

Challenges of Women for Entering in to Old Boys' Network Case Study: Iran Universities

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Abstract

Today networks and entering in to the networks are the main ways that people can promote their position in the organizations through them. Likewise, entering to the networks (formal and informal) is a major concern for newcomers who want to promote their scientific position. Researchers show that despite the dramatic increase in the number of women at universities in Iran, they have problem of entering in to the scientific networks. This study attempts to identify and explain the women challenges for entering in to the male academic networks (old boys' networks) of Iran universities. In this article grounded theory approach as a qualitative research method is applied. We selected 18 faculty members through snowball sampling. Research data were collected using semi-structured interviews and through Strauss and Corbin comparison method. Researches findings suggest that legal, cultural and family barriers are the main barriers of entering women in to the old boys' networks in universities. Finally we explain strategies adopted from experts' comments to deal with these barriers.

KEY WORDS: Old Boy Networks, University, Women, Grounded Theory

Introduction

During the past decade, the number of women in universities has been equaled or exceeded the number of men in many countries (Van den Brink, 2011). This shows potential of administrating top management positions by women. (Acker, 1992b; Tharenou, 1999). Women now represent half of the potential pool from which universities can draw its future leaders. But despite this growth, women have not progressed to reach senior academic ranks or positions of leadership at the expected rate (Van den Brink, 2011).

Although there is no doubt that women have been successful in the workplaces, few of them have reached in to the senior levels of management. According to a recent report from the

federal bipartisan Glass Ceiling Commission (1995), 95% to 97% of senior managers of Fortune 1000 industrial and Fortune 500 companies are men, yet white males make up only about 43% of the workforce. The same study reported that only 5% of senior managers in the Fortune 2000 industrial and service companies are women. These commission findings are especially striking since women make up nearly half of the workforce. A summary of studies over the 1985-1990 period revealed that the percentage of women in upper-management positions ranged from 1.1% to 5.1% (Adler & Yates, 1993). Even where women are in upper management positions, they tend to be in staffing functions such as human resources and corporate communications, which are typically paid less than sales, marketing, operations, or finance, thus limiting their career earnings (Mathis & Jackson, 1997).

Even though firms are spending millions of dollars each year to attempt to comply with legal requirements administered by the Equal Employment Opportunity Commission, companies still have problems in retaining women (Miller & Lemons, 1998). There are barriers and glass ceilings for women achieving top management positions in organizations. The impervious barriers and glass ceilings hinder women from reaching the top positions of the organization (Morrison, White, Van Velsor, & Leadership, 1987). (According to studies, networking is essential to career advancement and professional success (O'Leary & Ickovics, 1992).

Various employees take advantage from network relationships. The most important feature of networks is communication opportunity with those who are the key members of the organization (Henning & Jardim, 1977). One of these environments, in which networks are important, is universities. Observations show that the networks of universities such as other networks accept fewer women. Little studies in the field of women's issues have been conducted into the problems and challenges of women in scientific networks in universities. Lack of a comprehensive theoretical framework, to explain the challenges of women in these networks is the contribution of this study. The older men in these networks are called "old boys networks" in the literature. This study provides the foundations for a theoretical framework in this field.

Theoretical Study

Social Networks

Warner (1993) defines the network as a communication process with the individual inside which maintain these relationships (Warner Burke, 1993).

Network, is a set of relations, links and nodes, and interaction between the people who keep insisting that. This relationships could be established to exchange information or the bonds of friendship. There are several types of networks: formal or informal networks and networks which are formed inside or outside the organizations (Israel & Rounds, 1987).

Some researchers have classified the characteristics of the networks in three dimensions:

Structural characteristics: such as size, density, composition

Characteristics of interaction: such as the method of contact, frequency of contact, intimacy, relationship stability

Functional properties: such as the types of support

Networks, through which people make their connections with others, are very important in corporate identity and individual self-esteem. The main issue is, community networks are interactive (Wellman, 1988,1985). Networks usually involve contacts with various partners in business (Singh, Vinnicombe, & Kumra, 2006).

