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Who's The Boss: The Influence Of Gender Stereotypes On Perceptions Of Leaders And The Likelihood Of Engaging In Organizational Citizenship Behaviors

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WHO'S THE BOSS: THE INFLUENCE OF GENDER STEREOTYPES ON
PERCEPTIONS OF LEADERS AND THE LIKELIHOOD OF ENGAGING IN
ORGANIZATIONAL CITIZENSHIP BEHAVIORS

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ABSTRACT

Over the past few decades, there have been an increasing number of women in management positions (Heilman, 2001). This study examined the role that gender stereotypes may have in influencing differences in extra-role helping behavior in the workplace. Although hypotheses were not supported, likability was identified as a variable of interest in the gender-helping behavior relationship. Future research should further examine this relationship and its implications for organizations.

DEDICATION

Without the love and support of several people, the completion of this thesis would not have been possible. First, my husband Chris, whose unconditional love and support has been a light in the dark throughout this entire undertaking. I am incredibly grateful for his unfailing willingness to sacrifice himself to help me follow my dreams. I could not have reached my goals without him. Second, I would like to thank my parents without whom I would not have had the confidence to pursue my dreams. I dedicate my work to these special people in my life who I know will continue to give their love and support.

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CHAPTER ONE

INTRODUCTION

Over the past few decades, the number of women entering the workforce has

increased, with more and more women entering management positions (Heilman, 2001).

Given this general trend, it is important to consider whether gender-related factors can

influence behavior in the workplace. For example, an employee may engage in different

behaviors toward a female supervisor (or co-worker) than a male supervisor (or co-

worker). Although employees engage in a variety of behaviors in the workplace, in the

present study, I focus on behaviors that are not formally required by the organization (i.e.,

extra-role). I draw upon literature on gender stereotypes as an underlying mechanism

which may partially drive differences in extra-role behavior in organizations.

Research on workplace behaviors has demonstrated the importance of extra-role

job behaviors, known as organizational citizenship behaviors (OCB) (Organ, 1988). An

example of an OCB would be an employee offering assistance to a coworker collating

materials when the copy machine is broken. The behavior does not directly benefit the

helper, as it is not required and/or expected by the organization. Notably, OCBs have

been found to significantly contribute to organizational effectiveness (Podsakoff &

MacKenzie, 1997). Because of this relation, researchers have identified a collection of

attitudinal and dispositional determinants of OCBs. However, there appears to be little

research that examines the combined contribution of such variables as gender, supervisor

characteristics, and perceptions of women in management. This is noteworthy because as

more women enter managerial positions, it is important to investigate whether employees

behave differently with female versus male supervisors. At the departmental level, for example, if OCBs contribute to organizational effectiveness, female supervisors may be at a disadvantage if their subordinates do not engage in as many OCBs compared to departments with male supervisors. Below, I provide an overview of the OCB literature and I highlight some perceptions of female supervisors and how these may relate to OCBs.

<center>Organizational Citizenship Behavior</center>

Definition of Organizational Citizenship Behavior

OCB was defined by Organ (1988) as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization." In other words, for a behavior to fit the definition of an OCB, it must be voluntary, not formally rewarded, and must contribute to the overall welfare of the organization.

Dimensionality of Organizational Citizenship Behavior

Several different dimensions of OCB have been proposed in the literature. Smith, Organ, and Near (1983) suggested that OCB can be divided into two dimensions--altruism and generalized compliance. Altruism was defined as helping specific individuals in face-to-face interactions. Generalized compliance was defined as behavior not directed at any specific person but helpful to other individuals within the organization (Smith et al., 1983). Although these researchers stated that the two-dimensional nature of OCBs was not definitive, it provided a direction for future research (Smith et al., 1983).

Research by Konovsky and Organ (1996), on the other hand, suggested that OCB consisted of five-dimensions. In addition to the dimensions discussed above, the researchers included sportsmanship, courtesy, and civic virtue. Sportsmanship was defined as willingness to deal with minor inconveniences or annoyances without complaint. Courtesy was defined as avoiding problems with others by engaging in a respectful manner and communicating early on. Civic virtue was defined as being responsibly involved in political and organizational issues (Konovsky & Organ, 1996).

Clearly, as was highlighted in a meta-analysis by Podsakoff, MacKenzie, Paine, and Bachrach (2000), there is inconsistency across the literature regarding the dimensionality of OCB. Although approximately 30 different forms of OCBs were identified in the literature, Podsakoff et al. (2000) found significant overlap and categorized them into seven dimensions: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self development. Moreover, Podsakoff et al. (2000) found that helping behavior (discussed above as altruism) is consistently viewed as an important dimension of OCB and has been supported by strong empirical findings.

In addition to the dimensions of OCB, research has also examined the recipient of the OCB. Behavior aimed at another individual within the organization (i.e., a coworker or supervisor) is termed OCB-I while behavior aimed at benefiting the organization is termed OCB-O. The main difference between OCB-I and OCB-O is that OCB-I requires a designated recipient of the helping behavior (Williams & Anderson, 1991). The OCB-I label is most often given to altruistic behavior (i.e., helping behavior) while the OCB-O

label is typically assigned to generalized compliance behaviors (Organ & Konovsky, 1989; Smith et al., 1983).

Due to the general consensus in the research literature regarding helping behavior as an OCB dimension, it is the only dimension that will be examined in the present study. In addition, the focus of this study is on OCBs aimed at one individual (i.e., OCB-I). These decisions are supported by Lepine, Erez, and Johnson's (2002) meta-analytic evidence suggesting that examining OCB from the perspective of several dimensions did not differ significantly from examining it from an overall perspective.

Antecedents of Organizational Citizenship Behavior

To understand why individuals engage in OCBs, it is important to examine the possible antecedents of these behaviors. Podsakoff et al. (2000) summarized the findings in the literature examining antecedents of OCB. Early research focused mostly on employee attitudes (e.g., job satisfaction), dispositional factors (e.g., conscientiousness), and leader supportiveness. Four major categories of antecedents have been commonly studied: individual (or employee) characteristics, task characteristics, organizational characteristics, and leadership behaviors. Conspicuously absent are antecedents related to supervisor characteristics.

Individual (or employee) characteristics. Early research on employee characteristics related to OCBs generally focuses on one of two categories of characteristics: "morale" or disposition. Morale refers to such factors as satisfaction, fairness, and leader supportiveness. These antecedents have significant positive relationships with OCBs (Podsakoff et al., 2000). Early research by Bateman and Organ

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(1983) hypothesized a strong relationship between satisfaction with supervisor and OCB because subordinates perceive citizenship behaviors as directly benefiting the supervisor. The hypothesized causal relationship was not obtained; however, satisfaction with supervisor had the strongest relationship with performance (Bateman & Organ, 1983). Job satisfaction was also positively related to altruism (Smith et al., 1983).

The second category of employee characteristics deals with dispositional factors such as conscientiousness and, agreeableness, and positive affectivity, all of which positively relate to altruism (helping). However, these relationships often disappear when common method variance is taken into account (Podsakoff et al., 2000).

A meta-analysis by Organ and Ryan (1995) examined the research on these types of predictors and found that attitudes are the strongest predictors of OCBs. Job satisfaction, perceived fairness, and organizational commitment all share significant positive correlations with OCBs. With the exception of conscientiousness, little support exists for the influence of dispositional factors (Organ & Ryan, 1995).

