

Impact of Organizational Culture on Perceptions of Career Success among Women

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Abstract

Aim: The objective of this study is to determine the impact of organizational culture on women's career success and their perception of success, taking into account the interrelationships between variables.

Methodology: The research encompasses a literature review and quantitative analysis using the CAVI method. The sample set consisted of 45 respondents. The article is based on empirical research conducted in 2024. Relationships between variables were analyzed using Spearman correlation and regression.

Results: The results partially confirmed the hypothesis that organizational culture influences women's perception of career success. Specifically, organizational culture exhibiting feminine characteristics and the elimination of gender stereotypes promote women's sense of career success.

Implications and recommendations: Inclusiveness, work-life balance, mentoring, and flexible forms of employment were key factors identified as supporting women's career development. Furthermore, a key contributor in this transformation is the transition from traditional masculine organizational structures towards more feminine models. Given the rapid pace of social and economic changes, consistent and systematic examination of organizational culture appears to be justified.

Originality/value: The results presented in this research highlight the factors that may contribute to promoting women's career development.

Keywords: women's professional success, organizational culture, gender equality, managing the culture of the organization

1. Introduction

One of the key factors for success in an organization, and an important dimension of the new 'people at the centre of the organization' paradigm, is diversity and inclusion, which is a broad issue that requires a multifaceted approach. An important area of theoretical consideration as well as the challenge of business practice, is the occupation of senior positions in companies by women as an expression of equal employment opportunities. There are a number of factors that contribute to this state of affairs, but one still encounters discussions on finding ways to improve the situation of women in terms of their employment in management roles and their access to leadership positions. Organizational support and environment, as well as organizational culture, play an important role. In this context, the objectives of the research investigation were outlined, aimed at verifying the hypothesis, assuming that an organizational culture that promotes gender equality positively affects the development of women's careers and their subjective sense of professional success. The issues undertaken by the author and the conducted empirical research contribute to a better understanding of the differences between masculine and feminine cultures, stressing the fact that feminine cultures are certainly characterised by a lower incidence of gender stereotypes, while women are more likely to have a positive perception of professional success. It should be noted that there are few publications in this research sphere, hence comparing the results of the study with those obtained by other authors proved extremely difficult, which shows that the field still requires further exploration.

2. Literature Review

2.1. Professional Success and Career in the Context of Gender

Professional success is a difficult concept to define clearly. This may be due to the fact that the concept is used in colloquial language, as well as a certain subjectivity, whereas in science, success is defined as effective action resulting in the realisation of the set goal (cf. Kożusznik & Adamiec, 1993, p. 63). One may be tempted, on the basis of the definitions of individual authors, to assemble the characteristics inherent in this phenomenon. Thus, success is often identified with prestige, fame, money, wealth (Bartkowiak, 2000, p. 15), achievement, success, and triumph (Krupski, 1997, p. 21; Penc, 1997, p. 428), whilst regarding the object of action, it is a successful and happily completed undertaking (Penc, 1997, p. 428), realisation of goals, efficiency (Dornan & Maxwell, 1995, p. 54; Łucewicz, 1996; Obuchowski, 1985, p. 128; Kupczyk, 2002) and also an action evaluated positively (Pszczółowski, 1978, p. 174).

Regardless of how success is defined, it should be mentioned that it is associated with the male factor, which in turn, may be due to history and the roles that have been played by women and men. Moreover, it is men who continue to occupy high positions in almost every area of the economy and politics. Hence, perhaps, it is stereotypically believed that exposed positions leading to success are associated with categories such as competition, mental toughness, hard rules of the game, lack of emotion or compassion. Femininity and masculinity can be reflected both in society and in economic organizations. It is believed that a woman, in order to succeed in the professional sphere, should exhibit a masculine type of personality, while feminine traits such as sensitivity, empathy, gentleness and caring are indicated as barriers to success. There is a need to combat stereotypes¹ resulting from beliefs about gender inequality prevailing among employers, employees and women themselves. As part of the measures to support the elimination of stereotypes, it is necessary to identify and eliminate all manifestations of discrimination in the workplace, to shape objective criteria in hiring, evaluation, promotion and remuneration that are conducive to promoting the best employees, regardless of their gender, to promote a culture of equal opportunity and partnership (Płowiec, after Cewińska & Mizera-Pęczek, 2001, p. 33).

¹ As stereotypes in the labour market are considered unauthorised generalisations about professional work.

It may be worthwhile to use a broad portfolio of management styles, tailored to the nature of the tasks and the team, to achieve professional success. Research conducted by Kinicki's international team (2011 after Ou et al., 2014, pp. 34-72) from the W. P. Carey School of Business on the personalities of the most effective managers indicates that a popular and highly beneficial management style for organizations is the participative style. They found that the best bosses are not only humble, but supportive and appreciative of their employees, and open to their opinions. According to Kinicki et al. (2014, after Ou et al., 2014, pp. 34-72), the best leaders are commonly considered to be confident and feisty, even arrogant, whilst a superior's humility is not at all his/her weakness but has a salutary effect on the functioning of the entire organization, while fear is not an effective motivational factor. The humble and modest are the most effective leaders because they are more open to shared decision-making and more supportive, and their behaviour has a positive impact on both high and middle-level managers, who then show greater attachment and commitment to their jobs and greater job satisfaction and performance which affects the company as a whole (Ou et al., 2014, pp. 34-72). Based on traits considered feminine, it can be concluded that feminine styles, which include participative style to a large extent, can affect the success not only of women themselves, but of the organization.

