

# **GENDER ROLES IN THE FUTURE?**

## **THEORETICAL FOUNDATIONS AND FUTURE RESEARCH DIRECTIONS**

**JOINT EASP SPSP MEETING**  
**- FINAL PROGRAM -**

**ORGANIZED BY**

**SABINE SCZESNY**  
**(UNIVERSITY OF BERN)**  
**&**

**WENDY WOOD**  
**(UNIVERSITY OF SOUTHERN CALIFORNIA)**

**BERLIN, GERMANY, SEMINARIS CAMPUSHOTEL**  
**JUNE 24 TO JUNE 26, 2017**

<b>June 24, 2017</b>	<b>SATURDAY</b>
<b>16:00</b>	<b>Welcome Reception (Coffee &amp; Cake)</b>
<b>17:00</b>	<b>Opening Session</b>
	<b>Key Note</b> <i>Alice H. Eagly</i> The Psychology of Gender in the Context of Changing Social Roles
<b>19:00</b>	<b>Welcome Dinner (Buffet)</b>
<b>June 25, 2017</b>	<b>SUNDAY</b>
<b>9 to 9:30</b>	<b>Gender Stereotypes &amp; Sexism – Talk (30 min including discussion)</b>
	<i>Anne M. Koenig &amp; Alice H. Eagly</i> Groups' Social Roles Shape Their Stereotypes
<b>9:30 to 10:30</b>	<b>Gender Stereotypes &amp; Sexism – 5 Blitz Talks (10 min including discussion)</b>
	<i>Orly Bareket, Nurit Shnabel, Yoav Bar-Anan, Anna Kende, &amp; Yael Lazar</i> Benevolent Sexism Encourages Dependency-Oriented Cross-Gender Helping Relations
	<i>Fridanna Maricchiolo, Ambra Brizi, &amp; Kuba Kryś</i> The Women-Are-Wonderful Effect is Moderated by Smile
	<i>Tuulia Ortner</i> Gender Roles Within the Assessment of Cognitive and Personality Variables
	<i>Magdalena Zawisza</i> Universal Dimensions of Social Perception and Gender Stereotypical Advertising
<b>10:30 to 12:00 incl. break</b>	<b>Gender Stereotypes &amp; Sexism Poster Session I (13 posters/90 min)</b>
	<i>Janine Bosak, Alice Eagly, Amanda Diekmann, &amp; Sabine Sczesny</i> Dynamic Stereotypes in Ghana Perceptions of Women and Men of the Past, Present, and Future
	<i>Julie Devif, Laurence Reeb, Christine Morin-Messabel, &amp; Nikos Kalampalikis</i> Gender Counter-Stereotypes in Education: Children's Literature Example
	<i>Lucía Esteva-Reina, Soledad de Lemus, &amp; Jesús. L. Megías</i> Can Men be Allies of Women in Fight Against Sexism? Feminist Identity and Benevolent Sexism as Predictors of Sexism Confrontation for Paternalistic vs. Egalitarian Reasons
	<i>Aife Hopkins-Doyle</i> Gender Roles and Sexual Economics: Ideological Correlates of Endorsement of Sexual Economics Theory
	<i>Carol Iskiwitch, Wendy Wood, Leonie Kaltofen, &amp; N. Pontus Leander</i> Explicit and Implicit Gender Role Activation in a Managerial Setting
	<i>Rotem Kahalon, Nurit Shnabel, &amp; Julia Becker</i> Positive Roles, Negative Outcomes: Reminders of Women's Traditional Role as Beautiful and Warm Might Undermine Cognitive Performance