People receive support of a variety of people in their networks. Many studies have shown that social support of relatives and close friends, neighbors and colleagues are an important resource in networks. Various links support members in networks. In other words, diverse relations support a wide range of different people. Social support enables people to deal with everyday problems and life crises (Wellman, 1992,1999; Ibarra, 1992; Linehan, 2001) Today, many organizations have realized the concept of the network in its internal affairs. Network of people to develop a set of activities, maintenance of relationships with people who have the power and potential to help network members are in the business and professional the network is considerable sharing of information, resources, skills and organizational measures Perception of norms, values and organizational goals with the help of networks is an important component in successful member of the organization (Timberlake S. , 2005).

However, always not equal access to enterprise networks and the community Important implications for joining a network, especially for newcomers in the organization (Green, 1982). Staff can gain the respect of his colleagues through membership in social networks and organizational. Networks Creates Organizational commitment and loyalty between members and support networks to create Network membership is required for success in the professional. Entrance to network of communities, it is not possible for all people, based on the characteristics and features, the possibility or impossibility of entering and operating in a network of community benefit (Bac & Inci, 2010). In other words, those communities before entrance to the network must pass through the filters that may be first, to prevent him from being communities that, secondly, it may lead them to a particular network.

(Kanter, 1977) says that this phenomenon reflected power can be achieved through cooperation with powerful people. When a sponsor is important for men as for women it is necessary.

The old boy networks in universities

University as the cradle of world civilization and development ,conclude of the concept the old boys' network. University that important places for the formation of social networks. Results of social communication can make a massive impact and an important channel for data transmission between networks. For much of the history of academic institution, one of the significant forces of placing graduates remained personal contact. Indeed, that influence extended in to publishing. But the most important function of personal acquaintance emerged in the selection of faculty. Will personal contact still work in this higher education age of PhD. Market glut, diminishing enrollments tightening budget? What could replace it? And what alternatives would be more suitable to changing pressures and needs of academic institutions? Even partial answers to those questions require at least a brief look at the arcane but often benign operations of academic old boy, and more recently, old person network (Roper, 1980). On the other hand, these networks served as the major source of vested group entrenchment on most faculty oligarchies. Without acquaintance and support of at least one member of such

of network, the best qualified graduate had little opportunity of obtaining the position. This narrow exclusion gave rise to such cynical phrases as "the Harvard Stanford axis," or "it's not what you know, it's whom you know." (Roper, 1980). Women constitute a large proportion of the workforce but they are less than 6 percent of senior and executive level managers (international labor work). Men often don't like member in their network (Brass, 1985).

However, even when women do access those networks that traditionally generate early promotions and other benefits for men, the networks are not as effective for women (Barr, 1998). The importance of informal networks is documented in much of the literature related to organizational power (Brass, 1985, Barr, 1998). The statistics show that women's presence in the pale areas of management, including about four percent of the House of Representatives, about three percent of senior managers, 5 / 1 percent of members of city councils and village councils in the country and 15 percent of metropolitan and presence unjustifiable in fields such as universities and scientific centers of the country's higher education system and manage their country (country database administrators)(Brass,1985).

Brass (1985) conducted a study to determine the relationship between gender stereotyping and the perceived differences in the influence between men and women in an organization. The survey analyzed the effect of membership in organizational networks upon an employee's acquisition of influence within the organization. His study revealed two separate gender-specific informal networks operating equally well within the organization. However, because of the segregation, women were less central in male dominated networks and had less access to the dominant coalition composed primarily of men. Women were disadvantaged because access to that group of high-level men was significantly related to career advancement and influence within the organization. Women in predominantly female workgroups were perceived as having less influence within the organization than women working with men have. He found that informal interactions within an organization benefit men far more than women and noted that women were excluded from the informal interaction networks for a number of reasons. First, male managers often felt uncomfortable communicating with women. In fact, men and women are often uncomfortable in settings populated mainly by members of the opposite sex (Kanter, 1977). Second, as newcomers and often outsiders, women have difficulty accessing the informal networks in an organization. Finally, an alternative view suggests that men, as the dominant group in most organizations, wish to maintain that dominance by intentionally excluding women from informal interactions. Women are excluded from the "old boys" network (Brass, 1985). Because they are excluded, women do not benefit from the valuable information, resources and support that men derive from informal organizational networks (O'Higgins, 2001).