The sense of professional success or lack thereof, regardless of gender, is closely related to the concept of career. The colloquial understanding of the word 'career' means promotion, success, and holding a high position. In the literature one can find a wide variety of definitions of the term career, which the professional context is closest to the sub-discipline of human resource management, and is also often equated with professional success. According to the *Manager's Lexicon* (Šmid, 2000, p. 151), a career is the achievement of increasingly higher positions (vertical career) or professional specialisation (horizontal career). Szczupaczyński (cf. Szałkowski, 2002, p. 73) pointed out that it is a sequence of attitudes and behaviour that an employee manifests within the framework of their professional roles and positions throughout their professional life. In turn, Pocztowski (2008, p. 306) pointed out that it is the exemplary sequence of attitudes and behaviour of an individual, related to their experiences at work. A similar definition was given by Griffin (1996, p. 762): a career is a set of work-related experiences, behaviour and attitudes manifested in the course of a person's active working life. 'Career' is sometimes understood broadly as a life career or narrowly as a professional career. In the professional context, in one approach, career is an inseparable property of the profession and the organization, whereas in another approach, career is the property of the individual. Nowadays, a career, broadly defined, is a sequence of activities related to employment, organizational roles, and activities that make up an individual's experience over the long term, from education to the job market. Bańka (2009, p. 4) believed that there is a process of continuous learning and accumulation of career capital over the course of a lifetime; the labour market verifies this, which is reflected in employment history. In this context, the key in the process of career development becomes the satisfaction of the individual, which determines the dependence of his/her aspirations and the course of his/her career path (Kasprzak, 2013, p. 35).

When trying to determine the factors of choosing a particular career path in the context of theories explaining the phenomena taking place in this sphere, it is worth pointing to the theories of the developmental current and theories based on the personality and needs of individuals. The theories of the developmental current are characterised by the assumption that the choice of career is a lifelong process of the individual and is determined by the career stage in which individuals find themselves. This approach is represented by the study by Super (1996, p. 20), which, from the point of view of the subject of the study, deserves special attention. His concept of career patterns was distinguished separately for men and for women. In this context, it can be considered innovative, since at the time of the conceptualisation of the model there was little focus in the literature on the career development of women. Factors influencing the different course of careers of the two sexes include cultural, socialisation and the performance of other social roles. An interesting approach to classifying the course of careers is that of Schein (1978), who analysed careers through the prism of

promotions and in three dimensions. Schein assumed the existence of a significant relationship between an individual's preferences conditioned by his/her needs, value system and competencies and the type of individual's professional path (career) pursued. The author distinguished eight groups of values: professional competence, managerial competence, autonomy and independence, security and stability, creativity, service and sacrifice for others, challenge and lifestyle. According to Schein, an employee's attitude toward his/her work depends on his/her motives and abilities. The study also pointed to six types of careers (cf. Derr et al., 1988; Schein, 1990; Kirk & Kirk, 1995). The career types are shown in Table 1.

Table 1. Types of Careers

Career Type	Characteristics	Individual's preferences
Management	Directed toward management experience, climbing the career ladder, focused on gaining achievements and success	Fighting and competition, decision-making, broad rather than specialist knowledge, value money, power and prestige
Qualifications	Directed being an independent specialist in a particular field, specialized areas, confirming one's mastery	Promotion based on continuous expansion of competencies, allowing changes in the scope of positions and activities, rather lack of interest in leadership positions
Harmony	Directed towards both career, work-related values and family life, satisfying leisure activities	Individuals are willing to give up higher incomes for more family time, success is more than career success for them. They maintain a work-life balance. In the career aspect, they set their sights on values that are important to them, but positions/roles do not have to meet all their expectations
Security	Directed at job stability and good working conditions, with consideration for the predictability of work and its results	Emotionally attached to the organization, loyal. In terms of promotion, they are unlikely to be active, waiting to be noticed. Promotion may not take place 'at any cost', rather within the unit that employs them
Independence	Directed towards freedom of action, without a clearly defined structure, striving for freedom, value independence and individual success	Individuals are not looking for promotions, management positions, but want to play a significant role in the company; their goal is to work in an independent, autonomous, responsible position. They expect freedom in the performance of professional tasks
Creativity	Directed at freedom to create new concepts and strategic thinking	Individuals are mobile, positively disposed to change, including rotation, advancement rather horizontal, by increasing competencies and qualifications; they are creative, eager to learn about themselves and the organization, believe in their own strengths, are entrepreneurial, value freedom and recognition

Source: based on (Derr et al., 1988; Schein, 1990, 1995; Kirk & Kirk, 1995).

Based on the above, it can be concluded that an individual, according to his/her own preferences, chooses his/her own career style, moreover, he/she can change it with the change of his/her expectations, which may result, for example, from the stage of life he/she is at. The same is true with career evaluation, this one can be carried out by comparing the professional goals set for oneself and the level of their realisation, at any point of time and belongs to the individual who pursues it (Szałkowski, 2002, p. 73).

One should note the social and cultural changes regarding the role of women, especially in terms of careers, as well as the implications of pursuing particular career patterns. It appears that many of the barriers women point to are linked to their chosen career type, and pose a major challenge in terms of political, cultural and also individual solutions. Many challenges are also faced by companies, both in terms of organizational culture, reducing stereotypes, implementing solutions related to fairness and transparency in recruitment, promotion and also remuneration processes.

2.2. Organizational Culture and Its Relevance to Gender Equality in Employment

One of the immanent features of an organization is its organizational culture. It is believed that organizational culture, in addition to structure and strategy, can determine the persistence, development and also decline of an enterprise. A similar view was taken by Zbiegień-Maciąg (2005, p. 9), stating that culture seems to be the factor on which the future of enterprises, especially those operating in international markets, largely depends. As something permanently associated with the company, it allows it to set specific patterns of behaviour, norms, values, ways of communication, as well as the attitudes of its staff.

