **11** | 6.1% | | **11** | 7.0% | | **5** | 6.4% | | **6** | 6.1% | | **33** | 6.4% | |
| **9/17(B) WITHOUT- 2x part-time** | **0** | 0.0% | | **6** | 3.8% | | **1** | 1.3% | | **2** | 2.0% | | **9** | 1.7% | |
| **9/17(C) WITHOUT - full-time father & part-time mother** | **5** | 2.8% | | **5** | 3.2% | | **2** | 2.6% | | **1** | 1.0% | | **13** | 2.5% | |
| **9/17(D) WITHOUT - full-time mother & part-time father** | **0** | 0.0% | (A) | **0** | 0.0% | (A) | **0** | 0.0% | (A) | **0** | 0.0% | (A) | **0** | 0.0% | (A) |
| **9/17 (E) WITHOUT- full-time father & stay-at-home mother** | **4** | 2.2% | | **3** | 1.9% | | **1** | 1.3% | | **0** | 0.0% | | **8** | 1.6% | |
| **9/17(F) WITHOUT - full-time mother & stay-at-home father** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | |
| **9/17(G) WITHOUT - Other** | | N/A | | | N/A | | | N/A | | | N/A | | | N/A | |
| **10/17 - Knowledge of ceiling glass? (yes)** | **57** | 31.7% | No | **34** | 21.5% | No | **27** | 34.6% | No | **20** | 20.2% | No | **138** | 26.8% | No |
| **10/17 - Knowledge of ceiling glass? (no)** | **123** | 68.3% | | **124** | 78.5% | | **51** | 65.4% | | **79** | 79.8% | | **377** | 73.2% | |

**WITH AMBITION**

| | WITH VIDEO n | WITH VIDEO Relative frequency (%) | WITH VIDEO Mode | WITHOUT VIDEO n | WITHOUT VIDEO Relative frequency (%) | WITHOUT VIDEO Mode |
|---|---|---|---|---|---|---|
| **n** | **180** | 35.0% | | **158** | 30.7% | |
| **12/17(A) I accept** | **30** | 16.7% | | **21** | 13.3% | |
| **12/17(B) I accept and hope I won't be penalized due to my pregnancy** | **62** | 34.4% | | **54** | 34.2% | |
| **12/17(C) I accept and hope that my firm will help me to find a work/life balance** | **108** | 60.0% | | **98** | 62.0% | |
| **12/17(D) It interests me, but I decline because I prefer to take care of my children** | **18** | 10.0% | | **14** | 8.9% | |
| **12/17(E) I decline and plan to slown down my career to take care of my child** | **10** | 5.6% | ( C ) | **3** | 1.9% | ( C ) |
| **12/17(F) I decline because I do not believe I could manage a working life and family life** | **8** | 4.4% | | **3** | 1.9% | |
| **12/17(G) I decline because I do not think I able able to take on so many responsabilites** | **2** | 1.1% | | **1** | 0.6% | |
| **12/17(H) I decline but if I was not pregnant I would accept the promotion** | **14** | 7.8% | | **11** | 7.0% | |
| **12/17(I) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **13/17(A) I adapt my life to the new situation** | **100** | 55.6% | | **87** | 55.1% | |
| **13/17(B) After my maternal leave, I will come back to work full-time** | **52** | 28.9% | (A) | **28** | 17.7% | (A) |
| **13/1( C ) After my maternal leave, I will come back to work part-time** | **79** | 43.9% | | **75** | 47.5% | |