	<p><i>Michèle Kaufmann, Alice H. Eagly, &amp; Sabine Sczesny</i></p> <p>Gender Stereotypes Across Time and Cultures: A Meta-Analysis of Opinion Poll Data</p>
	<p><i>Ulrich Klocke &amp; Pia Lamberty</i></p> <p>The Traditional-Antitraditional Gender-Role Attitudes Scale (TAGRAS): Development and Validation</p>
	<p><i>Deborah Kocher, Christa Nater, &amp; Sabine Sczesny</i></p> <p>Why Are Men Perceived as Less Suitable for Childcare Than Women?</p>
	<p><i>Tom Kupfer</i></p> <p>Benevolent Sexism and Mate Preferences: Why Do Women Prefer Benevolent Men Despite Recognizing that They Can Be Undermining?</p>
	<p><i>Christa Nater, Marie Gustafsson Sendén, Akanksha Lohmore, Laurie Rudman, Nuray Sakalli-Uğurlu, &amp; Sabine Sczesny</i></p> <p>Cross-Cultural Variations of Gender Rules: How Women and Men Should (Not) Be in India, Sweden, Switzerland, Turkey, and the U.S.</p>
	<p><i>Laurence Reeb, Christine Morin-Messabel, &amp; Nikos Kalampalikis</i></p> <p>Children's Literature and Counter-Stereotyped Role Models</p>
	<p><i>Naomi Sterk, Colette Van Laar, &amp; Loes Meeussen</i></p> <p>How Queen Bee Behavior Is Interpreted by and Affects Junior Women</p>
<b>12 to 12:40</b>	<b>Men in Communal Roles - 4 Blitz Talks (10 min including discussion)</b>
	<p><i>Katharina Block</i></p> <p>Just Not a Good Fit? Multiple Barriers to Men's Interest in Communal Roles</p>
	<p><i>Pelin Gul &amp; Ayse K. Uskul</i></p> <p>Honor Ideals and Reputation Maintenance: Why Do Men Distance Themselves From Gender Nonconforming Men Despite Not Perceiving Them as a Threat To Self?</p>
	<p><i>Maria Olsson, Kate Block, Sarah E. Martiny, Toni Schmader, Colette van Laar, Sanne van Grootel, &amp; Loes Meeussen</i></p> <p>Mind the Gender Gap: An Investigation Into Men's Engagement With Communal Roles in Norway</p>
	<p><i>Sanne Van Grootel, Colette Van Laar, Loes Meeussen, Toni Schmader, &amp; Sabine Sczesny</i></p> <p>Inevitability of Social Change: Do Men Embrace Communal Roles When These Are the New Norm?</p>
<b>12:40 to 14</b>	<b>Lunch Buffet</b>
<b>14 to 16</b>	<b>Leadership and Career - 4 talks (30 min including discussion)</b>
	<p><i>Dinah Gutermuth, Melvyn Hamstra, &amp; Bert Schreurs</i></p> <p>How Gender-Composition of Supervisor-Employee-Dyads Affects the Perception of Voice Behaviour as Complaining</p>
	<p><i>Francesca Manzi &amp; Madeline Heilman</i></p> <p>Breaking the Glass Ceiling: For Once or for All?</p>
	<p><i>Rebecca Schaumberg</i></p> <p>The Benefits of Personal Power for Women's Perceived Leadership and Career Advancement</p>

	<p><i>Andrea C. Vial</i></p> <p>Unwilling or Unable to Help? Why Women Sometimes Fail to Support Other Women</p>
<b>16 to 17:30 including break</b>	<p><b>Leadership and Career</b></p> <p><b>Poster Session II (11 posters/90 min)</b></p>
	<p><i>Julie Brueckner, Janine Bosak, &amp; Jonas Lang</i></p> <p>Implicit Motives in the Upper Echelons: An Application of Role Congruity Theory to CEO Leadership</p>
	<p><i>Juliane Burghardt, Freyja Fischer, Mirella Walker, &amp; Marleen Stelter</i></p> <p>Talent Blindness: An Attitude Accessibility Account to Women's Lack of Professional Success</p>
	<p><i>Linda Carli</i></p> <p>Gender Role Congruity in STEM: Women ≠ Scientists</p>
	<p><i>Isabel Carmona-Cobo, Eva Garrosa, &amp; Esther Lopez-Zafra</i></p> <p>Inequalities in Incivility Acceptance and Negative Outcomes of Women vs. Men: The Role Congruency Effect</p>
	<p><i>Brooke A. Gazdag &amp; Chia-Yen Chiu</i></p> <p>The Role of Networks and Resilience in Gendered Social Roles</p>
	<p><i>Levke Henningsen, Klaus Jonas, &amp; Alice H. Eagly</i></p> <p>A Matter of Choice? Gender Differences in Professors' Participation in Academic Deanship</p>
	<p><i>Tanja Hentschel &amp; Madeline Heilman</i></p> <p>Who's Task Is It Anyway? Effects of Gender-Bias in Allocations of Work Tasks</p>
	<p><i>Anika Ihmels, Kevin-Lim Jungbauer, Juergen Wegge, &amp; Meir Shemla</i></p> <p>Explaining the Glass Cliff: Combining the Think Crisis – Think Female and the Signaling Change Approach</p>
	<p><i>Akanksha Lohmore</i></p> <p>Experiencing Gender in Indian Higher Education: Role of Academic and Social Culture</p>
	<p><i>Agnieszka Pietraszkiewicz, A., Nuria Rovira-Asenjo, Sabine Schesny, Tània Gumí, Roger Guimerà, &amp; Marta Sales-Pardo</i></p> <p>Leader Evaluation and Team Cohesiveness in the Process of Team Development – A Matter of Gender?</p>
	<p><i>Abigail Player, Georgina Randsley de Moura, &amp; Dominic Abrams</i></p> <p>Hidden Talent: Experimental Test of Leadership Potential and Gender in Hiring Situations</p>
<b>17:30 to 18:00</b>	<p><b>Intersectionality – 2 Idea Talks (15 min including discussion)</b></p>
	<p><i>Mary Kite</i></p> <p>An Intersectional Analysis of Beliefs About Gender, Age, and Sexual Orientation</p>
	<p><i>Thekla Morgenroth &amp; Michelle K. Ryan</i></p> <p>'Gender Trouble' Meets Social Role Theory: Integrating Non-Binary Gender Performativity Into Social Psychology</p>
<b>19:00</b>	<p><b>Dinner Buffet</b></p>