Although most employee characteristics deal with morale or dispositional factors, individual characteristics such as gender have also been examined. An overall examination of the helping literature by Eagly and Crowley (1986) found that, in general, men helped more often than women and women received more help than men. However, the findings were extremely inconsistent across studies. Additionally, weak evidence has been found for the influence of employee gender on OCBs (Podsakoff et al., 2000). Despite these findings, the conceptual strength of the gender-OCB relationship and the need for further research was noted. In further research examining gender and helping, no

overall difference in the amount of OCBs engaged in by men and women was found (Hetty van Emmercik & Jawahar, 2005). However, support for a significant interaction between gender and altruism for women, but not men, was identified (Hetty van Emmerick & Jawahar, 2005).

Task and organizational characteristics. Task characteristics have shown consistent relationships with OCBs. Task feedback, task routinization, and intrinsically satisfying tasks have all been found to have significant relationships with altruism. The relationship with altruism for task feedback and intrinsically satisfying tasks was positive while the relationship with altruism for task routinization was negative (Podsakoff et al., 2000).

When examining organizational characteristics and OCBs, the findings vary. There is a lack of support for relationships between several organizational characteristics and OCBs (Podsakoff et al. 2000). Organizational formalization, inflexibility, advisory/staff support, and spatial difference have not shown a consistent relationship with OCBs. However, group cohesiveness has been positively related to the five OCB dimensions and perceived organizational support has been significantly related to altruism.

Leadership behaviors. The final category includes leadership behaviors and has been examined in many ways. Transformational leader behaviors, transactional leader behaviors, supportive leader behaviors, role clarifying behaviors, and leader-member exchange behaviors have all been examined. Transformational and specific transactional leader behaviors have both been related to the five common OCB dimensions (Podsakoff

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et al., 2000). There is an indirect relationship between leader supportiveness and altruism in that leader supportiveness has its affect on altruism through job satisfaction (Smith et al., 1983). Additionally, leader supportiveness is significantly positively correlated with the five dimensions of OCB (Organ & Ryan, 1995; Podsakoff et al., 2000). Leader-member exchange, a theory of leadership, deals more specifically with the quality of the direct relationships between leaders and subordinates (Podsakoff et al., 2000). Low quality relationships are characterized by use of formal authority by the supervisor, while high quality relationships are characterized by trust and support between supervisors and subordinates. High quality leader-member exchange relationships are positively related to altruism and other non-specific forms of citizenship behavior (Deluga, 1994). There is strong support for the relationship between leader behaviors and subordinate OCBs.

Motivation to Engage in Organizational Citizenship Behavior

While many antecedents have been identified, the nature of their relationship to OCBs remains unclear. When researchers attempt to address the reason for the relationships between any of these situational or individual antecedents and OCBs, they often refer to more general motivational theory.

The most commonly cited motivational theory for OCB is social exchange theory. This theory states that individuals engage in voluntary behaviors based on the expectation of a future benefit from the receiving party. Therefore, employees may engage in OCBs with the expectation of future reciprocation (Cohen & Keren, 2008). Some support has been found for the relationship between social exchange and OCB. In particular, social

exchange has been found to be positively related to altruism and motivation to help (Enzle & Lowe, 1976; Love & Forrett, 2008).

<div align="center">Gender Stereotypes</div>

Although the literature has examined the influence of leader behavior on OCBs and the motivational forces behind OCB, there has been little research on the influence of leader characteristics, such as gender and supervisor likability, on OCB. However, there is reason to believe that supervisor gender in particular may have an impact on the likelihood that subordinates will engage in OCBs. For theoretical support for why this relationship may exist, I review literature on gender role theory and gender stereotypes, particularly research involving women in management.

Gender Role Theories

Role congruity theory, proposed by Eagly and Karau (2002), states that prejudice will arise from perceived incongruity between the female gender and leadership positions. Potential occupants of leadership roles will not be perceived as favorably if the potential occupants are women rather than men. Additionally, behavior viewed as congruent with leadership will not be viewed as favorably for women as for men. Consequences of these two forms of prejudice include less positive attitudes toward female leaders than male leaders, as well as women having more difficulty than men in becoming leaders. This theory ties together the diverse research discussed below.

In addition, research on self-schemas can be examined as a theory for negative perceptions of women in incongruent roles. Individuals develop self-schemas based on general knowledge that they hold about themselves. These schemas then control how

they interpret the behaviors of others (Markus, 1977). Individuals who are gender self-schematic, and therefore adhere strongly to traditional gender norms, will view gender-incongruent behavior negatively (Kidder & McLean Parks, 2001).

Perceptions of Women in Management

Past research examining characterizations of women in management was replicated and extended by Heilman, Block, Martell, and Simon (1989). A strong positive relationship was found between descriptors used to describe successful middle managers and those used to describe men. This relationship was not found for women. Instead, a significantly negative correlation was found between successful managers and women (Heilman et al., 1989). In other words, men were described as having significantly more of the characteristics that are associated with successful managers than women were. The influence of labeling women as successful managers on these relationships was also examined. The relationship between women and successful managers increased dramatically when they were described as successful, but was still significantly different than that of men (Heilman et al., 1989). The findings show that ratings of women as managers can be increased by portraying them as successful. However, they are still rated significantly lower than men and are not seen as possessing as many of the traits characteristic of successful managers.

The assumption that men possess stereotypically successful management characteristics raises some questions as to why they are perceived as having these traits. It appears as though management positions may still be seen as stereotypically male-oriented work roles. Therefore, women may be perceived as less able to succeed in these

positions. Heilman (2001) further examined the impact of gender stereotypes on women in management positions. The author argued that the most important factor in understanding the detrimental effects of stereotypes on women in management is male-typing of management positions. Moreover, these masculine attributes are not only viewed as characteristic of a good manager, but as necessary for success in management (Heilman, 2001).

In addition to the literature presented above, same-sex perceptions of successful women have shown to be negative in a variety of ways. Women perceived as having received preferential treatment are viewed more negatively by other women (Heilman, Kaplow, Amato, & Stathatos, 1993). Women have also shown greater prejudice toward women in incongruent leadership positions than men (Garcia-Retamero & Lopez-Zafra, 2006, 2009). Furthermore, female participants have penalized successful women, and when unable to do so, rated themselves as less competent. Female participants were also less likely to react negatively to successful women when they were given feedback that encouraged them about their own ability to succeed (Parks-Stamm, Heilman, & Hearns, 2008).

The literature above has outlined ways in which gender stereotypes lead to negative perceptions of women in management. It is worth noting that these negative perceptions have led to a variety of consequences ranging from devaluation of performance (Heilman, 2001; Heilman & Stopeck, 1985; Nieva & Gutek, 1980; Taylor, Fiske, Etcoff, & Ruderman, 1978) to lack of credit for success (Deaux, 1976; Deaux & Emswiller, 1974; Garcia-Retamero & Lopez-Zafra, 2006; Heilman, 2001).

Organizational conditions found to contribute to these consequences are ambiguity in evaluation criteria (Fiske & Taylor, 1991; Nieva & Gutek, 1980; Tosi & Einbender, 1985), ambiguity as to the source of successful performance (Heilman, 2001; Heilman & Haynes, 2005), and ambiguity as to the reason for an individual's promotion (Heilman & Blader, 2001; Heilman, Block, & Lucas, 1992; Heilman, Block, & Stathatos, 1997).