There are many definitions of culture. Nowadays, a broad view of culture includes all parts of human existence specifying material culture, social institutions, education, belief system, aesthetics and language (Ghauri & Cateora, 2000, p. 109). In the context of organizational culture, it is worth pointing to Hofstede's (Hofstede & Hofstede, 2007, p. 17) concept of culture, in which culture is the collective programming of the mind that distinguishes members of one group or category of people from another. One of the most frequently cited definitions of organizational culture was provided by Schein (1985, p. 12), stating that culture is the totality of fundamental assumptions that a group has invented, discovered or created while learning to solve problems of adaptation to the environment and internal integration. The author pointed out that culture is a dynamic phenomenon, surrounding the employee all the time being constantly realised and created through interactions with others and shaped by the behaviour of leaders. An important factor is the so-called fluidity of organizational culture. A culturally fluid organization is one whose leadership is aware of its own culture and its relation to the strategy being pursued, has the ability to carry out cultural changes within it, and skillfully exploits the cultural diversity of the workforce (Rakowska, 2007, p. 115). It is in the evolution of organizational cultures that the success of an organization can be seen

There are different types of cultures, and following Hofstede (1984, p. 21), it can be said that cultures can be differentiated taking into account the following factors: power distance, understood as the degree of inequality between people due to their position in the organizational structure, uncertainty avoidance, understood as the degree to which people of a given society (organization) prefer structured situations to unstructured (less formal) ones. Another factor is the individualism-collectivism dimension, understood as the degree to which an individual achieves his or her successes on his or her own, emphasizes his or her 'I', or relies on a group to achieve achievements and accentuates the 'We'. The last is the femininity-masculinity dimension, i.e. the degree to which in a given society (organization) the dominant values define the way of achieving success, doing the work associated with the role of a man, or the role of a woman. The latter parameter, in the context of the issue raised, is particularly important because in business practice it can be observed that gender determines people's behaviour, which in turn can affect their actions within the organization. Such a regularity in his research was noted by Elias (1969, pp. 153-162), who found that the balance of power between the sexes changes with the development of society. The more developed a society, the more strongly it recognises the importance of and actively utilises the unique abilities and competencies inherent in women thus reaping significant benefits. To sum up, business organizations striving for development, should pay special attention – both at strategic level and at the level of organizational culture – to creating equal opportunities for women and men. It is worthwhile to analyse and transform both the organizational culture and the management styles used in the company, while supporting diversity and equality.

3. Methodology

3.1. Purpose of the Study

The purpose of the research was to find out whether an organizational culture that promotes gender equality positively influences women's career development and professional success. To verify the hypothesis, a survey was conducted on the subjective sense of career success in the context of organizational culture and career type. The research procedure sought to answer the question whether and, if so, to what extent organizational culture affects women's career opportunities and their subjective sense of career success.

In view of the question thus posed, relations were sought between independent variables (external conditions, such as organizational culture) and dependent variables. As part of the research, relevant measurements of these variables were taken.

3.2. The Sample and Its Selection

Regarding the selection of the research sample, individual matching was applied to the research process. It was decided to select the research sample non-randomly (arbitrary selection). The selection of elements of the research population was based solely on the individual decision of the researcher, who used his/her knowledge and experience for this purpose. The survey was conducted in Q1 2024 among members of Poznań-based clubs of women striving for development, regardless of their age and current professional position ($N = 45$). Due to non-random sampling, the results obtained cannot be applied to the entire population. Therefore, they are a description of a certain slice of reality and reflect only symptomatic opinions of women striving for professional development. Detailed characteristics of the studied population are presented in Table 2.

Table 2. Characteristics of the study population

		Frequency	%	Moored value %			Frequency	%	Moored value %
Age	25-34	10	22.2	22.2	Education	average	8	17.8	17.8
	35-44	13	28.9	51.1		higher	32	71.1	88.9
	45-54	16	35.6	86.7		Dr, PhD, Professor	5	11.1	100
	55 and over	6	13.3	100					
Job tenure	up to 5 years	3	6.7	6.7	Tenure in the company	up to 5 years	11	24.4	24.4
	5-10 years	8	15.6	22.2		5-10 years	17	37.8	62.2
	11-15 years	12	26.7	48.9		11-15 years	9	20	82.2
	16-24 years	14	31.1	80		16-24 years	8	17.8	100
	25 and over	9	20	100		25 and over	0		
Position	Line worker	8	17.8	17.8	Salary	4000-5900 PLN	4	8.9	8.9
	Specialist/expert	12	26.7	44.4		6000-9900 PLN	12	26.7	35.6
	Manager	13	28.9	73.3		10000-19900 PLN	18	40	75.6
	Director	6	13.3	86.7		20000-29900 PLN	7	15.6	91.9
	CEO, President, Board Member	6	13.3	100		PLN 300,000 and above	4	8.9	100

Source: own elaboration.

The entire sample consisted of women. The largest group were women aged 45-54 ($N = 16$) with higher education ($N = 32$), who most often occupied the position of Manager ($N = 13$) and Specialist ($N = 12$). Overall job tenure was between 16-24 years ($N = 14$), while tenure in the company was between 5-10 years ($N = 17$). The most common salary range was between PLN 10,000 and PLN 19900, hence it can be concluded that this was a diverse group, in which people with significant work experience and some work experience predominated.

3.3. Variables and Their Operationalization

The research tool was a survey questionnaire containing 32 questions divided into three main parts (Table 3).