| **13/17(D) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **14/17(A) She deserves it, she worked hard to get there** | **56** | 31.1% | | **69** | 43.7% | |
| **14/17(B) She won't have time left for her child** | **74** | 41.1% | | **46** | 29.1% | |
| **14/17( C ) She impresses me, I would not be able to manage it all** | **67** | 37.2% | | **60** | 38.0% | |
| **14/17(D) She should not have accepted the promotion, she has to take care of her child** | **73** | 40.6% | (B) | **40** | 25.3% | (A) |
| **14/17(E) That is to her credit, she was able to overcome the obstacles that she faced** | **52** | 28.9% | | **50** | 31.6% | |
| **14/17(F) Someone probably helped her to get where she is now** | **26** | 14.4% | | **14** | 8.9% | |
| **14/17(G) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **15/17(A) I ask one day to think about it** | **103** | 57.2% | | **89** | 56.3% | |
| **15/17(B)I accept straight** | **6** | 3.3% | | **12** | 7.6% | |
| **15/17( C ) I ask if I can build a team to manage this project** | **68** | 37.8% | | **71** | 44.9% | |
| **15/17(D) It is a good way to get attention from the management** | **18** | 10.0% | (A) | **5** | 3.2% | (A) |
| **15/17( E) I think to myself that it would allow me to quickly reach an higher position** | **32** | 17.8% | | **8** | 5.1% | |
| **15/17(F) I have the competences for the job, thus I accept** | **54** | 30.0% | | **30** | 19.0% | |
| **15/17(G) I am afraid to accept, because I do not think I have all the competences required for the job** | **29** | 16.1% | | **32** | 20.3% | |
| **16/17(A) It is unfair and I hope my boss will realize it** | **73** | 40.6% | | **58** | 36.7% | |
| **16/17(B) I am happy for them and anyway I do not feel ready to handle so many rsponsabilities** | **13** | 7.2% | | **15** | 9.5% | |
| **16/17(C) I should have participated more to informal meetings** | **20** | 11.1% | (F) | **13** | 8.2% | (F) |
| **16/17(D) It is unfair and I go straight talk to my superiors** | **68** | 37.8% | | **66** | 41.8% | |
| **16/17(E) I probably did something that impeded me to get this promotion** | **29** | 16.1% | | **29** | 18.4% | |
| **16/17(F)C'est de la discrimination** | **93** | 51.7% | | **73** | 46.2% | |
| **16/17(G) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **17/17 - Ease to reach top-level positions for women (1-Really easy)** | **1** | 0.6% | | **7** | 4.4% | |
| **17/17 - Ease to reach top-level positions for women (2)** | **38** | 21.1% | | **29** | 18.4% | |
| **17/17 - Ease to reach top-level positions for women (3)** | **90** | 50.0% | 3 | **81** | 51.3% | 3 |
| **17/17 - Ease to reach top-level positions for women (4)** | **45** | 25.0% | | **36** | 22.8% | |
| **17/17 - Ease to reach top-level positions for women (5-Really difficult)** | **6** | 3.3% | | **5** | 3.2% | |