Men in high-ranking executive positions are likely to combine their professional and social networks in a manner not commonly found among women managers. Men often socialize in sports or other activities with the same colleagues encountered in the boardroom. Women, however, are unlikely to join their male counterparts for dinner or an athletic event thus reducing their opportunities for networking and building social capital with men in executive or high-ranking managerial positions. Women most often develop two distinct networks - one at work that may be primarily composed of men, and another career-oriented social network of

supportive and congenial women. Ibarra (1992) observed that women with the greatest potential for success possessed strong networks in both the professional and social arenas.

Social capital

(Metz & Tharenou, 2001) examined the relative influences of human and social capital upon the advancement of women employed within the banking industry in Australia where women comprise the largest segment of the workforce but "represent fewer than 6 percent of senior managers and executives" (Metz & Tharenou, 2001). The authors conducted both quantitative and qualitative analyses to determine if human capital contributed to the advancement of women at low levels of the organization and if social capital was more related to career success at the top. The quantitative results indicated that the career achievement of women at all levels within the banking industry was primarily related to human capital or individual experience and abilities while social capital had little noticeable effect. However, in the qualitative component of the study, social capital emerged as a significant factor in career advancement at the upper levels of the organization where the ability to establish relationships and utilize organizational networks often are prerequisites for career advancement. The authors attribute the lack of significant findings regarding social capital in the quantitative analysis to the small sample size at the upper management levels among other factors (Metz & Tharenou, 2001). However, the authors did conclude that despite the prominent role of human capital in the career advancement of women in the banking industry, a number of structural barriers such as the lack of mentor support, ongoing training, flexible working hours and gender discrimination continue to hinder women in their efforts to succeed (Metz & Tharenou, 2001). However, even when women do access those networks that traditionally generate early promotions and other benefits for men, the networks are not as effective for women (Barr, 1998). Although some strides have been made to bring women into parity with men in the workplace, a majority of women continue to be concentrated in low opportunity positions with little access to the networks and contacts that lead to power and advancement. Few women have made progress in reaching the executive ranks.

Although the numbers of women entering the workplace have risen steadily in the last half century and strides have been made in attaining economic parity with men, statistics reveal that women continue to lag behind men in career advancement and in levels of compensation and achieved status (Timberlake S. , 2005).

The accuracy of the statistics and the number of men and women that we Schools, Women's role in relation to career such as university faculty and administration are small. In other words they are far from network and major decisions dependent to networks. The scope of this study is three-fold. The first aim is to investigate whether the theoretically grounded interrelationships among the non-financial performance Do these networks, there is inequality against women? In other words we investigate challenges the women to enter male networks in university environment.

Methodology

This study is a qualitative study based on the grounded theory. Grounded theory is an interpretive approach which includes a collection of procedures used for systematically gathering and analyzing the data obtained by doing research, in order to investigate and study a

phenomenon to propose an inductive theory. This approach is a research method that seeks for generating a theory, and is grounded in conceptual data which are gathered and analyzed systematically. The theory's methodology allows the researcher to form the theoretical foundation from the general features of an issue grounded in observations or experimental data. The difference between grounded theorization development and other approaches is its specific technique in terms of theory development. In grounded theorization there should be a mutual influence between the data collection and data analysis.

Grounded theory is a qualitative study used to generate a theory by using a data set. This theory develops a process, action, or interaction at a broad level. In this method, the research never begins with a theory which looks for data to confirm itself. In contrast, it begins with a study period during which there is enough time for relevant and appropriate data to be revealed .