Table 3. Operationalization of variables

Part of the questionnaire	Based on	Scope of questions	Calculation of the result
Preferred career type	Schein's career types questionnaire	Career type management questions: 1-5, career type competence questions: 6-10, career type harmony questions: 11-15	The score for each type included in the career types questionnaire is calculated by adding up the scores obtained by the subject and ranges from 5 to 25 points. the highest score obtained in one of the three types presented indicates the career type
Subjective sense of professional success		Questions 16-19	The professional success index is calculated as the sum of all scores and ranges from 5 to 25 points. the higher the score, the greater the individual's belief that he or she has achieved professional success through professional self-fulfillment and feels satisfaction and contentment as a result
Organizational culture	Types of cultures in terms of male/female culture in terms of management style (based on male culture types G. Hofstede, G. J. Hofstede gender stereotypes)	Type of male cultures – questions 25 and 32 and female cultures - questions 26 and 29 stereotypes questions 27,28, 30,31	Type of culture was calculated as a total score and ranges from 2 to 10 points. A higher value determines the type of culture (in terms of management style) The stereotypes index is calculated as the sum of all scores and ranges from 4 to 20 points. the higher the score, the greater the individual's belief that gender stereotypes exist/function in his/her organization. a lower numerical score on the scale indicates a more positive, supportive impact of a given situational determinant (stereotypes) on the sphere of women's professional activity.

source: own elaboration based on (Schein, 1978, 1990; Hofstede & Hofstede, 2007).

The variable 'professional success' was defined as the individual's satisfaction, the level of professional self-fulfillment allowed by the external circumstances in which the individual functions. The operationalisation of this variable was achieved by analysing the answers of the respondents from Part II of the questionnaire. The variable 'preferred type of career' was defined after Schein, as the type of professional path an individual prefers on the basis of a professed system of values, needs and competencies. The operationalisation of this variable was made by analysing the respondents' answers from Part I of the questionnaire (Derr, 1988; Schein, 1990, 1995; Kirk & Kirk, 1995).

4. Results

To verify the hypothesis, statistical analyses were carried out in R. Visualization of the results was carried out using the "ggplot2" graphics package. A series of correlation analyses were performed using Spearman's method (1994) and also multivariate linear regression analysis (Fischer, 1922) for one culture (female culture).

4.1. Analysis of Normality of Analysed Variables

In order to verify the normality of the distributions of the analysed variables, two statistical tests were performed: the Shapiro-Wilk test (for samples $N < 50$ or $N < 100$) and the Kolmogorov-Smirnov test with Lilliefors correction (for samples $N > 50$ or $N > 100$). The results of the analysis indicated that the distributions of the variables were significantly different from the normal distribution (except for the

variable *K* harmony, whose distribution was close to normal: $SW = 0.95$; $p = 0.052$). Additional Kolmogorov-Smirnov tests confirmed that the distributions of the variables remained significantly different from the normal distribution (Table 4).

Table 4. Results of analysis of normality distribution and descriptive statistics for variables: Perception of success, *K* management, *K* competence, *K* harmony, male culture, female culture, gender stereotypes, home female culture

Variables	<i>KS</i>	<i>p</i> for <i>KS</i>	<i>SW</i>	<i>p</i> for <i>SW</i>	<i>M</i>	<i>SD</i>	<i>s.e.</i>	<i>MIN</i>	<i>MAX</i>
Perception of success	0.15	0.022	0.94	0.014	3.80	0.73	0.11	2.20	5.00
<i>K</i> management	0.16	0.005	0.93	0.009	3.06	1.16	0.17	1.00	4.80
<i>K</i> competence	0.23	< 0.001	0.89	< 0.001	3.05	1.01	0.15	1.80	5.00
<i>K</i> harmony	0.13	0.058	0.95	0.052	3.20	0.97	0.14	1.40	4.80
Male culture	0.28	< 0.001	0.81	< 0.001	2.76	1.42	0.21	1.00	5.00
Female culture	0.30	< 0.001	0.84	< 0.001	3.28	1.21	0.18	1.00	5.00
Gender stereotypes	0.18	0.003	0.93	0.008	2.92	1.1	0.16	1.25	5.00
Home female culture	0.29	< 0.001	0.81	< 0.001	0.52	2.6	0.39	-3.50	4.00

Note: *KS* (Kolmogorov-Smirnov) and *SW* (Shapiro-Wilk) test results with $p < 0.05$ for a given variable indicate a significant difference between the distribution of sample scores and the theoretical normal distribution; *M* = arithmetic mean; *SD* = standard deviation; *s.e.* = standard error of the mean; *MIN* = Minimum value in the data set; *MAX* = Maximum value in the data set.

Source: own elaboration.

4.2. Spearman Correlation Analysis

To verify the relations between variables, a series of correlation analyses were performed using Spearman's (1904) method. Non-parametric analysis was chosen because of the relative failure to meet the assumption of normality of outcome distributions in these variables.

The study tested correlations between career types according to Schein (1990): management, competence and harmony. The following statistically significant correlations were obtained. An increase in *K* management was associated with a decrease in *K* competence ($r(43) = -0.62$; $p < 0.001$) and *K* harmony ($r(43) = -0.47$; $p = 0.001$). An increase in *K* competence correlated with an increase in *K* harmony ($r(43) = 0.40$; $p = 0.007$). In contrast, an increase in perceived success led to a decrease in male culture ($r(43) = -0.45$; $p = 0.002$) and an increase in female culture ($r(43) = 0.44$; $p = 0.003$). An increase in Male Culture resulted in a decrease in female culture ($r(43) = -0.85$; $p < 0.001$). In addition, an increase in perceived success correlated with a decrease in gender stereotypes ($r(43) = -0.44$; $p = 0.003$), and an increase in gender stereotypes was associated with male culture ($r(43) = 0.77$; $p < 0.001$) and a decrease in female culture ($r(43) = -0.78$; $p < 0.001$). An increase in perceived success also led to an increase in home female culture ($r(43) = 0.45$; $p = 0.002$), while an increase in male culture caused a decrease in home female culture ($r(43) = -0.96$; $p < 0.001$). Finally, an increase in female culture correlated with an increase in home female culture ($r(43) = 0.94$; $p < 0.001$), while an increase in gender stereotypes was associated with a decrease in home female culture ($r(43) = -0.80$; $p < 0.001$). The results of the analysis are shown in Table 5 and Figure 1.