**WITHOUT AMBITION**

| | WITH VIDEO n | WITH VIDEO Relative frequency (%) | WITH VIDEO Mode | WITHOUT VIDEO n | WITHOUT VIDEO Relative frequency (%) | WITHOUT VIDEO Mode |
|---|---|---|---|---|---|---|
| **n** | **78** | 15.1% | | **99** | 19.2% | |
| **12/17(A) Responsabilities do not interest me** | **24** | 30.8% | | **37** | 37.4% | |
| **12/17(B) I prefer to spend time on other aspect of my life** | **34** | 43.6% | | **57** | 57.6% | |
| **12/17(C) I do not think I would be able to manage working and private life** | **6** | 7.7% | | **6** | 6.1% | |
| **12/17(D)Je ne pense pas que concilier ...** | **6** | 7.7% | ( E ) | **5** | 5.1% | (B) |
| **12/17(E) I do not think it is possible to have a career and be a mother** | **35** | 44.9% | | **32** | 32.3% | |
| **12/17(F) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **13/17(A) Yes, with some orgnization** | **57** | 73.1% | | **76** | 76.8% | |
| **13/17(B) Yes, by making trade-offs with private life** | **23** | 29.5% | | **21** | 21.2% | |
| **13/17(C) Yes, if we are a leader** | **11** | 14.1% | | **10** | 10.1% | |
| **13/17(D) Yes, but there are obstacles to overcomme** | **38** | 48.7% | (A) | **39** | 39.4% | (A) |
| **13/17(E) Yes but people might judge us as an uncommitted mother** | **15** | 19.2% | | **15** | 15.2% | |
| **13/17(F) Not at all** | **0** | 0.0% | | **3** | 3.0% | |
| **14/17(A) The father** | **0** | 0.0% | | **0** | 0.0% | |
| **14/17(B) The mother** | **4** | 5.1% | ( C ) | **6** | 6.1% | ( C ) |
| **14/17(C) A balance should be found to allow both parents to continue working** | **74** | 94.9% | | **93** | 93.9% | |
| **15/17(A) I do not hesitate to start new projects** | **35** | 44.9% | | **34** | 34.3% | |
| **15/17(B) I struggle asking for a deserved reward and would like to have show more assurance to demand it** | **32** | 41.0% | | **41** | 41.4% | |
| **15/17(C) If i succeed, I know that it is my own work** | **18** | 23.1% | | **8** | 8.1% | |
| **15/17(D) It is also thanks to other that I am able to reach my objectives** | **36** | 46.2% | ( G ) | **59** | 59.6% | ( G ) |
| **15/17(E) I like taking risks** | **13** | 16.7% | | **16** | 16.2% | |
| **15/17(F) I believe in the decisions I take and do not fear to defend my position** | **27** | 34.6% | | **37** | 37.4% | |
| **15/17(G) Before taking a decision, I evaluate the situation** | **59** | 75.6% | | **78** | 78.8% | |
| **15/17(H) I might struggle to reach for opportunities** | **21** | 26.9% | | **22** | 22.2% | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (1-Exactly the same opportunities)** | **3** | 3.8% | | **1** | 1.0% | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (2)** | **6** | 7.7% | | **13** | 13.1% | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (3)** | **24** | 30.8% | 4 | **30** | 30.3% | 4 |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (4)** | **39** | 50.0% | | **42** | 42.4% | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (5-Complete different opportunities)** | **6** | 7.7% | | **13** | 13.1% | |
| **17A/17(A) They have the behavior for these kind of positions** | **9** | 11.5% | | **6** | 6.1% | |
| **17A/17(B) It is normal that I man get it, it is always them that get promotions** | **9** | 11.5% | | **11** | 11.1% | |
| **17A/17(C) If he was in competition with a woman and his competences are better, it is normal that he gets the job** | **21** | 26.9% | ( C ) | **46** | 46.5% | ( C ) |
| **17A/17(D) Women do not have the behavior to handle so many repsonsabilites** | **0** | 0.0% | | **0** | 0.0% | |
| **17A/17( E) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **17B/17(A) They have the behavior for these kind of positions** | **6** | 7.7% | | **3** | 3.0% | |
| **17B/17(B) If ahe was in competition with a man and her competences are better, it is normal that she gets the job** | **34** | 43.6% | (B) | **27** | 27.3% | (B) |
| **17B/17(C) Because there are quotas** | **8** | 10.3% | | **13** | 13.1% | |
| **17B/17(E) Other** | **N/A** | **N/A** | | **N/A** | N/A | |