Despite of studies and researches in field of women`s issues, unfortunately little research related to challenges of women to entrance in academic networks has been done. Also the lack of comprehensive theoretical framework in this subject, researchers decided to study this issues using qualitative research method.

Considering the research subject, the statistical population of the current study includes professors of universities, who are selected through utilizing chain-referral method. We tried to choose male and female to achieve real approaches. Sampling method is snowballing technique (chain-referral). In snowball sampling, the samples not only provide information about them but also give referrals to other samples in relevant population (Straus & Corbin, 2008) .

This method starts with a primary interview most often with a key respondent, and then he/she is asked to introduce friends, relatives, or others who are potentially appropriate for interviewing. Data collection method is an in-depth interview that 18 professors were interviewed in this research . Duplicated information was seen after the twelfth interview, but the interview continued up to eighteenth sample; however, the data were exactly similar and saturated after the fourteenth interview. The interview started with questions related to “what are barriers of women to entrance to colleges? ” (open-ended interview) and continued with the remaining questions which were constructed according to the interviewee's responses. The interviews were all recorded and reviewed several times in order to extract the key points . The average time for interview was between 45 to 60 minutes.

Interviews conducted by three –stage coding that developed by stras and Corbin have been analyzed. The first stage of coding that called open coding, follow two basic objectives: in first stage as first step, identify relevant codes from text of interview. Codes Extracted directly from interviews or implicit codes that were extracted by researchers from interview text. In this study in the first step, eventually 755 initial codes extracted and after that 140 secondary codes extracted from initial code.

The second stage of open coding is identifying concepts. In the other hand in this stage, researchers identify the relationship between initial codes. At this stage researchers identified the relationship between codes that extracted in first step and compared them from similarities and differences to create category. Codes that had same mining were placed in one category. In this stage, concepts created and finally, 62 concepts are identified.

Axial coding step is second step in process of coding; extracted concepts in previous step were studied in this study, to identify relationship between concepts and finally identify categories as one of the fundamental pillars of theory in grounded theory method. In this study, researchers found six categories. After identify codes, concepts and categories, in step of selective coding we tried to choose axial categories. In other words, at this stage examine relationship between categories. Finally, the key issues that are directly related to the research are identified that in this study, barriers of women to entrance scientific network is selected as main classes. In order to increase the data validity, in this study, data exchange between interviewers and also to increase validity of analysis and finding, an expert reviewed study process.

Findings

After conduct in-depth and semi-structured interviews with professor in different universities, all codes from interview`s text that have thought are directly related to research extracted and formed into initial codes. Some of these codes are in table 1.

Table1. Initial codes

The initial coding(The first interview)
1. Weakness in the abilities of women cause don't entrance in Old boys' network
2. Men don't prevent in the way of entry of women into these networks
3. Low efficiency of women is barriers to entrance in Old boys' network
4. Emotional dependence of women to family is barriers to entrance in Old boys' network
5. Weakness in the physical abilities of women cause don't entrance in Old boys' network
1. Emotional dependence of women to family is their Nature.
2. Norms governing in Old boys' network
3. natural tendencies of family job of women against of
4. Being sacrificed of family life for women's work
5. Conflicts are important in family life of Employed women
6. Cause of women's work is injustice to family and disabilities in work.
7. Successful women in work and family life are rare
8. Sometimes single women are not successful in their work
9. Emotional dependence of women to family is first and work is second
10. 25. Many women are engaged in scientific work with family issues
11. Unbelief in the ability of women in scientific work
12. Usually minds of women in working is busier than men
13. women at work, worried about families constantly
14. Men prefer don't use of women in scientific work
15. Only used of women in serious work specialists
16. Give half of right men to women and half of work them
17. Family is an institution in the Islamic community
18. Women work side by side with men in society is wrong

- 19. Pity the women in the workplace
- 20. women have poor work in the workplace and is one of the problems

With combine initial codes that were conceptually closed, secondary codes were formed. This would reduce the number of codes and researchers in continue were face with fewer codes. (one of the secondary codes are given in table 3).