Negative perceptions of women in management result in a variety of consequences. However, the underlying mechanism between these perceptions and the resulting consequences is not purely a matter of perceived competence, but instead may be likability. A study by Heilman, Wallen, Fuchs, and Tamkins (2004) examined reactions to women who were successful in stereotypically male tasks. Results showed that women who were portrayed as being successful in male-typed positions were rated lower on a liking scale than men. Additionally, these women were rated more harshly than men on a scale measuring interpersonal hostility (i.e., rating as being highly hostile) (Heilman et al., 2004). Further research by Heilman and Okimoto (2007) found that stereotypic gender roles appeared to be at blame for these negative reactions. The negative reactions to successful women in male-typed positions were decreased when women were portrayed as having communal or stereotypically female attributes. Additionally, engaging in stereotypically female behavior decreased these negative reactions.

In reviewing the literature on OCB and perceptions of women in the workplace, several patterns emerge. It appears that female supervisors are perceived more negatively than male supervisors. It also appears that female supervisors are viewed even more

negatively when there is a lack of information about their qualifications, especially by

female subordinates. It also seems reasonable to assert that certain individuals may have

more stereotypical views about female supervisors than others and that these views may

play a role in their perceptions of female supervisors. Finally, it appears as though the

underlying mechanism between these negative perceptions of female supervisors and the

resulting consequences may be likability. That is, incongruent gender roles could lead

employees to view a female supervisor as less likeable with potentially negative

consequences. For example, subordinates may engage in fewer OCBs when working for a

female supervisor than a male supervisor because the former is viewed as less likable

than the latter. Consistent with this, satisfaction with supervisor is positively related to

OCBs (Bateman & Organ, 1983). Moreover, compared to other predictors, attitudes tend

to have the strongest relationship with OCBs (Organ & Ryan, 1985). If a supervisor is

perceived as unlikable due to the variables discussed above, the likelihood of

subordinates engaging in OCBs toward that supervisor may decrease. Based on the

literature on gender role theory and perceptions of women in management, the following

hypotheses were developed:

> *Hypothesis 1a* (H1a). When provided with an opportunity to engage in OCBs,
> participants will be less likely to engage in such behaviors when directed at a
> female supervisor compared to a male supervisor.
>
> *Hypothesis 1b* (H1b). Compared to male participants, female participants will be
> less likely to engage in OCBs directed at a female supervisor.

Hypothesis 2a (H2a). Participants' attitudes toward women in management will moderate the relationship between supervisor gender and OCBs such that participants who hold unfavorable attitudes toward women in management will be less likely to engage in OCBs directed toward a female supervisor.

Hypothesis 2b (H2b). Compared to male participants with unfavorable attitudes toward women in management, female participants with unfavorable attitudes toward women in management will be less likely to engage in OCBs directed toward a female supervisor.

Hypothesis 3a (H3a). The amount of information provided about the supervisor's qualifications will moderate the relationship between supervisor gender and OCBs such that participants will be less likely to engage in OCBs directed toward female supervisors when no qualification information is provided.

Hypothesis 3b (H3b). Compared to male participants, female participants will be less likely to engage in OCBs directed toward a female supervisor when no qualification information is provided.

CHAPTER TWO

METHOD

Participants

In this study, I recruited 152 students from the psychology, business, and sociology departments at a mid-sized university in the Southeast of the United States. There were 101 females and 51 males. The sample consisted of 82.2% Caucasians, 12.5% African-Americans, 2.6% Hispanics, and 2.6% Asians. The average participant age was 19.37 which ranged from 18-24. Additionally, 78.1% of participants had more than two years working experience while 75% and 73.9%, respectively, had more than one year experience working for a female and male manager. Participation was voluntary and participants were given extra credit for their participation in the study. All participants were treated in accordance with the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2002).

Manipulated Variables

Three independent variables were manipulated in a 2 x 2 x 2 between-subjects factorial design. In a research packet of materials, the manipulated variables were gender (female/male), organizational status (coworker/supervisor), and qualifications (information provided/not provided) of an employee. Following the description of the employee, there were two workplace events involving the employee (see Appendices A-H). In each event, the employee was in need of work-related assistance and participants were asked to choose a behaviorally-based response.

Measured Variables

 Attitudes toward women as managers. Participants' attitudes toward the role of women as managers were measured using Peters, Terborg, and Taynor's (1974) Women as Managers Scale (WAMS). The WAMS is a 21 item assessment using a 7 point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) with higher scores indicating positive attitudes toward women in management (see Appendix J). Items were summed to compute a scale score. Internal consistency reliability for the WAMS has ranged from .85 to .94 (Ilgen & Moore, 1983; Peters et al., 1974). The Cronbach's alpha in the present study was .854.

 Social desirability. Participants' tendencies toward answering in a socially desirable manner were measured using Crowne and Marlowe's (1964) Marlowe-Crowne Social Desirability Scale (MCSDS). The MCSDS is a 33 item assessment using a true-false response format (see Appendix K). Items were summed to compute a scale score. Internal consistency reliability for the MCSDS has ranged from .73 to .88 (Crowne & Marlowe, 1964; Fisher, 1967; Paulhus, 1984; Tanaka-Matsumi & Kameoka, 1986). The Cronbach's alpha in the present study was .786.

 Likability. To measure perceived likability, respondents were asked to rate the degree to which the person they were interacting with was likable. Responses were measured on a Likert scale from 1 to 7, with 1 representing "strongly disagree" and 7 representing "strongly agree" that the individual was likable. (See Appendix I. Note that the likability item was included with the items which served as manipulation checks. See section below titled *Manipulation check*.).

Helping behavior. The dependent variable measured was whether or not a participant engaged in OCB. After each workplace event discussed above, participants were given three behavioral options, and asked to rate how likely they were to engage in each behavior on a 1 to 7 Likert scale with 1 representing very unlikely and 7 representing very likely. One behavior involved taking time to assist the individual, one did not, and one involved a brief assistance without requiring any significant contribution by the participant. There was also an open-ended question asking participants the reason for their choice.

Manipulation check. To assess whether the manipulated variables were correctly interpreted, participants were given a questionnaire asking the gender, organizational status, and qualifications of the employee in the scenario (see Appendix I).

Demographics. Participants' gender, age, and race were measured using a demographic questionnaire (Appendix L). Other demographic variables measured were participants' year in college, years of work experience, and years of experience working for male and female managers.

Procedure

Participants were recruited to participate in this study using an online participation system. The study involved two sessions. In the first session, participants completed an informed consent form to read and electronically sign. Then, participants completed the WAMS, the MCSDS, and the demographic questionnaire using an online survey system. This session took approximately 15 minutes.

The second session was completed on a university campus. Participants were randomly assigned to one of eight conditions using a random number generator. Once participants were assigned to a condition, they completed the research packet of materials. Upon completion of the packet, participants were given the manipulation check and debriefed. This session lasted approximately 15 minutes.

CHAPTER THREE

RESULTS

Means, standard deviations, and intercorrelations among variables are reported in

Table 1 (see Appendix M). Note that participants' ratings for the no help options were

reverse scored and added to their help scores for each scenario to compute a summed

helping score. Correlation coefficients between the participants' help ratings for the two

scenarios were then computed. Participant's responses across scenarios were positively

correlated with $r = .408$ ($p < .001$), indicating that participants were responding

consistently across scenarios. Additionally, a within-subjects t-test was not significant,

$t(152) = -.664$, $p = .507$. Thus, participants' help scores were summed across scenarios to

create a single help score for each participant. Means and sample sizes for helping

behavior, and likability within conditions are reported in Tables 2 and 3, respectively (see

Appendix M). An analysis of the open-ended questions revealed no systematic

differences in the types of responses given by condition. Below is a subset of sample

statements taken from the different conditions:

- "I would feel compelled to stay and help out somehow but I would also ask her to

   call the IT person as well. I would not stay for an extremely long time but I would

   stay and lend her a hand."