# Appendix 6: Data – Peru

| N= 547 | PERU | | | | | | | | | | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | WITH AMBITION | | | | | | WITHOUT AMBITION | | | | | | | | |
| | WITH VIDEO | | | WITHOUT VIDEO | | | WITH VIDEO | | | WITHOUT VIDEO | | | | | |
| | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode | n | Relative frequency (%) | Mode |
| **n** | **23** | 72% | | **8** | 25% | | **1** | 3% | | **0** | | | **32** | 6% | |
| **2/17 - Age (15 - 19 y.o.)** | **1** | 4.3% | | **5** | 62.5% | | **0** | 0.0% | | **0** | | | **6** | 18.8% | |
| **2/17 - Age (20 - 24 y.o.)** | **13** | 56.5% | 20 - 24 y.o. | **1** | 12.5% | 15 - 19 y.o. | **1** | 100.0% | 20 - 24 y.o. | **0** | | | **15** | 46.9% | 20 - 24 y.o. |
| **2/17 - Age (25 - 29 y.o.)** | **5** | 21.7% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **6** | 18.8% | |
| **2/17 - Age (30 and more)** | **4** | 17.4% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **5** | 15.6% | |
| **3/17 - Education (Technological institute)** | **3** | 13.0% | | **0** | 0.0% | | **1** | 100.0% | | **0** | | | **4** | 12.5% | |
| **3/17 - Education (Pedagogical institute)** | **1** | 4.3% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **1** | 3.1% | |
| **3/17 - Education (MBA)** | **1** | 4.3% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **1** | 3.1% | |
| **3/17 - Education (State university - Bachelor)** | **1** | 4.3% | Private | **2** | 25.0% | Private | **0** | 0.0% | Technologic | **0** | | | **3** | 9.4% | Private |
| **3/17 - Education (State university - Master)** | **1** | 4.3% | university - | **0** | 0.0% | university - | **0** | 0.0% | al institute | **0** | | | **1** | 3.1% | university - |
| **3/17 - Education (Private university - Bachelor)** | **14** | 60.9% | Bachelor | **4** | 50.0% | Bachelor | **0** | 0.0% | | **0** | | | **18** | 56.3% | Bachelor |
| **3/17 - Education (Private university - Graduate)** | **1** | 4.3% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **2** | 6.3% | |
| **3/17 - Education (Private university - Master)** | **1** | 4.3% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **1** | 3.1% | |
| **3/17 - Education (University - foundation year)** | | 0.0% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **1** | 3.1% | |
| **4/17 - Nationality (Peruvian)** | **23** | 100.0% | | Peru=7 | Austria=1 | | Francia=1 | 100.0% | | **0** | | | **N/A** | N/A | |
| **5/17 - Suitable age for 1st child (yes)** | **20** | 87.0% | Yes | **6** | 75.0% | Yes | **1** | 100.0% | Yes | **0** | | | **27** | 84.4% | Yes |
| **5/17 - Suitable age for 1st child (no)** | **3** | 13.0% | | **2** | 25.0% | | **0** | 0.0% | | **0** | | | **5** | 15.6% | |
| **6/17 - Age for 1st child (20 - 24 y.o.)** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **6/17 - Age for 1st child (25 - 27 y.o.)** | **2** | 8.7% | | **2** | 25.0% | | **1** | 100.0% | | **0** | | | **5** | 15.6% | |
| **6/17 - Age for 1st child (28 - 30 y.o.)** | **8** | 34.8% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **9** | 28.1% | |
| **6/17 - Age for 1st child (31 - 33 y.o.)** | **7** | 30.4% | 28 - 30 y.o. | **3** | 37.5% | 31 - 33 y.o. | **0** | 0.0% | 25 - 27 y.o. | **0** | | | **10** | 31.3% | 31 - 33 y.o. |