Next step, after a long reciprocating process, the researchers were able with Combine secondary codes that were more closely together, extract the meaning codes.

Secondary codes such as weakness of physical capabilities of women, Weakness of women's mental ability and inability to resolve the issue, formed as a concept's code of weakness of women's ability. (Some of these codes are in table 2)

Table2. Secondary codes

Issue	Conceptual codes	Secondary codes	Abundance
Women and networks	Weakness in the mental , physical abilities of women	Weakness in the mental abilities of women Weakness in the physical ability of women Inability to resolve the issue by women	5
	Weakness in the scientific ability of women	Weakness in the scientific ability of women scientific disability to entrance in Old boys' network	3
	Weakness in the groupwork ability of women	Weaknesses in communication with groups Weaknesses in teamwork Few women in the group are active	5
	Scientific work as a hobby for women	Don't use of women in Serious work Women are not serious in scientific actives No need for women to participate in networks	3
	Unwillingness of women to entrance of scientific network	Unwillingness of women to entrance in Old boys' network Unwillingness of women to entrance the faculty Application of low-women faculty	8

		women prefer Administrative work to scientific work Low participation of women in doctoral level	
	Failure to recognize the importance of scientific	Scientific work as fun as the women Early return to work is important for women Women do not care to the results of scientific Hasty mood in women	4
	work by women Networks benefit of entrance to networks	Presence of women in network is the group cohesion Women in high-precision work Facilitate to entrance the network in the work space	3
	Promotion of women with entrance to networks	Build up capacity in the presence of networks Understand the wider business context Join in with the high performance networks familiar with the new Groups and individuals	5
	Importance of networks in colleges	Importance of networks in colleges power of Complex network at higher levels successful activate of the network is factor to entrance in Old boys' network Men's network is road for the faculty	4
	The importance of man's networking for women,	Men's Network is important for women There isn't scientific network for women in universities There are informal networks of powerful men.	3

	Women's fear to enterance the network	Decline in male networks Women's fear to enterance the network Women's fear to enterance the group	5
	Self-esteem of women in scientific network	Not believe in abilities of women's to entrance in Old boys' network)lack of self-steem of women()women preferred men than herself(4
	not Belief in the ability of women by men() Not care about women by men() Having women in group to pity() not Belief in the ability of women by men() Not need for women in networks(4
	Ignoring women in the serious work)Women excluded from important career() Women not involved in the management of networks() Recruiting women into low-level tasks(4

Next step, the researchers tried to extract the most abstract level of concepts or categories. According to data obtained in the process of interviews that had been as conceptual codes, issues Related to subject of research were extracted. Based on grounded theory method, the issues of research that are the main and most abstract level in research, will be used in the developed model.

As seen in Table 3, conceptual codes such as low-performance of women in scientific networks, or cultural and customary limits governing to the work of women will form issues of cultural barriers that is a major issue that considered related to the challenges of women for entrance to scientific networks in the universities.

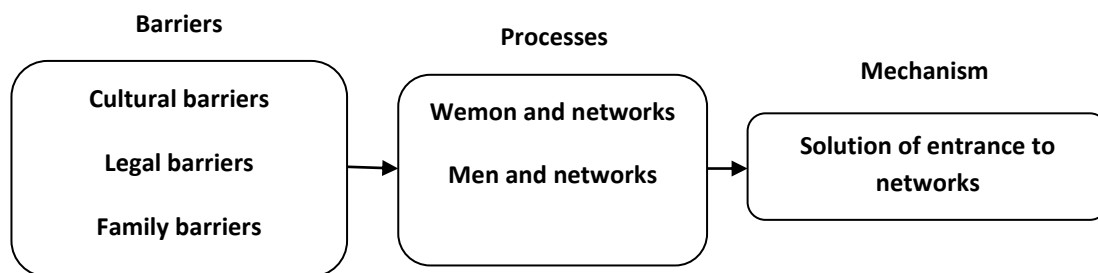
Table3. Issues and conceptual codes

Issues	Conceptual codes
Cultural barriers	Poor performance of women in scientific network Problems created by women in groups Problems of work with women. The dominant culture in society Customary restrictions
Legal barriers	Obstacles created by the acceptance of women in faculty Reform the laws governing scientific network Improved social and cultural structures
Family barriers	Women's emotional attachment to family Family constraints for women Mental involvement of more women in the family
Wemen and networks	poor physical and mental ability of Women Poor ability of women in scientific activities Poor ability of women in the working group Unwillingness of women to enter scientific network Failure to recognize the importance of scientific work by women