- "I would feel some desire to help Mark even though I am not obligated to but I

   would more than likely suggest that he get help from somewhere else first."

- "The third question has the highest rating because it is the first thing I would suggest (i.e., giving advice). If no one is at the IT department I would offer to help for a few hours. I think it would be highly unlikely that I would just leave."

Before testing the proposed hypotheses, scores on the manipulation checks were examined to determine whether the manipulations had the desired effect. Participants selected the corresponding gender, χ^2 (2) = 130.00, ϕ = 1.0, $p = < .001$, status, χ^2 (2) = 111.94, ϕ = .93, $p < .001$ and qualification information, χ^2 (2) = 68.33, ϕ = .73, $p < .001$ for their respective conditions, confirming that the manipulations had the desired effect.

Tested Hypotheses

Hypothesis 1a. To test the hypothesized two-way interaction between organizational status and gender of the scenario employee, an analysis of variance was conducted with helping behavior as the dependent variable. The results of this analysis were not significant, $F(1,126) = 2.497$, $p = .117$. Therefore, Hypothesis 1a was not supported.

Hypothesis 1b. To test the hypothesized three-way interaction between organizational status of the scenario employee, gender of the scenario employee, and participant gender, an analysis of variance was conducted with helping behavior as the dependent variable. The results of this analysis were not significant, $F(1,122) = .104$, $p = .748$. Therefore, Hypothesis 1b was not supported.

Hypothesis 2a. To test the hypothesized three-way interaction between organizational status of the scenario employee, gender of the scenario employee, and participants' attitudes toward women in management, an analysis of variance was

conducted with helping behavior as the dependent variable. The results of this analysis were not significant, $F(1,122) = 1.296$, $p = .257$. Therefore, Hypothesis 2a was not supported.

Hypothesis 2b. To test the hypothesized four-way interaction between organizational status of the scenario employee, gender of the scenario employee, participants' attitudes toward women in management, and participant gender, an analysis of variance was conducted with helping behavior as the dependent variable. The results of this analysis were not significant, $F(3,114) = .174$, $p = .914$. Therefore, Hypothesis 2b was not supported.

Hypothesis 3a. To test the hypothesized three-way interaction between organizational status, scenario gender, amount of information provided about the scenario employee's qualifications, an analysis of variance was conducted with helping behavior as the dependent variable. The results of this analysis were not significant, $F(1,122) = .270$, $p = .604$. Therefore, Hypothesis 3a was not supported.

Hypothesis 3b. To test the hypothesized four-way interaction between organizational status of the scenario employee, gender of the scenario employee, amount of information provided about the scenario employee's qualifications, and participant gender, an analysis of variance was conducted with helping behavior as the dependent variable. The results of this analysis were not significant, $F(1,114) = .693$, $p = .407$. Therefore, Hypothesis 3b was not supported.

Additional Analyses

As discussed above, likability may be the underlying mechanism in the relationship between perceptions of women in management and OCBs. In order to examine this relationship, the predictive ability of likability with helping behavior as the outcome was examined using linear regression. Likability significantly predicted helping behavior such that individuals rated as likable were more likely to receive helping behavior, $F(1, 150) = 23.208$, $R^2 = .134$, $p < .001$.

To determine if likability was the underlying mechanism for the hypothesized interaction between organizational status and gender of the scenario employee, an analysis of variance was conducted using likability as the dependent variable. The results of this analysis showed a significant interaction between organizational status and gender of the scenario employee, such that female supervisors were rated as more likable than male supervisors with the reverse being true for coworkers, $F(1, 126) = 6.371$, $p = .013$, $\eta^2 = .048$, as shown in Figure 1.1 (see Appendix M). As likability was found to significantly predict helping behavior, it appears as though these variables may have their effect on helping behavior through their relationship with likability.

To test the effect of organizational status, scenario gender, and participant gender on likability, an analysis of variance was conducted using likability as the dependent variable. The results of this analysis were not significant, $F(1, 122) = 1.80$, $p = .182$.

To test the effect of organizational status, scenario gender, and participants' attitudes toward women in management on likability, an analysis of variance was

conducted using likability as the dependent variable. The results of this analysis were not

significant, $F(1, 122) = 1.648$, $p = .202$.

To test the effect of organizational status, scenario gender, participant gender, and

participants' attitudes toward women in management on likability, an analysis of variance

was conducted using likability as the dependent variable. The results of this analysis were

not significant, $F(3,114) = .463$, $p = .708$.

To test the effect of organizational status, scenario gender, and amount of

information provided about the scenario employee's qualifications on likability, an

analysis of variance was conducted using likability as the dependent variable. The results

of this analysis were not significant, $F(1,122) = .270$, $p = .605$. However, two interactions

were identified. There was a significant two-way interaction between scenario gender and

qualification information such that qualified males were viewed as more likable than

males in the no qualification information condition, $F(1, 122) = 3.977$, $p = .048$, $\eta^2 =$

.032, as shown in Figure 1.2 (see Appendix M). Additionally, the two-way interaction

between qualification information and organizational status approached significance such

that qualified supervisors were rated as more likable than supervisors in the no

qualification information condition, $F(1, 122) = 3.857$, $p = .052$, $\eta^2 = .031$, as shown in

Figure 1.3 (see Appendix M). As discussed above, likability significantly predicted

helping behavior. Therefore, the interactions between organizational status and scenario

gender, and organizational status and qualification information appear to influence

helping behavior through likability.

To test the effect of organizational status, scenario gender, participant gender, and qualification information on likability, an analysis of variance was conducted using likability as the dependent variable. The results of this analysis were not significant, $F(1,114) = 2.118, p = .148$.

CHAPTER FOUR

DISCUSSION

As more women enter management positions, understanding the effects of gender on workplace behaviors has become increasingly important for organizations. The purpose of this study was to examine what role gender stereotypes may play in extra-role workplace behaviors and what implications this may have for women entering the workforce in supervisory positions.

Research on OCB-I has largely focused on the organization and ignored the role that individual helper-recipient relationships may play in the likelihood of engaging in OCB-I (Bowler & Brass, 2006). This study attempted to determine what types of variables may influence the helper-recipient relationship. To do so the influence of recipient gender, organizational status, and information on qualifications for the recipient were examined.

The first hypothesis proposed that organizational status and gender would influence helping behavior such that female supervisors would receive less help than male supervisors. In addition, it was hypothesized that female participants' help ratings for female supervisors would be less than those of male participants. Neither of these hypotheses were supported. However, the interaction of organizational status and gender was significantly related to likability. Female supervisors were rated as more likable than male supervisors with the opposite being true for coworkers. Likability ratings were then found to predict helping behavior. As such, it appears as though status and gender may influence helping behavior through the likability of the potential recipient. Female

supervisors and male coworkers were rated as more likable than their counterparts. Therefore, individuals in these positions may be more likely to receive help. Although these findings are inconsistent with the proposed hypotheses, the likability-helping relationship should be noted.

The second hypothesis proposed that participants' attitudes toward women in management would influence helping behavior such that participants with negative attitudes toward women in management would be less likely to help female supervisors. In addition, it was proposed that female participants with negative attitudes toward women in management would be less likely to help female supervisors than male participants with similar attitudes. Neither of these hypotheses were supported. In addition, these variables were not related to likability. Therefore, there does not appear to be an interaction between attitudes toward women in management, organizational status of the recipient, and gender of the recipient, with respect to helping behavior.