Table 5. Results of Spearman correlation analysis between variables: perception of success, *K* management, *K* competence, *K* harmony, male culture, female culture, gender stereotypes, home female culture

Variable	Id.	1	2	3	4	5	6	7
Perception of success	1							
<i>K</i> management	2	-0.15						
<i>K</i> competence	3	0.01	-0.62***					
<i>K</i> harmony	4	0.29	-0.47**	0.40**				
Male culture	5	-0.45**	0.25	-0.15	-0.20			
Female culture	6	0.44**	-0.16	0.12	0.25	-0.85***		
Gender stereotypes	7	-0.44**	0.18	-0.14	-0.23	0.77***	-0.78***	
Home female culture	8	0.45**	-0.20	0.10	0.22	-0.96***	0.94***	-0.80***

Source: own elaboration.

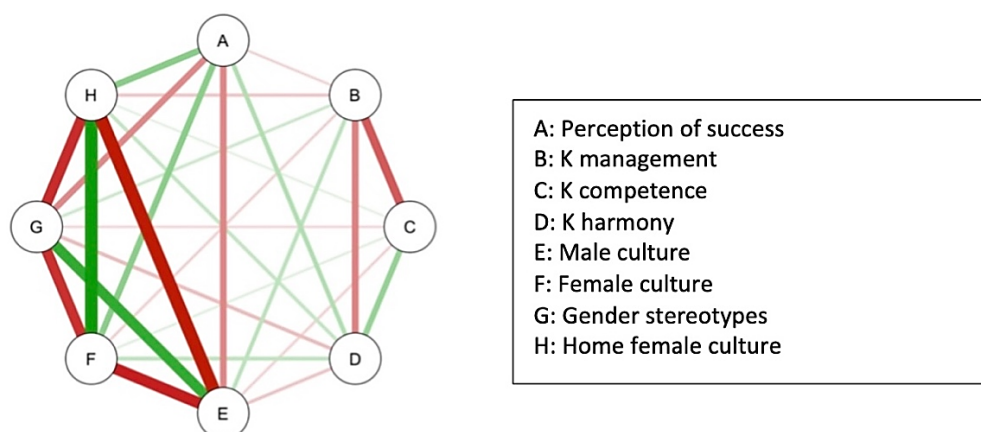


Figure 1. Visualisation of relations between variables: perception of success, K management, K competence, K harmony, male culture, female culture, gender stereotypes, home female culture

Note: The darker the green colour = more positive correlation; the darker the red colour = more negative correlation. The figure is based on the obtained estimates of Spearman correlation coefficients

Source: own elaboration.

A series of Spearman correlation analysis found that an increase in dominant female culture and overall female culture and a decrease in gender stereotypes and overall male culture were associated with an increase in perceived success. Among these correlations, the dimensions of culture were not observed to be associated with increases or decreases in the weight of career types.

4.3. Regression Analysis

To explain the variable perception of success, a multivariate linear regression analysis was conducted on a sample of $N = 45$. The analysis showed significant prediction of the model ($F(2, 42) = 8.66$; $p = 0.001$), but there were no significant predictors affecting this variable. The R^2 coefficient value was 0.29 (26% after adjustment), meaning that the model accounted for about 29% of the variation in perceived success scores. An increase in gender stereotypes led to a decrease in perception of success, but this result was not statistically significant ($B = -0.14$; $p = 0.401$). In contrast, an increase in home female culture was associated with a non-significant increase in perception of success ($B = 0.10$; $p = 0.147$). The mean level of the perception of success variable was $M = 4.15$. Detailed results are shown in Table 6.

Table 6. Effect of variables: gender stereotypes, home female culture on the level of results of the variable perception of success

Variables in the model	B	s.e.	t	DPU1	GPU1	p	β	DPU2	GPU2
Fixed	4.15	0.51	8.15	3.12	5.18	< 0.001	NA	NA	NA
Gender stereotypes	-0.14	0.16	-0.85	-0.46	0.19	0.401	-0.2	-0.53	0.12
Home female culture	0.10	0.07	1.48	-0.04	0.24	0.147	0.36	0.22	0.49

Note: B = non-standardised regression coefficient; $s.e.$ = standard error for B ; t = student's t statistic; DPU = lower confidence interval; GPU = upper confidence interval; $DPU1/GPU1$ = 95% confidence intervals for B ; p = statistical significance; β = standardised regression coefficient; $DPU2 / GPU2$ = 95% confidence intervals for β .

Source: own elaboration.

A multivariate linear regression analysis was conducted to explain the variable K management. The results of the analysis showed no significant prediction ($F(2, 42) = 1.47$; $p = 0.241$). The model including the independent variables gender stereotypes and home female culture explained only about 7% of the variation in K management scores ($R^2 = 0.07$, $adj.R^2 = 0.02$) and no significant predictors were identified. The mean level of the K management variable was $M = 3.00$. An increase in gender

stereotypes was associated with a non-significant increase in *K* management, while an increase in Home female culture led to a non-significant decrease in *K* management. Detailed results are shown in Table 7.