| **6/17 - Age for 1st child (34 - 36 y.o.)** | **2** | 8.7% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **2** | 6.3% | |
| **6/17 - Age for 1st child (37 - 39 y.o.)** | **1** | 4.3% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **1** | 3.1% | |
| **6/17 - Age for 1st child (After 40 years old)** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **6/17 - Age for 1st child (Did not think about it)** | **3** | 13.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **3** | 9.4% | |
| **7/17(A) Financial stability** | **16** | 69.6% | | **6** | 75.0% | | **1** | 100.0% | | **0** | | | **23** | 71.9% | |
| **7/17(B) Sentimental relationship** | **10** | 43.5% | | **1** | 12.5% | | **1** | 100.0% | | **0** | | | **12** | 37.5% | |
| **7/17(C) Professional career** | **13** | 56.5% | (A) | **2** | 25.0% | (A) | **0** | 0.0% | (A) - (B) | **0** | | | **15** | 46.9% | (A) |
| **7/17(D) Personal desire** | **5** | 21.7% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **5** | 15.6% | |
| **7/17(E) Other** | **N/A** | N/A | | **N/A** | N/A | | **N/A** | N/A | | **0** | | | **N/A** | N/A | |
| **8/17(A) WITH - 2x full-time** | **9** | 39.1% | | **1** | 12.5% | | **1** | 100.0% | | **0** | | | **11** | 34.4% | |
| **8/17(B) WITH- 2x part-time** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **8/17( C) WITH - full-time father & part-time mother** | **4** | 17.4% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **5** | 15.6% | |
| **8/17(D) WITH - full-time mother & part-time father** | **0** | 0.0% | (A) | **0** | 0.0% | ( E ) | **0** | 0.0% | (A) | **0** | | | **0** | 0.0% | (A) |
| **8/17(E) WITH- full-time father & stay-at-home mother** | **7** | 30.4% | | **3** | 37.5% | | **0** | 0.0% | | **0** | | | **10** | 31.3% | |
| **8/17(F) WITH - full-time mother & stay-at-home father** | **1** | 4.3% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **2** | 6.3% | |
| **8/17(G) WITH - Other** | **N/A** | N/A | | **N/A** | N/A | | **N/A** | N/A | | **0** | | | **N/A** | N/A | |
| **9/17(A) WITHOUT - 2x full-time** | **0** | 0.0% | | **1** | 12.5% | | **0** | 0.0% | | **0** | | | **1** | 3.1% | |
| **9/17(B) WITHOUT- 2x part-time** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **9/17(C) WITHOUT - full-time father & part-time mother** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **9/17(D) WITHOUT - full-time mother & part-time father** | **0** | 0.0% | | **0** | 0.0% | (A) | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **9/17 (E) WITHOUT- full-time father & stay-at-home mother** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **9/17(F) WITHOUT - full-time mother & stay-at-home father** | **0** | 0.0% | | **0** | 0.0% | | **0** | 0.0% | | **0** | | | **0** | 0.0% | |
| **9/17(G) WITHOUT - Other** | **N/A** | N/A | | **N/A** | N/A | | **N/A** | N/A | | **0** | | | **N/A** | N/A | |
| **10/17 - Knowledge of ceiling glass? (yes)** | **6** | 26.1% | No | **2** | 25.0% | No | **0** | 0.0% | No | **0** | | | **8** | 25.0% | No |
| **10/17 - Knowledge of ceiling glass? (no)** | **17** | 73.9% | | **6** | 75.0% | | **1** | 100.0% | | **0** | | | **24** | 75.0% | |