The third hypothesis proposed that the presence of qualification information would influence helping behavior such that participants who did not receive qualification information would be less likely to help female supervisors. In addition, it was proposed that female participants in the no qualification information condition would be less likely to help female supervisors than male participants. While the original hypotheses were not supported, there were some notable findings. The interaction of qualification information and recipient gender was found to influence likability. Qualified males were perceived as more likable than those for whom no qualification information was provided, with a minimal difference for female recipients. As such, qualification information does not

appear to influence the likability of female recipients. Additionally, qualification information interacted with status to influence perceptions of likability. Qualified supervisors were rated as more likable than supervisors for whom no qualification information was provided. The difference for coworkers was minimal. Therefore, qualification information does not appear to influence the likability of coworkers. As stated above, likability ratings were found to significantly predict helping behavior. As qualification information was related to ratings of likability in multiple ways, it is important to note its potential influence on helping as well as perceptions of individuals in the workplace.

Contributions and Implications

    Theoretical. The goal of this research was to examine employee characteristics not often examined in the context of helping behavior. As mentioned above, very little research on gender and helping behavior has yielded significant results (Podsakoff et al., 2000). Several of the findings of this study may yield further insight into the gender-helping behavior relationship. Differences in help received by coworkers, supervisors, males, and females were related to helping behavior through its relationship with likability. Additionally, differences in likability for males and supervisors were related to the presence or lack thereof of qualification information. As these variables did not individually influence helping behavior, future research should examine their relationships with qualification information and likability. Additionally, the link between likability and helping behavior should be further examined.

Social exchange theory is often discussed as the motivation behind OCBs. The theory states that individuals engage in OCBs based on an expectation of future benefit from the recipient (Cohen & Keren, 2008). The results of this study with regard to qualification information may relate to participants' expectations of future benefit. Participants were more likely to rate qualified males and supervisors as likable. As likability was predictive of helping, it may be that participants viewed the qualified individuals as being more likely to reciprocate in the future. Additionally, participants may have associated qualification information with positive reputations and/or stronger networks and therefore more of an ability to reciprocate (Bowler & Brass, 2006). If the individual is qualified, participants may view them as having greater long-term potential, being more reputable, or as having more powerful connections within the organization.

Role congruity theory, as discussed above, predicts that females will be perceived more negatively than males when in non-congruent gender roles (Eagly & Karau, 2002). However, the findings of this study seem to contradict this theory. Female supervisors were rated as more likable than male supervisors, while make coworkers were rated as more likable than female coworkers. Additionally, research on self-schemas states that gender self-schematic individuals will stick strongly to traditional gender norms, consequently viewing incongruent behavior negatively (Kidder & McLean Parks, 2001; Markus, 1977). As the sample examined in this study was undergraduate college students, these traditional gender norms may not have been as salient as in an older sample. This may account for the inconsistency with role congruity theory.

Noteworthy, past research in this area has also examined the influence that ambiguity as to the reason for an individual's promotion could play in perceptions of female managers (Heilman et al. 1992; Heilman et al., 1997). However, the results of this study do not seem to replicate these findings, as female supervisors did not receive more and/or the same amount of help as other employees when described as qualified. The presence or lack of qualification information had no influence on helping behavior for females. Instead, it resulted in higher ratings of likability for males. Future research should further examine the role that ambiguity and qualification information play in perceptions of males.

As discussed above, satisfaction with supervisor is positively related to OCBs (Bateman & Organ, 1983) and attitudinal predictors have the strongest relationship to OCBs (Organ & Ryan, 1985). Additionally, women who were portrayed as being successful in male-typed positions were rated as less likable and more hostile than men (Heilman et al., 2004). The findings of this study support a link between likability and OCBs; however, the link between gender incongruity and likability was not supported. Further research is needed to determine what other factors may influence likability of females in incongruent roles and if these factors will also influence OCBs.

Practical. Further research is needed to support the assertions above. However, the findings of this study do provide some insight into the relationship between gender and OCBs. It appears as though perceptions of women in management previously identified in the literature may not influence helping behavior. Instead, factors not previously considered in the context of helping behavior (i.e., employee qualifications),

should be examined to determine how gender and helping behavior interact. As gender at all organizational levels become more diverse (Heilman, 2001), organizations need to be aware of factors that may interact with gender to positively and/or negatively affect their employees.

Although the findings above are in need of further exploration, one suggestion to organizations may be to formally introduce new employees to other members of the organization. More specifically, they should formally introduce those in supervisory positions. Doing so may allow organizations to make the qualifications of new employees clear. It is important to note however that the benefit of providing qualification information may differ based on gender and status. Therefore, these relationships should be carefully considered in order to determine if providing this information would have the desired effect.

Possible Limitations

Due to the research design, this study may have been susceptible to several threats to internal validity (Shadish, Cook, & Campbell, 2002). Specifically, testing effects, instrumentation effects, and regression effects can have an influence on a design of this nature. Due to the nature of the instrumentation used, it is unlikely that instrumentation effects were an issue. However, this has been considered as a potential threat when examining the data.

To reduce the likelihood of testing effects, participants were instructed to complete the WAMS and packet at different times and locations. However, many participants showed up without having completed the online survey. They were instructed

to complete the survey and return to the research lab. As a result, the time between the

two parts of the study was reduced for some of the participants and may have resulted in

testing effects. As the participants had recently completed the WAMS, they may have

been sensitized to the gender and/or status of the scenario employee, potentially

influencing their responses. Overall, these influences did not appear to occur

systematically.

Because participants were randomly assigned to groups, and not based on pre-

tests or extreme scores, regression is not anticipated to be a problem. However, as is the

case with instrumentation, this has not been dismissed as a possibility and has been

considered when examining the data. Additionally, with a 2 x 2 x 2 design, there may not

have been sufficient power with 152 participants to detect hypothesized relationships. As

several of the findings approached significance, increased sample size would have

increased the power to detect hypothesized relations.

Finally, although the manipulations were found to have the desired effects,

participants may not have engaged in the study such that the manipulations influenced

their responses. That is, participants may not have been engaged in the task. Although the

scenarios were designed to replicate realistic workplace scenarios, they were distributed

in a paper and pencil format, resulting in low experimental realism. Some degree of

mundane realism may have been present as most participants had some work experience.

However, reading the scenarios as opposed to experiencing them or viewing them in the

form of a video dramatization may not have been enough to accurately measure how

participants would have behaved in the real world. As the sample in this study was

undergraduate college students, these workplace scenarios may not have resonated with them. It may be that this sample does not have experience in the type of jobs where these scenarios would occur, therefore, making it difficult for the participants to be engaged in the study.

Conclusions

The present study examined a proposed relationship between gender stereotypes and helping behavior. While the proposed hypotheses were not statistically significant, the findings provided information on qualification information-helping relationships not previously examined in the literature. The relationships identified in this study provide guidance for future research into variables (e.g., qualifications) that may influence not only the relationship between gender and helping, but could potentially be relevant to other gender-related workplace outcomes.

APPENDICES

Appendix A

Participant Packet for Female Employee, Coworker, No Qualification Information

Provided Condition

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

Employee Description

Mary is a coworker in the marketing department of the organization you work for. You

interact with her on a daily basis. She has only been working there for a few years.