Table 7. Influence of variables gender stereotypes, home of female culture on the level of results of variable *K* management

<i>Variables in the model</i>	<i>B</i>	<i>s.e.</i>	<i>t</i>	<i>DPU1</i>	<i>GPU1</i>	<i>p</i>	β	<i>DPU2</i>	<i>GPU2</i>
Fixed	3.00	0.93	3,23	1.13	4.87	0.002	NA	NA	NA
Gender stereotypes	0.04	0.29	0.13	-0.55	0.63	0.895	0.04	-0.56	0.63
Home female culture	-0.10	0.12	-0.81	-0.35	0.15	0.423	-0.22	-0.47	0.03

Note: *B* = non-standardised regression coefficient; *s.e.* = standard error for *B*; *t* = student's *t* statistic; *DPU* = lower confidence interval; *GPU* = upper confidence interval; *DPU1/GPU1* = 95% confidence intervals for *B*; *p* = statistical significance; β = standardised regression coefficient; *DPU2/GPU2* = 95% confidence intervals for β .

Source: own elaboration.

To explain the variable *K* competence, a multivariate linear regression analysis was conducted on a sample of *N* = 45. The analysis showed no significant prediction. The regression model with the independent variables gender stereotypes and home female culture explained about 9% of the variation in *K* competency scores ($R^2 = 0.09$, adj. $R^2 = 0.04$) and no significant predictors were identified. The predicted mean level of the *K* competency variable was *M* = 3.52. An increase in gender stereotypes was associated with a decrease in *K* competency, and an increase in home female culture was associated with an increase in it, but these results were not statistically significant. Details are shown in Table 8.

Table 8. Influence of variables gender stereotypes, home female culture on the level of results of variable *K* competence

<i>Variables in the model</i>	<i>B</i>	<i>s.e.</i>	<i>t</i>	<i>DPU1</i>	<i>GPU1</i>	<i>p</i>	β	<i>DPU2</i>	<i>GPU2</i>
Fixed	5.12	0.79	4.44	1.92	5.12	< 0.001	NA	NA	NA
Gender stereotypes	-0.17	0.25	-0.68	-0.68	0.34	0.502	-0.19	-0.69	0.32
Home female culture	0.05	0.11	0.45	-0.17	0.26	0.654	0.12	-0.09	0.34

Note: *B* = non-standardised regression coefficient; *s.e.* = standard error for *B*; *t* = student's *t* statistic; *DPU* = lower confidence interval; *GPU* = upper confidence interval; *DPU1/GPU1* = 95% confidence intervals for *B*; *p* = Statistical significance; β = standardised regression coefficient; *DPU2/GPU2* = 95% confidence intervals for β .

Source: own elaboration.

To explain the *K* harmony variable, a multivariate linear regression analysis was conducted on a sample of *N* = 45. The analysis showed no significant prediction ($F(2, 42) = 1.81$; $p = 0.177$). A regression model with the variables gender stereotypes and home female culture explained about 8% of the variation in *K* harmony scores ($R^2 = 0.08$, adj. $R^2 = 0.04$) with zero significant predictors. An increase in gender stereotypes led to a non-significant decrease in *K* harmony, while an increase in home female culture was associated with a non-significant increase in *K* harmony. Details are shown in Table 9.

Table 9. Effect of variables gender stereotypes, home female culture on the level of results of variable *K* harmony

<i>Variables in the model</i>	<i>B</i>	<i>s.e.</i>	<i>t</i>	<i>DPU1</i>	<i>GPU1</i>	<i>p</i>	β	<i>DPU2</i>	<i>GPU2</i>
Fixed	3.32	0.77	4.34	1.78	4.87	< 0.001	NA	NA	NA
Gender stereotypes	-0.06	0.24	-0.24	-0.55	0.43	0.812	-0.07	-0.55	0.42
Home female culture	0.08	0.10	0.81	-0.12	0.29	0.421	0.22	0.02	0.43

Note: *B* = non-standardised regression coefficient; *s.e.* = standard error for *B*; *t* = student's *t* statistic; *DPU* = lower confidence interval; *GPU* = upper confidence interval; *DPU1/GPU1* = 95% confidence intervals for *B*; *p* = statistical significance; β = standardised regression coefficient; *DPU2/GPU2* = 95% confidence intervals for β .

Source: own elaboration.

A series of regression analyses tested the simultaneous effects of culture factors on measures of success and career types. These analyses, despite the significance of the regression models and the sizable amount of explained variance in the dependent variables, showed no significance of the individual dimensions of culture, which may be due to the multifactorial nature of success. The assumption that success and career types are only determined by organizational culture may be too simplistic. Low R^2 values and non-significant predictors suggest that there are other, perhaps more important factors influencing perceptions of success that were not included in the analysis (e.g. personal skills, experience, social support, or external factors). Moreover, cultural dimensions can be complex and interactive, and their impact on success may not be direct. Many factors can work in synergy, making them difficult to capture in traditional regression models. Another reason could be that the elevated correlation between independent variables (multicollinearity) can make it difficult to detect the impact of individual dimensions of culture, as they may 'compete' with each other for the same predictive effect. In future research it would be worth considering a reduction of the dimensions (e.g. through factor analysis) or using analysis techniques that are less sensitive to multicollinearity. Elevated correlation between independent variables and/or a small number of observations may have also been a reason. The results might suggest the need to revise the adopted theoretical model, which does not account for all relevant variables.

5. Discussion and Conclusions

The study examined the relations between organizational culture, career type and women's sense of success. The data collected and the analyses conducted allowed for a partial confirmation of the hypothesis assuming that organizational culture influences women's perception of career success.