<p>Men and network</p>	<p>Scientific norms in men networks</p> <p>Male management in networks</p> <p>Patriarchal attitudes in the network</p> <p>The difference in the attitudes of male and female</p> <p>The majority member of graduate pepole are men</p> <p>Women are in lower educational levels</p> <p>The majority of faculty member are men</p>
<p>tion of entrance to networks</p>	<p>Change attitudes towards women's work</p> <p>Grounds for women to entrance in network</p> <p>The need to remove barriers to women entering to the corporate network</p> <p>Creation of scientific networks at lower levels of education</p>

As shown in Table 5, based on the conceptual codes, the main categories were formed. These issues such as "cultural barriers" represent the most abstract level of classification and data analysis that collected in this research. Considering the relation of issues with each other, the six issues presented in the form of a process model that is shown in figure1.

Figure1. Process model



This process model, in fact, is a visual from of process of women`s challenges to enter the scientific network in universities based on data obtained from experts that is drawn. In first part of model, the obstacles in the way of women to entrance to scientific networks divided in the three categories of cultural barriers, legal barriers and family barriers. In this regard, there are some processes that are shared by men and women and they separately play role on that, in model we noted them.

In the last part of the model, mechanisms are placed which as solutions for women to entrance to networks are noted. In following, the different part of models will be explained.

Conclusion

This model describes the mechanisms which facilitate women`s entrance to the old boys' network in to faculties. In this regard, should remove the barriers, reform the processes and then try to form the solutions.

As shown in the model, obstacles in relation to women's activities are divided in three general categories. Cultural barriers as a major obstacle that interviewers also frequently referred to, is arising from the dominant culture .

Cultural barriers such as lack of acceptance of customary restrictions associated with working of women and men with each other in society, women are banned to entrance into these men`s networks. Male Managing of these networks that so far there has been in the university cause to, Women be less important in these networks and also some destructive processes, such as fear of women into these networks has led to unwillingness of them to enter the networks. Results of similar researches in this area suggest that, the power of networks may be more based on the cultural and gender factors (Timberlake, 2005).

Family barriers that are based on the rule of male supremacy in the family cause to, forget the desires and needs of women for outdoor activities. Family barriers such as those imposed by the husbands have been the most serious obstacle to the entry of women into scientific networks.

Mental involvement of women in work for families and children cause to, women try to be less than other worker in work. Linholn (2001) showed that men due to lower household responsibilities Spend more time with network members, while women spend less time for activities related to network and communicate with co-worker.

Also, the legal barriers have been made some difficulties to process of entering women to high level managing in the universities in these years. The role of women in these laws just have been defined as low level manager in universities, this way these laws have a negative impact on women`s activities. Some law and regulations make restrictions for women to entering faculties. Interviewees noted that obstacles, including difficult rules concerning the acceptance of women as faculty members at colleges caused to, the presence of women in scientific networks be paler. These interviewees noted those amendments of rules that cause to, more presence of women in the faculties.

According to data that obtained from interview`s text, in the process of entering to the networks, there is some fear for women, this fear and lack of confidence with support of faculties' administrators must go through. Most interviewees had expressed in female-oriented

networks order and calm will be donated to these networks. Also believed that the reform process that expressed, including the promote scientific ability of women in the faculties can increase scientifically validity and acceptance for women to scientific networks. Research of Mirghafoori (2006) pointed that women share more information in intimate environment and will facilitate work flow (Mirghafoori, 2006; Hatami nasab & aramoon, 2009).