Situation A

You are getting ready to leave for the day when you pass by your coworker's office. You wave to say goodbye for the day and notice that Mary looks distressed. You ask if everything is alright and she tells you that her computer crashed and that the presentation and all of the materials for the meeting tomorrow are gone. You know that the meeting tomorrow is very important to your coworker; however, you have been at work all day and have no obligation to help. The success of the meeting will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mary redo the presentation and prepare the materials.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mary to call the IT department and see if anyone is still there for the day that might be able to help.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mary you're sorry that the computer crashed; wish her luck getting everything done in time and head home.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly explain the reasons for your choices:

Situation B

Mary, your coworker has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that she missed out on. You notice Mary struggling to get the information organized and catch up on the work she missed. The success of Mary to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mary to get her up to speed on the information she missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mary to speak to someone about the information she missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mary that you're sure she'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly explain the reasons for your choices:

Participant Packet for Female Employee, Coworker, Qualification Information Provided

Condition

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

<u>Employee Description</u>

Mary is a coworker in the marketing department of the organization you work for. You interact with her on a daily basis. She has only been working there for a few years; however, it's well known that she has over 7 prior years of experience in the business. She also has a graduate degree in marketing.

Situation A

You are getting ready to leave for the day when you pass by your coworker's office. You wave to say goodbye for the day and notice that Mary looks distressed. You ask if everything is alright and she tells you that her computer crashed and that the presentation and all of the materials for the meeting tomorrow are gone. You know that the meeting tomorrow is very important to your coworker; however, you have been at work all day and have no obligation to help. The success of the meeting will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mary redo the presentation and prepare the materials.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mary to call the IT department and see if anyone is still there for the day that might be able to help.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mary you're sorry that the computer crashed; wish her luck getting everything done in time and head home.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Situation B

Mary, your coworker has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that she missed out on. You notice Mary struggling to get the information organized and catch up on the work she missed. The success of Mary to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mary and get her up to speed on the information she missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mary to speak to someone about the information she missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mary that you're sure she'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Appendix C

Participant Packet for Female Employee, Supervisor, No Qualification Information

Provided Condition

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

Employee Description

Mary is your supervisor in the marketing department of the organization you work for.

You interact with her on a daily basis. She has only been working there for a few years.

Situation A

You are getting ready to leave for the day when you pass by your supervisor's office. You wave to say goodbye for the day and notice that Mary looks distressed. You ask if everything is alright and she tells you that her computer crashed and that the presentation and all of the materials for the meeting tomorrow are gone. You know that the meeting tomorrow is very important to your supervisor; however, you have been at work all day and have no obligation to help. The success of the meeting will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mary redo the presentation and prepare the materials.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mary to call the IT department and see if anyone is still there for the day that might be able to help.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mary you're sorry that the computer crashed; wish her luck getting everything done in time and head home.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Situation B

Mary, your supervisor has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that she missed out on. You notice Mary struggling to get the information organized and catch up on the work she missed. The success of Mary to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mary to get her up to speed on the information she missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Suggest to Mary to speak to someone about the information she missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Tell Mary that you're sure she'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Appendix D

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

Employee Description

Mary is your supervisor in the marketing department of the organization you work for. You interact with her on a daily basis. She has only been working there for a few years; however, it's well known that she has over 7 prior years of experience in the business. She also has a graduate degree in marketing.

Situation A

You are getting ready to leave for the day when you pass by your supervisor's office. You wave to say goodbye for the day and notice that Mary looks distressed. You ask if everything is alright and she tells you that her computer crashed and that the presentation and all of the materials for the meeting tomorrow are gone. You know that the meeting tomorrow is very important to your supervisor; however, you have been at work all day and have no obligation to help. The success of the meeting will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mary redo the presentation and prepare the materials.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Suggest to Mary to call the IT department and see if anyone is still there for the day that might be able to help.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Tell Mary that you're sorry that the computer crashed; wish her luck getting everything done in time and head home.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Situation B

Mary, your supervisor has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that she missed out on. You notice Mary struggling to get the information organized and catch up on the work she missed. The success of Mary to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mary to get her up to speed on the information she missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mary to speak to someone about the information she missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mary that you're sure she'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Participant Packet for Male Employee, Coworker, No Qualification Information Provided

Condition

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

Employee Description

Mark is a coworker in the marketing department of the organization you work for. You

interact with him on a daily basis. He has only been working there for a few years.

Situation A

You are getting ready to leave for the day when you pass by your coworker's office. You wave to say goodbye for the day and notice that Mark looks distressed. You ask if everything is alright and he tells you that his computer crashed and that the presentation and all of the materials for the meeting tomorrow are gone. You know that the meeting tomorrow is very important to your coworker; however, you have been at work all day and have no obligation to help. The success of the meeting will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mark redo the presentation and prepare the materials.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Suggest to Mark to call the IT department and see if anyone is still there for the day that might be able to help.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Tell Mark you're sorry that the computer crashed; wish him luck getting everything done in time and head home.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Situation B

Mark, your coworker has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that he missed out on. You notice Mark struggling to get the information organized and catch up on the work he missed. The success of Mark to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mark to get him up to speed on the information he missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Suggest to Mark to speak to someone about the information he missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Tell Mark that you're sure he'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Participant Packet for Male Employee, Coworker, Qualification Information Provided

Condition

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

Employee Description

Mark is a coworker in the marketing department of the organization you work for. You interact with him on a daily basis. He has only been working there for a few years; however, it's well known that he has over 7 prior years of experience in the business. He also has a graduate degree in marketing.

Situation A

You are getting ready to leave for the day when you pass by your coworker's office. You wave to say goodbye for the day and notice that Mark looks distressed. You ask if everything is alright and he tells you that his computer crashed and that the presentation and all of the materials for the meeting tomorrow are gone. You know that the meeting tomorrow is very important to your coworker; however, you have been at work all day and have no obligation to help. The success of the meeting will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mark redo the presentation and prepare the materials.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mark to call the IT department and see if anyone is still there for the day that might be able to help.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mark you're sorry that the computer crashed; wish him luck getting everything done in time and head home.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Mark, your coworker has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that he missed out on. You notice Mark struggling to get the information organized and catch up on the work he missed. The success of Mark to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mark to get him up to speed on the information he missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Suggest to Mark to speak to someone about the information he missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Tell Mark that you're sure he'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Participant Packet for Male Employee, Supervisor, No Qualification Information

Provided Condition

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

Employee Description

Mark is your supervisor in the marketing department of the organization you work for.

You interact with him on a daily basis. He has only been working there for a few years.

<u>Situation A</u>

You are getting ready to leave for the day when you pass by your supervisor's office. You wave to say

goodbye for the day and notice that Mark looks distressed. You ask if everything is alright and he tells you

that his computer crashed and that the presentation and all of the materials for the meeting tomorrow are

gone. You know that the meeting tomorrow is very important to your supervisor; however, you have been

at work all day and have no obligation to help. The success of the meeting will not reflect on you

personally.

Taking into consideration the information in the above scenario and the background information provided,

please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mark redo the	1	2	3	4	5	6	7
presentation and prepare the materials.	Very						Very
	Unlikely						Likely

Suggest to Mark to call the IT department	1	2	3	4	5	6	7
and see if anyone is still there for the day	Very						Very
that might be able to help.	Unlikely						Likely

Tell Mark you're sorry that the computer	1	2	3	4	5	6	7
crashed; wish him luck getting everything	Very						Very
done in time and head home.	Unlikely						Likely

Briefly describe the reasons for your choices:

Situation B

Mark, your supervisor has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that he missed out on. You notice Mark struggling to get the information organized and catch up on the work he missed. The success of Mark to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mark to get him up to speed on the information he missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Suggest to Mark to speak to someone about the information he missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely
Tell Mark that you're sure he'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Participant Packet for Male Employee, Supervisor, Qualification Information Provided

Condition

Please Read Carefully

On the following pages, you will find an employee description followed by two

scenarios. These scenarios depict actual events that an employee has encountered with

another employee at their organization. The name of the organization in which the

employees work is not provided in order to protect the identities of those involved. Please

imagine as though you are the employee who described these events, and that you are

interacting with the individual in each of the scenarios. Based on the employee

description and the information provided in the scenario, please respond to the questions

that follow each scenario.