The first area studied and analysed was the types of careers and the relationship between them. Thus an increase in the results of the variable *K* management was associated with a decrease in the results of the variable *K* competence (the strength of this relation was moderate). The results confirmed the assumptions of the creators of the characteristics (Derr, 1988; Schein, 1990, 1995; Kirk & Kirk, 1995), who indicated that the management career type is characterised by the fact that the individual prefers broad knowledge (implicitly management) rather than specialist qualifications. Moreover, an increase in the scores of the *K* management variable was associated with a decrease in the scores of the *K* harmony variable (the strength of this relationship was statistically moderate). The results confirm the assumptions of the career type model, as women set on climbing the career ladder, focused on gaining achievements and success, for whom money and power are important, confirm that they are unable to give up higher income and prestige for more leisure time. This was calculated using Pearson's linear correlation, juxtaposing two variables: management's career goal and willingness to give up some income. An interesting observation was provided by the juxtaposition of variable *K* competence and *K* harmony: an increase in the scores of the competence of variable *K* was associated with an increase in the scores of its harmony, (the strength of this relationship was statistically moderate). Possibly, people who are directed to independent, specialised positions, for whom promotion is associated with the expansion of competence, rather than being interested in managerial positions, are able to balance their professional and private lives. Another possible reason for this correlation may be that developing skills and competencies leads to greater self-confidence and professional satisfaction, which in turn promotes better interpersonal relations and a harmonious work environment. In organizations where continuous learning and competence development are promoted, work cultures can be more collaborative and supportive. When employees feel they are developing their skills, they may become more open to cooperation and relationship building, which promotes harmony within the team. The link between competence and harmony can come from the positive interactions and effects of both levels, both on an individual level and in a team context.

A certain weakness is that the study did not take into account the actual amount of leisure time possessed, but only the preferences and relations between career types. This could be important

because the surveyed objects were women, who, as mentioned in the theoretical part, in addition to their careers, still often fulfill domestic responsibilities. As the CBOS survey (2010) Leisure Time of Poles showed, the assessment of the amount of leisure time differs significantly between women and men. As many as 69% of working women say they have very little free time (less than 20 hours a week), while 53% of working men have a similar opinion. It is worth keeping this fact in mind when undertaking further research that deepens this area.

The second area of exploration was perceptions of success. The sense of success, although it appears to be a subjective phenomenon, nevertheless has an undeniable social basis. It is socially defined by its indicators, for example, a given type of job or position, an academic title. The analysis of subjective sense of professional success was correlated with the type of organizational culture. Therefore, an increase in the results of the variable perception of success was associated with a decrease in the results of the variable male culture (the strength of this relationship was statistically moderate). At the same time, an increase in the results of the variable perception of success was associated with an increase in the results of the variable general female culture and home female culture (the strength of this relationship was statistically moderate). A possible reason for the identified relationship may be that male culture often promotes values and norms that may not be conducive to diversity and inclusion. Male culture often focuses on competition, hierarchical structure and implicitly assigned roles. This can make women feel less comfortable and less valued in such an environment, which lowers their subjective sense of success. In a masculine culture, there may be a lack of recognition of diverse types of careers, including the need for work-life balance. In an organizational culture that is more inclusive and balanced (female culture), success may be perceived in a broader way, including not only financial achievements or promotions, but also job satisfaction, achievement of personal goals and attention to personal life. This means that the more of a 'female element' in the organizational culture, the greater the perception of success by the women surveyed. Interestingly, but also unsurprisingly, an increase in the results of the variable perception of success was associated with a decrease in the results of the variable gender stereotypes (the strength of this relationship was statistically moderate). In a male culture there may function various stereotypes about social roles that limit women's opportunities, affecting their perception of success. If success is defined based on masculine ideas (e.g. high position, large salary) and does not take into account diverse career paths, women may feel excluded from opportunities to achieve success. In cultures where gender stereotypes are not prevalent, women's perceptions of success are higher. It turns out that for women in particular, the current sense of success may also affect the future. This can be contrasted with the research of Synder (Snyder et al., 1996, pp. 321-335) which showed that the activation of success caused a significant increase in the intensity of hope for success. In Polish conditions, gender discrepancies were shown: it seems that recalling failure induces a significant decrease in the level of the state of hope for success only in women, while activating the memory of success has the effect of raising the level of hope as a state only in men. When planning future research in the area of sense of professional success, it is worth verifying how the Y1 and Z2 generations, who have just entered the labour market, will perceive success. These are generations for whom it is extremely important how much they can achieve in a given job, in a given organization, taking into account their own needs, aspirations, ambitions and abilities juxtaposed with the expectations of the organization, so that professional work can be combined with professional success and private life. Another important issue appears to be the exploration of the issue of success, emphasising its variability over the course of an individual's life, and seeking answers to questions on the dynamics of the perception of professional success depending on the stage of life.

Regardless of the preferred and pursued career style, an important aspect is the professional self-realisation of the individual. This also requires the organization to create such conditions through which he/she can achieve professional success and pursue a career. Hence it is very important that both women and men have equal opportunities for competence development and promotion (horizontal, vertical). As the research showed in Part III, organizational culture can create a good basis for the existence of favourable conditions for the creation of diverse, effective teams for the benefit

of the organization and also the employees themselves. Statistically strong relationships showed correlations between cultures (male and female). An increase in the results of the male culture variable was associated with a decrease in the results of the home female culture variable.

This confirms that in the organizations employing the people surveyed, one culture was dominant. Where male culture was of high importance, smaller signs of female culture were noted. In a situation where 'female' factors were observed to a greater extent (an increase in the results of the variable), the female culture actually appeared to be the dominant culture. Possibly, in the case of female culture, based on the findings of Elias (1969) referring to societies, the more developed an organization, the more strongly it perceives the importance and actively uses the unique abilities characteristic of women.