**WITH AMBITION**

| | WITH VIDEO n | WITH VIDEO Relative frequency (%) | WITH VIDEO Mode | WITHOUT VIDEO n | WITHOUT VIDEO Relative frequency (%) | WITHOUT VIDEO Mode |
|---|---|---|---|---|---|---|
| **n** | **23** | 72% | | **8** | 25% | |
| **12/17(A) I accept** | **7** | 30.4% | | **2** | 25.0% | |
| **12/17(B) I accept and hope I won't be penalized due to my pregnancy** | **10** | 43.5% | | **2** | 25.0% | |
| **12/17(C) I accept and hope that my firm will help me to find a work/life balance** | **16** | 69.6% | | **5** | 62.5% | |
| **12/17(D) It interests me, but I decline because I prefer to take care of my children** | **0** | 0.0% | | **1** | 12.5% | |
| **12/17(E) I decline and plan to slown down my career to take care of my child** | **0** | 0.0% | ( C ) | **0** | 0.0% | ( C ) |
| **12/17(F) I decline because I do not believe I could manage a working life and family life** | **0** | 0.0% | | **0** | 0.0% | |
| **12/17(G) I decline because I do not think I able able to take on so many responsabilites** | **0** | 0.0% | | **0** | 0.0% | |
| **12/17(H) I decline but if I was not pregnant I would accept the promotion** | **0** | 0.0% | | **1** | 12.5% | |
| **(I) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **13/17(A) I adapt my life to the new situation** | **17** | 73.9% | | **4** | 50.0% | |
| **13/17(B) After my maternal leave, I will come back to work full-time** | **10** | 43.5% | (A) | **2** | 25.0% | (C) |
| **13/1( C ) After my maternal leave, I will come back to work part-time** | **5** | 21.7% | | **5** | 62.5% | |
| **13/17(D) Other** | | 0.0% | | | 0.0% | |
| **14/17(A) She deserves it, she worked hard to get there** | **16** | 69.6% | | **1** | 12.5% | |
| **14/17(B) She won't have time left for her child** | **6** | 26.1% | | **4** | 50.0% | |
| **14/17( C ) She impresses me, I would not be able to manage it all** | **7** | 30.4% | | **4** | 50.0% | |
| **14/17(D) She should not have accepted the promotion, she has to take care of her child** | **5** | 21.7% | (A) | **1** | 12.5% | (B) - ( C ) |
| **14/17(E) That is to her credit, she was able to overcome the obstacles that she faced** | **11** | 47.8% | | **3** | 37.5% | |
| **14/17(F) Someone probably helped her to get where she is now** | **4** | 17.4% | | **1** | 12.5% | |
| **14/17(G) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **15/17(A) I ask one day to think about it** | **13** | 56.5% | | **3** | 37.5% | |
| **15/17(B)I accept straight** | **8** | 34.8% | | **2** | 25.0% | |
| **15/17( C ) I ask if I can build a team to manage this project** | **7** | 30.4% | | **4** | 50.0% | |
| **15/17(D) It is a good way to get attention from the management** | **2** | 8.7% | (A) - (F) | **1** | 12.5% | ( C ) |
| **15/17( E) I think to myself that it would allow me to quickly reach an higher position** | **5** | 21.7% | | **0** | 0.0% | |
| **15/17(F) I have the competences for the job, thus I accept** | **13** | 56.5% | | **3** | 37.5% | |
| **15/17(G) I am afraid to accept, because I do not think I have all the competences required for the job** | **0** | 0.0% | | **0** | 0.0% | |
| **16/17(A) It is unfair and I hope my boss will realize it** | **12** | 52.2% | | **2** | 25.0% | |
| **16/17(B) I am happy for them and anyway I do not feel ready to handle so many rsponsabilities** | **2** | 8.7% | | **0** | 0.0% | |
| **16/17(C) I should have participated more to informal meetings** | **0** | 0.0% | (A) | **0** | 0.0% | (D) - (F) |
| **16/17(D) It is unfair and I go straight talk to my superiors** | **9** | 39.1% | | **3** | 37.5% | |
| **16/17(E) I probably did something that impeded me to get this promotion** | **3** | 13.0% | | **2** | 25.0% | |
| **16/17(F)C'est de la discrimination** | **9** | 39.1% | | **3** | 37.5% | |
| **16/17(G) Other** | **N/A** | N/A | | **N/A** | N/A | |
| **17/17 - Ease to reach top-level positions for women (1-Really easy)** | **0** | 0.0% | | **0** | 0.0% | |
| **17/17 - Ease to reach top-level positions for women (2)** | **3** | 13.0% | | **2** | 25.0% | |
| **17/17 - Ease to reach top-level positions for women (3)** | **14** | 60.9% | 3 | **2** | 25.0% | 4 |
| **17/17 - Ease to reach top-level positions for women (4)** | **3** | 13.0% | | **3** | 37.5% | |
| **17/17 - Ease to reach top-level positions for women (5-Really difficult)** | **3** | 13.0% | | **1** | 12.5% | |