Employee Description

Mark is your supervisor in the marketing department of the organization you work for. You interact with him on a daily basis. He has only been working there for a few years; however, it's well known that he has over 7 prior years of experience in the business. He also has a graduate degree in marketing.

Situation A

You are getting ready to leave for the day when you pass by your supervisor's office. You wave to say goodbye for the day and notice that Mark looks distressed. You ask if everything is alright and he tells you that his computer crashed and that the presentation and all of the materials for the meeting tomorrow are gone. You know that the meeting tomorrow is very important to your supervisor; however, you have been at work all day and have no obligation to help. The success of the meeting will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to stay and help Mark redo the presentation and prepare the materials.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mark to call the IT department and see if anyone is still there for the day that might be able to help.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mark you're sorry that the computer crashed; wish him luck getting everything done in time and head home.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Mark, your supervisor has been out of work for several days. During this time, several new accounts have been acquired and there is a good deal of new information that he missed out on. You notice Mark struggling to get the information organized and catch up on the work he missed. The success of Mark to get caught up will not reflect on you personally.

Taking into consideration the information in the above scenario and the background information provided, please rate your likelihood of engaging in the following behaviors:

Offer to spend some extra time with Mark to get him up to speed on the information he missed.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Suggest to Mark to speak to someone about the information he missed out on.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Tell Mark that you're sure he'll get caught up and go on with your own work.	1 Very Unlikely	2	3	4	5	6	7 Very Likely

Briefly describe the reasons for your choices:

Appendix I

Manipulation Check

Please choose the response that best answers the questions for the scenarios you just read:

1. The individual that you were interacting with was a:

    a. Coworker

    b. Supervisor

    c. Unknown

2. The individual that you were interacting with was a:

    a. Female

    b. Male

    c. Unknown

3. Based on the information provided, the individual that you were interacting with:

    a. Possessed qualifications that may assist them in their job duties

    b. Did not posses qualifications that may assist them in their job duties

    c. No information was provided

Please rate the degree to which you agree with the following statements:

The individual that you were interacting with was likeable.

	1	2	3	4	5	6	7
	Strongly Disagree						Strongly Agree

The individual that you were interacting with was competent.

	1	2	3	4	5	6	7
	Strongly Disagree						Strongly Agree

Appendix J

Women As Managers Scale (WAMS)

Instructions: The following items are intended to assess the attitudes people have about women in business. There is no right or wrong answer. The best answer to each statement is your personal opinion. Please indicate whether you agree or disagree with each statement according to the following scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Disagree Nor Agree	Slightly Agree	Agree	Strongly Agree

1. It is less desirable for women than men

    to have a job that requires responsibility.

    1   2   3   4   5   6   7

2. Women are good at realistic assessment

    of business situations.

    1   2   3   4   5   6   7

3. Challenging work is more important to

    men than it is to women.

    1   2   3   4   5   6   7

4. Men and women should be given equal opportunity for participation in management training programs.

1   2   3   4   5   6   7

5. Women have the capability to acquire the necessary skills to be successful managers.

1   2   3   4   5   6   7

6. On the average, women managers are less capable of contributing to an organization's overall goals than are men.

1   2   3   4   5   6   7

7. It is not acceptable that women assume leadership roles as often as men.

1   2   3   4   5   6   7

8. The business community should someday accept women in key managerial positions.

1   2   3   4   5   6   7

9. Society should regard work by female

    managers as valuable as work by male

    managers.

    1   2   3   4   5   6   7

10. It is acceptable for women to compete with

    men for top executive positions.

    1   2   3   4   5   6   7

11. The possibility of pregnancy does not make

    women managers less desirable managers

    than men.

    1   2   3   4   5   6   7

12. Women tend to allow their emotions to

    influence their managerial behavior

    more than men do.

    1   2   3   4   5   6   7

13. To be a successful executive, a women does

not have to sacrifice some of her femininity
(i.e., womanly qualities).

        1   2   3   4   5   6   7

14. On the average, a woman who stays at home

all the time with her children is a better

mother than a woman who works outside

the home at least half-time.

        1   2   3   4   5   6   7

15. Women are less capable of learning

mathematical and mechanical skills

than are men.

        1   2   3   4   5   6   7

16. Women are not ambitious enough to be

successful in the business world.

        1   2   3   4   5   6   7

17. Women cannot be assertive in business

situations that demand it.

        1   2   3   4   5   6   7

18. Women possess the self-confidence

required of a good leader.

        1   2   3   4   5   6   7

19. Women are not competitive enough to

be successful in the business world.

        1   2   3   4   5   6   7

20. Women cannot be aggressive in business

situations that demand it.

        1   2   3   4   5   6   7

21. Women are at least as capable as men in

controlling their subordinate staff.

        1   2   3   4   5   6   7

Marlowe-Crowne Social Desirability Scale (MCSDS)

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is *true* or *false* as it pertains to you personally.

1. Before voting I thoroughly investigate the qualifications of all the candidates.

2. I never hesitate to go out of my way to help someone in trouble.

3. It is sometimes hard for me to go on with my work if I am not encouraged.

4. I have never intensely disliked anyone.

5. On occasion I have had doubts about my ability to succeed in life.

6. I sometimes feel resentful when I don't get my way.

7. I am always careful about my manner of dress.

8. My table manners at home are as good as when I eat out in a restaurant.

9. If I could get into a movie without paying and be sure I was not seen I would probably do it.

10. On a few occasions, I have given up doing something because I thought too little of my ability.

11. I like to gossip at times.

12. There have been times when I felt like rebelling against people in authority even though I knew they were right.

13. No matter who I'm talking to, I'm always a good listener.

14. I can remember "playing sick" to get out of something.

15. There have been occasions when I took advantage of someone.

16. I'm always willing to admit it when I make a mistake.

17. I always try to practice what I preach.

18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people.

19. I sometimes try to get even rather than forgive and forget.

20. When I don't know something I don't at all mind admitting it.

21. I am always courteous, even to people who are disagreeable.

22. At times I have really insisted on having things my own way.

23. There have been occasions when I felt like smashing things.

24. I would never think of letting someone else be punished for my wrongdoings.

25. I never resent being asked to return a favor.

26. I have never been irked when people expressed ideas very different from my own.

27. I never make a long trip without checking the safety of my car.

28. There have been times when I was quite jealous of the good fortune of others.

29. I have almost never felt the urge to tell someone off.

30. I am sometimes irritated by people who ask favors of me.

31. I have never felt that I was punished without cause.

32. I sometimes think when people have a misfortune they only got what they deserved.

33. I have never deliberately said something that hurt someone's feelings.

Appendix L

Demographics Questionnaire

Please answer the following questions as they apply to you.