Interesting but unsurprising conclusions can be drawn regarding the presence of gender stereotypes in the identified types of organizational cultures. It was found that the female culture had a positive effect on reducing stereotypes (a decrease in the results of the variable gender stereotypes), while an increase in the variable gender stereotypes weakened the dominant male culture. The strength of these relationships was statistically strong. The juxtaposition of the results in each category allowed to conclude that the elements of female culture and the dominant female culture had a positive impact on the aspect of levelling gender stereotypes, which, according to the author, is of great importance for the development of women's careers and also their professional success, regardless of their position or type of career. The results of the available research (Bedyńska, 2013, pp. 53-61; Cullen et al., 2006, pp. 421-440) showed that especially talented individuals, often heavily involved in the field covered by the stereotype, were most exposed to the threat of the stereotype and reacted most strongly to it. This is because potential failure will negatively affect their self-esteem and may undermine the possibility of realizing their ambitions and life plans. Crisp et al. (2009, pp. 171-184) contradicted this thesis. The participants (female maths students and female psychology students) solved two maths tests of similar difficulty – the first without stereotype threat, the next after stereotype activation. The female psychology students solved the first test better, while the female maths students solved the second test, i.e. they performed better under the threat than without it. This suggests that if an individual has resources (e.g. intellectual, or competence) sufficient to perform a task (or more) and is aware of them, a stressor will cause the person to experience a challenge rather than a threat. However, it seems that the shift toward female cultures, even if the results by Crisp et al. are correct, should offset the dangers posed by gender stereotypes. From a research and practical perspective, however, the level of declarativeness of companies in terms of equalising opportunities between men and women is troublesome, and this may be through the evolution of organizational cultures.

Verification of the hypothesis about the influence of organizational culture on the dimensions of perceived success and career type, had two sources of statistical support. The first was a series of Spearman correlation analysis, which showed that an increase in dominant female culture and overall female culture and a decrease in gender stereotypes and overall male culture were associated with an increase in perceived success. The observed relations may suggest that promoting female culture and reducing gender stereotypes not only promotes equality, but can also lead to significant increases in perceived success in organizations. This underlines the importance of organizational culture and its impact on employee intentions, motivation and satisfaction.

Among these correlations, culture dimensions were not observed to be associated with increases or decreases in the intensity of career types. The second source of verification of the assertion made was carried out through a series of regression analyses that tested the simultaneous influence of cultural factors on measures of success and career types. However, these analyses, despite the significance of the regression models and the sizable amount of explained variance in the dependent variables, showed no significance of the individual dimensions of culture. The reason could have been the elevated correlation between the independent variables and/or the small size of the observations, hence the sample size allowed detection of effects in correlation analysis, but not in regression analyses.

The presented research contributes to the knowledge of the role of elements of organizational culture and its importance for both the subjective perception of professional success and allows for a better

understanding of the negative impact of stereotypes on women's careers and their subjective perception of professional success. The conducted study provides a basis for the conclusion that an organizational culture with feminine characteristics, along with the levelling of gender stereotypes, is conducive to women's career success. Thus, several important suggestions can be formulated for companies to support women's careers and increase their sense of success:

- creating an organizational culture: companies should build a culture that combines the 'female element' with organizational values, recognising diverse career types and success, including work-life balance;
- education and awareness: training on diversity, gender equality and stereotypes is important to increase employee awareness;
- mentoring: programmes should be offered to connect women with leaders, and training to develop managerial skills;
- representation in leadership positions: it is important to increase the presence of women in management by actively recruiting and developing leadership skills;
- support for motherhood: flexible working hours and the ability to work remotely help women combine work and home responsibilities;
- recognizing diverse life goals: companies should promote values such as work-life balance and the different aspirations of employees;
- support at different career stages: introducing programmes tailored to the changing needs of women, such as young mothers;
- continuous analysis: regular collection of data on perceptions of success in the company will enable informed decision-making on HR policies.

Although the survey was conducted with due diligence, any analysis carries certain limitations. In future studies, in addition to those mentioned above, it would certainly be worthwhile to increase the research sample, add industry (female vs. male occupations) in the research process, and expand the research to include three more types of careers (security, independence, creativity). In the author's opinion the inclusion of men in the sample could also provide interesting conclusions, in order to make relevant comparisons between the genders (in terms of their perceptions of success, stereotypes and preferred career types).

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Wpływ kultury organizacyjnej na postrzeganie sukcesu zawodowego wśród kobiet

Streszczenie

Cel: Celem pracy jest określenie wpływu kultury organizacyjnej na sukces zawodowy kobiet oraz ich postrzeganie sukcesu, uwzględniając relacje między zmiennymi. W trakcie badań przeprowadzono następujące prace: analizę literatury i badanie ilościowe metodą CAVI.

Metodyka: Badaniem objęto 45 respondentów. Artykuł powstał na podstawie badań empirycznych przeprowadzonych w 2024 r. Zależności między zmiennymi analizowano korelacją Spearmana i regresją.

Wyniki: Analizy wykazały częściowe potwierdzenie hipotezy, że kultura organizacyjna wpływa na postrzeganie sukcesu zawodowego przez kobiety. Kultura organizacyjna o cechach kobiecych oraz eliminacja stereotypów płci sprzyjają poczuciu sukcesu zawodowego kobiet.

Implikacje i rekomendacje: Inkluzywność, równowaga między życiem zawodowym a prywatnym, mentoring oraz elastyczne formy zatrudnienia wspierają ich rozwój kariery. Także ewolucja struktur organizacyjnych męskich w kierunku żeńskich jest istotnym czynnikiem. Biorąc pod uwagę szybkie tempo zmian społecznych i gospodarczych, celowe wydaje się stałe i systematyczne badanie kultury organizacji.

Oryginalność/wartość: Przedstawione wyniki badań pokazują, jakie czynniki mogą mieć wpływ na zapewnienie rozwoju zawodowego kobiet.

Słowa kluczowe: sukces zawodowy kobiet, kultura organizacyjna, równość płci, zarządzanie kulturą organizacji