**WITHOUT AMBITION**

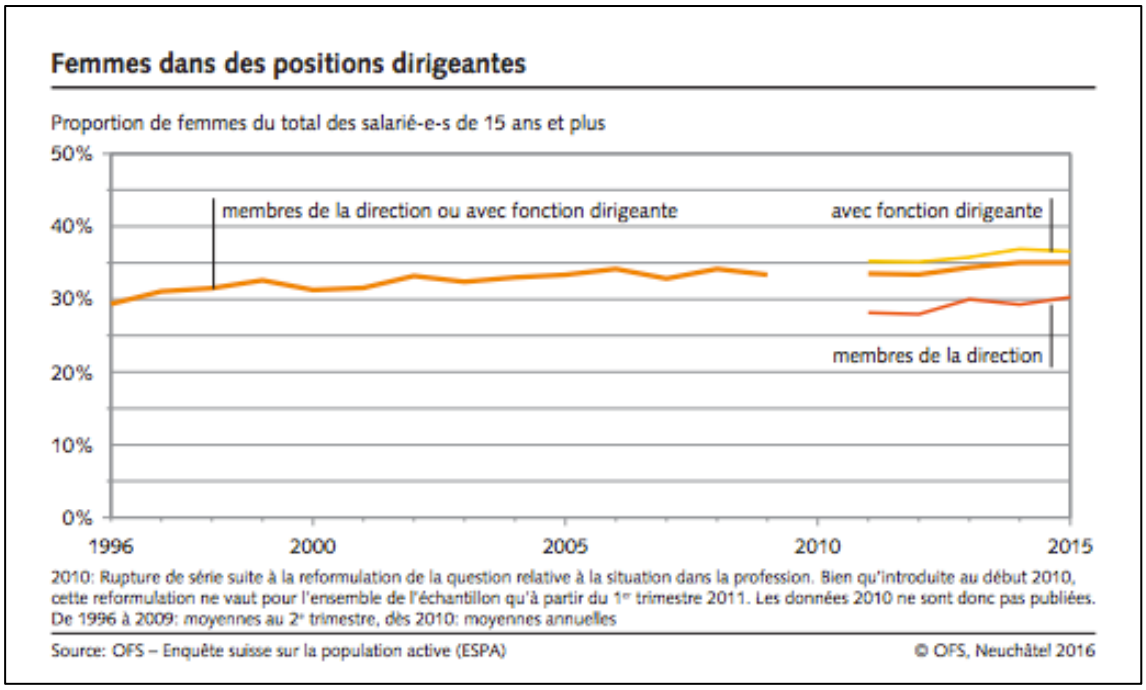
| | WITH VIDEO n | WITH VIDEO Relative frequency (%) | WITH VIDEO Mode | WITHOUT VIDEO n | WITHOUT VIDEO Relative frequency (%) | WITHOUT VIDEO Mode |
|---|---|---|---|---|---|---|
| **n** | **1** | 3% | | **0** | | |
| **12/17(A) Responsabilities do not interest me** | **0** | | | | **0** | |
| **12/17(B) I prefer to spend time on other aspect of my life** | **1** | 100.0% | | | **0** | |
| **12/17(C) I do not think I would be able to manage working and private life** | **0** | | | | **0** | |
| **12/17(D)Je ne pense pas que concilier ...** | **0** | | (B) | | **0** | |
| **12/17(E) I do not think it is possible to have a career and be a mother** | **0** | | | | **0** | |
| **12/17(F) Other** | **N/A** | N/A | | | **0** | |
| **13/17(A) Yes, with some orgnization** | **0** | | | | **0** | |
| **13/17(B) Yes, by making trade-offs with private life** | **0** | | | | **0** | |
| **13/17(C) Yes, if we are a leader** | **1** | 100.0% | | | **0** | |
| **13/17(D) Yes, but there are obstacles to overcomme** | **0** | | (C) | | **0** | |
| **13/17(E) Yes but people might judge us as an uncommitted mother** | **0** | | | | **0** | |
| **13/17(F) Not at all** | **0** | | | | **0** | |
| **14/17(A) The father** | **0** | | | | **0** | |
| **14/17(B) The mother** | **0** | | ( C ) | | **0** | |
| **14/17(C) A balance should be found to allow both parents to continue working** | **1** | 100.0% | | | **0** | |
| **15/17(A) I do not hesitate to start new projects** | **1** | 100.0% | | | **0** | |
| **15/17(B) I struggle asking for a deserved reward and would like to have show more assurance to demand it** | **0** | | | | **0** | |
| **15/17(C) If i succeed, I know that it is my own work** | **0** | | | | **0** | |
| **15/17(D) It is also thanks to other that I am able to reach my objectives** | **0** | | (A) - (G) | | **0** | |
| **15/17(E) I like taking risks** | **0** | | | | **0** | |
| **15/17(F) I believe in the decisions I take and do not fear to defend my position** | **0** | | | | **0** | |
| **15/17(G) Before taking a decision, I evaluate the situation** | **1** | 100.0% | | | **0** | |
| **15/17(H) I might struggle to reach for opportunities** | **0** | | | | **0** | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (1-Exactly the same opportunities)** | **1** | 100.0% | | | **0** | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (2)** | **0** | | | | **0** | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (3)** | **0** | | 1 | | **0** | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (4)** | **0** | | | | **0** | |
| **16/17 - Opportunity for women to get a top-level position in comparison with men (5-Complete different opportunities)** | **0** | | | | **0** | |
| **17A/17(A) They have the behavior for these kind of positions** | **1** | 100.0% | | | **0** | |
| **17A/17(B) It is normal that I man get it, it is always them that get promotions** | **0** | | | | **0** | |
| **17A/17(C) If he was in competition with a woman and his competences are better, it is normal that he gets the job** | **1** | 100.0% | (A) - ( C ) | | **0** | |
| **17A/17(D) Women do not have the behavior to handle so many repsonsabilites** | | | | | **0** | |
| **17A/17( E) Other** | | | | | **0** | |
| **17B/17(A) They have the behavior for these kind of positions** | | | | | **0** | |
| **17B/17(B) If ahe was in competition with a man and her competences are better, it is normal that she gets the job** | | | | | **0** | |
| **17B/17(C) Because there are quotas** | | | | | **0** | |
| **17B/17(E) Other** | | | | | **0** | |