Gender: Male Female

Age: _____

Race: African-American   Asian   Caucasian   Hispanic   Other _____

Estimated years of job experience: _____

Year in college/university: 1st 2nd 3rd 4th More than 4

Years of experience working for a female manager: Years _____   Months _____

Years of experience working for a male manager: Years _____   Months _____

Appendix M

Tables and Figures

Table 1

Descriptive Statistics and Intercorrelations Among Variables

Variable	M	SD	1	2	3	4	5	6	7
1. Scenario Gender	1.49	0.50							
2. Organizational Status	1.50	0.50	.031						
3. Qualification Information	1.52	0.50	.000	.015					
4. Participant Gender	1.66	0.47	-.060	.049	.006				
5. WAMS	120.97	13.66	.029	-.038	-.196*	.398**			
6. MCSDS	49.32	5.39	-.179*	.062	-.090	-.066	-.103		
7. Helping Behavior	20.53	4.51	.001	-.053	.077	.144	.147	-.242**	
8. Likability	5.11	1.07	-.048	.050	.175*	.096	.109	-.154	.366**

Note. WAMS = Women as managers scale, MCSCS = Marlowe-Crowne social desirability scale. Scenario and participant gender were coded 1 = male, 2 = female. Organizational status was coded 1 = coworker, 2 = supervisor. Qualification information was coded as 1 = no information, 2 = information. $^*p < .05$, $^{**}p < .01$.

Table 2

Means and Sample Sizes Within Conditions for Helping Behavior

	Female Scenario Employee		Male Scenario Employee	
	Coworker	Supervisor	Coworker	Supervisor
Qualification Information	19.44 (9)	21.00 (13)	22.86 (14)	23.00 (8)
Provided	**20.43 (7)**	**17.50 (4)**	**19.67 (3)**	**18.78 (9)**
No Qualification	19.00 (6)	21.92 (12)	19.50 (12)	19.00 (11)
Information Provided	**21.00 (9)**	**20.50 (4)**	**22.20 (5)**	**15.75 (4)**

Note. Within each cell, the means for females appear in regular Roman font and the means for males appear in bold Roman font. Sample size appears in parentheses.

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Table 3

Means and Sample Sizes Within Conditions for Likability Ratings

	Female Scenario Employee		Male Scenario Employee	
	Coworker	Supervisor	Coworker	Supervisor
Qualification Information	4.67 (9)	5.77 (13)	5.64 (14)	5.63 (8)
Provided	**4.57 (7)**	**4.50 (4)**	**4.67 (3)**	**5.44 (9)**
No Qualification	5.17 (6)	5.17 (12)	5.17 (12)	4.27 (11)
Information Provided	**4.76 (9)**	**5.25 (4)**	**5.20 (5)**	**4.5 (4)**

Note. Within each cell, the means for females appear in regular Roman font and the means for males appear in bold Roman font. Sample size appears in parentheses.
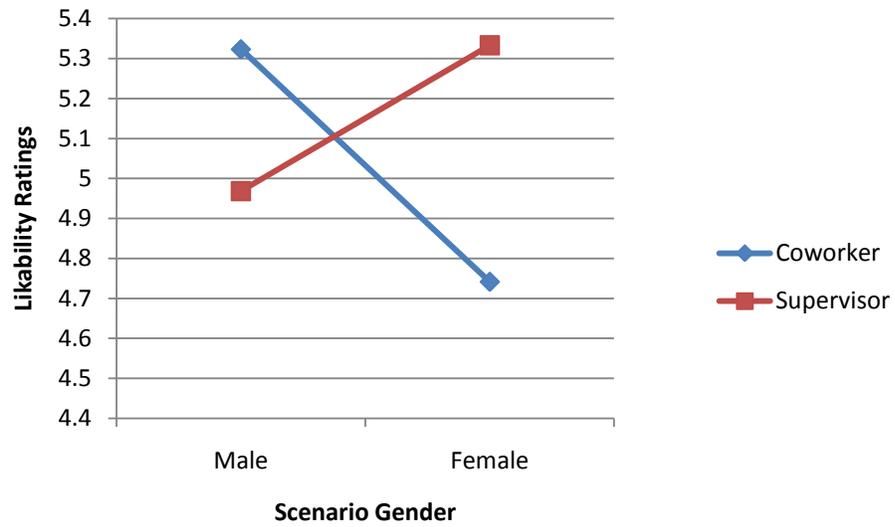
Figure 1.1: Interaction plot of the influence of organizational status and gender of the scenario employee on ratings of likability.
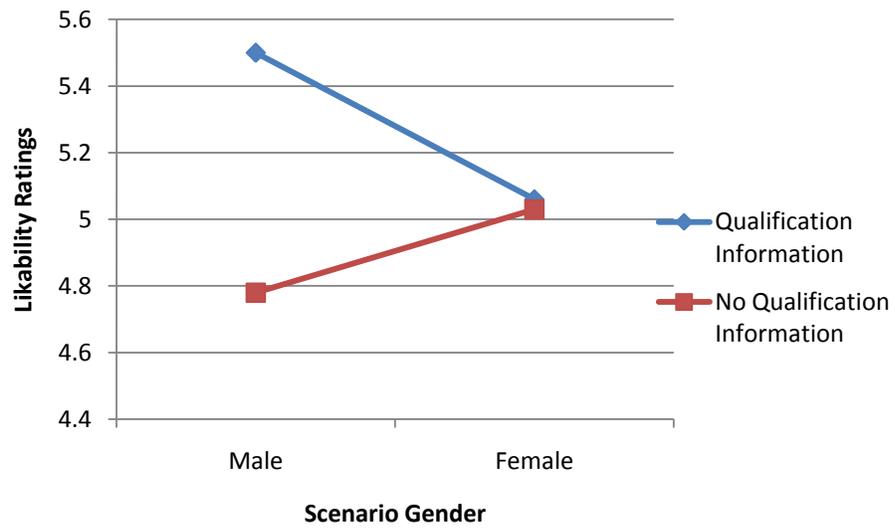
Figure 1.2: Interaction plot of the influence of organizational status and qualification

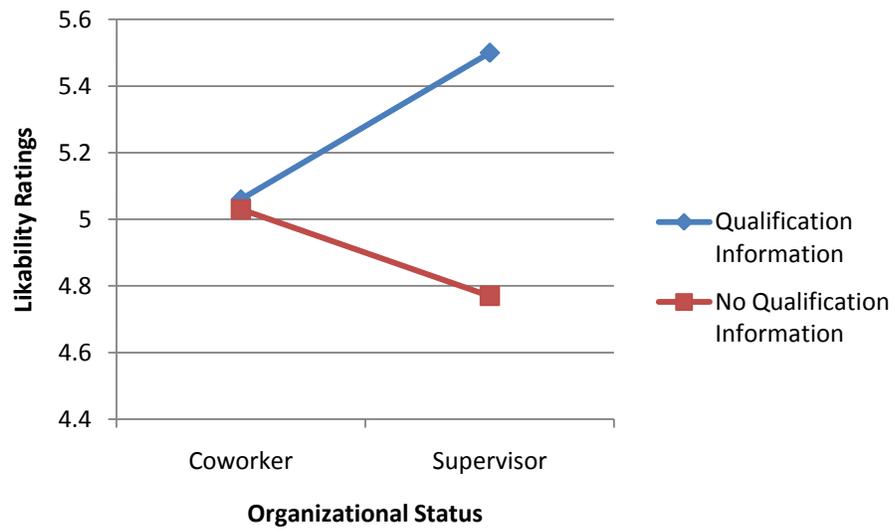information on ratings of likability.

Figure 1.3: Interaction plot of the influence of gender of the scenario employee and qualification information on ratings of likability.

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