For women, protective networks with strong ties will increase possibility of promotion to high levels of management and also Women prefer small groups of friends. For women, Reliance on colleagues for support to achieve greater success is usual. Men in entrepreneurial networks with no limited have more opportunities for achieving power and successful. Men in a competitive environment with less friendly relations are more comfortable. Men rely on colleagues for support and access to information to achieve greater success. Burke, rothstein and bristor (1995) also acknowledged that women consider emotional and supportive side of networks (Burke, Rothstein, & Bristor, 1995) (Burke, J.M., & G.M., 1995) (Burke & Mckeen, Career development among managerial and professional women, 1994) (Brass, Galaskiewicz, Greve, & Tsai, Taking stock of networks and organizations: a multilevel perspective, 2004) (Daengbuppha, Hemmington, & Wilkes, 2006) (Fischer & Oliker, 1983) (Fischer, To Dowell among Friends, 1982).

Tribal and Higgins (2001) have also pointed out women prefer make strong relationships in a small groups.

Usually, the male culture dominant on scientific networks in the faculties and, change this culture come to a more acceptable for women in these networks.

In this regard, interviewee's solutions such as change management approaches in relation to the scientific activities of women and the elimination of institutional barriers to facilitate the entry of women into male networks are effective. According to successful entry of women into the scientific community in these years in Iran, should change the way at the level of Ministry of Science and policy managers of academic to opening way for this class of women to doing academic activities.

Preparation requirements for the entry of women into the PhD level, with specific allocation of capacity in some scientific fields for women, can be good strategy to enter women to male academic networks. In research by O'Higgins (2001) interviewees expressed, there are men's networks within their organization and there are difficulties to enter these networks. Barr research (1998) was proposed a way that enters to networks for a foreign group is possible thorough supporters.

When a woman is introduced by a sponsor to organization and the new network, through the new communication and information resources, can obtain social capital.

Based on the model, for facilitate the entering women to scientific networks in faculties is essential that, the themes of this study considered as follows:

- Develop Justice into the admission of students of PHD and members of faculty in universities. Department managers who are responsible for the admission of PHD students in their quest for the entrance test and interview, provided test and interview based on physical and mental condition of women. Also, seen in these years faculty

would have preferred to accepting men to women. This approach should be the overall thorough management of the Ministry of Sciences and universities.

- Faculty members who are responsible for hiring a professional and do the interview, just have been some learning to consider the admissions process the same for men and women. With Approval of regulations, government is forced to use of women in the faculties and use them as Management of universities. Now some rules in this regard are not favor to women, so with the revised rules entering women to faculties would facilitate.
- Cultural barriers, is the main obstacles faced to women to enter scientific networks. Some common ideas about limitation of physical and mental ability caused to, women stay back of scholarly work and just spent time in the low level of organization. Cultural institutions that are responsible in this way should primarily change the women thinking about their abilities and secondary; alter society's thinking towards women abilities. After that their mental abilities and managerial capacity introduce to the community.
- Although the main task of Muslim`s women is defines child education, an important task that if work right up can be make both of them, man and society. But this task should not stay an important part of community inactive and prevent their scientific talents. Today, women have shown their interests and abilities related to education with extensive knowledge and successful entrance to the universities. High-level officials and managers should not ignore the expectations and the needs of this segment of society and deprive women from their rights. Families with understand the women s abilities to scientific work could have strong support for them and in this way will help women to achieve high academic qualifications.
- Women sometimes because of their emotional temperament could not work in group same as men and this caused, some problems in the networks. Creation of scientific networks at lower levels of education can be a solution to help women to learn working in group until in later years, that women wanted to enter into scientific networks have been fewer problems in this level.
- Male managing of Scientific Networks has caused the entry of women into these networks become difficult. Men are often reluctant to work with women and this approach keep women away from entering networks or not been able to play an active and successful role to these networks. This male look should change in the universities and women be accepted in PHD, according to the conditions and restrictions of a woman.

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