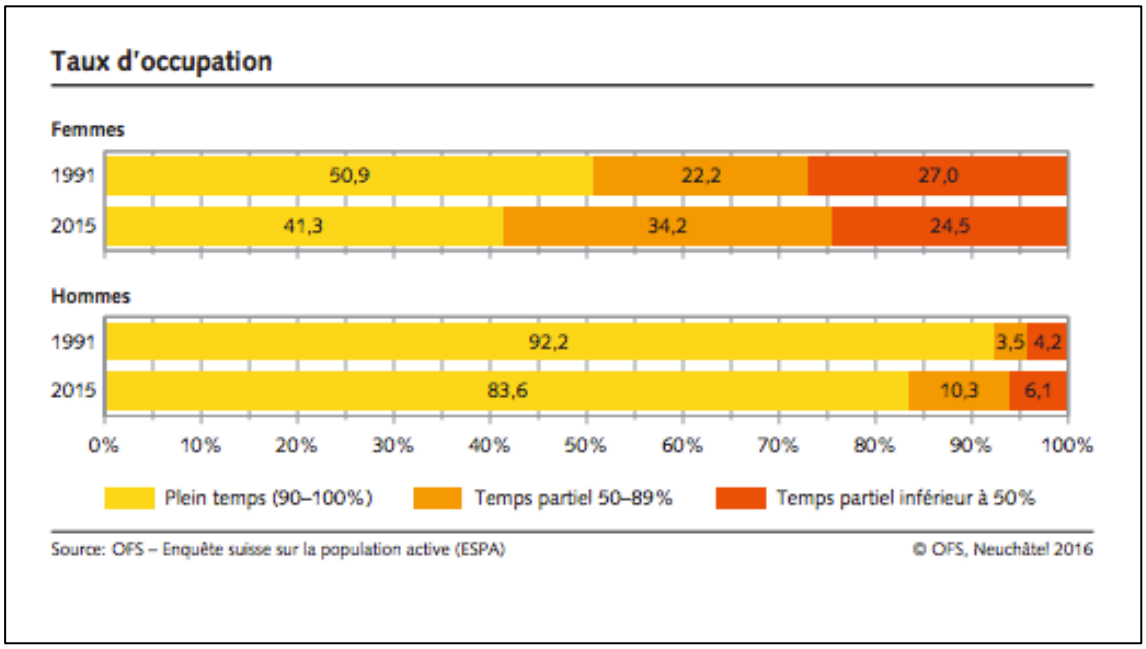
# Appendix 7: Modes

| Modes (with relative frequency in %) | | CH (n=515) | | Peru (n=32) | |
|---|---|---|---|---|---|
| | Question | With Video | Without video | With Video | Without video |
| With ambition | 12 | C (60%) | C (62%) | C (69.6%) | C (62.5%) |
| | 13 | A (55.6%) | A (55.1%) | A (73.9%) | C (62.5%) |
| | 14 | B (41.1%) | A (43.7%) | A (69.5%) | B - C (50%) |
| | 15 | A (57.2%) | A (56.3%) | A - F (56.5%) | C (50%) |
| | 16 | F (51.7%) | F (46.2%) | A (52.2%) | D - F (37.5%) |
| | 17 | 3 (50%) | 3 (51.3%) | 3 (60.9%) | 4 (37.5%) |
| Without ambition | 12 | E (44.9%) | B (32.3%) | B (100%) | ø |
| | 13 | A (7.1%) | A (76.8%) | C (100%) | ø |
| | 14 | C (94.9%) | C (93.9%) | C (100%) | ø |
| | 15 | G (75.6%) | G (78.8%) | A - G (100%) | ø |
| | 16 | 4 (50%) | 4 (42.4%) | 1 (100%) | ø |
| | 17A | C (26.9%) | C (46.5%) | A - C (100%) | ø |
| | 17B | B (43.6%) | B (27.3%) | ø | ø |

# Appendix 8: Swiss statistics

## A – Women in leadership positions




## B – Rate of activity