<b>June 26</b>	<b>MONDAY</b>
<b>9 to 10</b>	<b>Gender/Feminist Identity &amp; Identity Threat – 2 Talks (30 min each including discussion)</b>
	<i>William Hall, Toni Schmader, Audrey Aday, &amp; Elisabeth Croft</i> Interpersonal and Cultural Predictors of Social Identity Threat
	<i>Colette van Laar, Belle Derks, &amp; Naomi Ellemers</i> Self-Group Distancing Under Threat: The Queen Bee at Work
<b>10 to 11 including break</b>	<b>Gender/Feminist Identity &amp; Identity Threat - 4 Blitz Talks (10 min including discussion)</b>
	<i>Soledad de Lemus, Jolien van Breen, Russell Spears, Toon Kuppens, Marcin Bukowski, Juan Lupiáñez, &amp; Miguel Moya</i> Implicit Resistance to Gender Identity Threats: Building Up Resilience in Women
	<i>Mónika Kovács &amp; Mónika Szabó</i> Feminist Identity: Content and Strength
	<i>Sarah E. Martiny &amp; Jana Nikitin</i> Stereotype Threat Spilling Over to Interpersonal Relationships: Activating Negative Stereotypes Decreases Women's Social Approach Motivation
	<i>Jenny Veldman, Colette Van Laar, Loes Meeussen, Salvatore Lo Bue</i> Active Coping With Gender Identity Threat to Protect Individual Outcomes in Non-Traditional Domains: An Experience Sampling Study Among Women in the Military
<b>11 to 12:30</b>	<b>Gender Equality Poster Session III (13 Posters/90 min)</b>
	<i>Laura Bernardi, Grégoire Bollmann (Presenter), Gina Potarca, &amp; Jérôme Rossier</i> How Do Gender and Personality Affect Trajectories of Life, Job, and Leisure Satisfaction Around the First Parenthood?
	<i>Marie Gustafsson Sendén, Emma Bäck, Anna Lindqvist, &amp; Hellen Vergoossen</i> Neutral Pronouns as Promoters for Gender Equality
	<i>Alina S. Hernandez Bark &amp; Thekla Morgenroth</i> Effects of Taking Parental Leave or not for Women and Men
	<i>Elise Holland, Michelle Stratemeyer, &amp; Adriana Vargas-Saenz</i> Sexual and Relationship Entitlement Among Men: Establishing and Testing a New Scale
	<i>Natasza Kosakowska-Berezecka &amp; Tomasz Besta</i> Why Men Restrain From Household Duties in Some Countries and in Some Countries They Don't?
	<i>Kuba Kryś &amp; Fridanna Maricchiolo</i> Catching Up with Wonderful Women: The Women-Are-Wonderful Effect is Smaller in More Gender Egalitarian Societies
	<i>Loes Meeussen &amp; Colette Van Laar</i> Gender Roles Present Barriers and Fences in Combining Work and Family

	<p><i>Emily Robson, Siobhan Hugh-Jones, &amp; Anna Madill</i></p> <p>British Young People's Use of 'Heteronormative' and 'Equality' Discourses in Making Sense of Intimate Partner Violence</p>
	<p><i>Lauren Spinner</i></p> <p>Stereotypic and Counterstereotypic Models in Children's Magazines: The Impact on Gender Flexibility, Toy Preference, and Playmate Choice</p>
	<p><i>Michelle Stratemeyer</i></p> <p>Masculine Norms, Domestic Violence Attitudes, and the Role of Objectification</p>
	<p><i>Laura Van Berkel &amp; Alexandra Fleischmann</i></p> <p>Gender Dynamics in Academic Collaboration: Women Work Harder for Fewer Publications</p>
	<p><i>Adriana Vargas-Sáenz</i></p> <p>Men's Implicit Dehumanisation of Women and Likelihood of Violence Against Women</p>
	<p><i>Miriam K. Zehnter &amp; Erich Kirchler</i></p> <p>I Support It, but It's Bad! Women's Dissociations Between Explicit and Implicit Attitudes Towards Women Quotas</p>
<b>12:30 to 14</b>	<b>Lunch Buffet</b>
<b>14 to 15</b>	<b>Gender Equality (2 Talks, 30 min including discussion)</b>
	<p><i>Antonia Sudkämper, Michelle K. Ryan, Teri A. Kirby, &amp; Thekla Morgenroth</i></p> <p>Men's Support for Gender Equality</p>
	<p><i>Michelle K. Ryan</i></p> <p>Context, Identity, and Choice: Understanding the Constraints on Women's Career Decisions</p>
<b>15 to 16</b>	<b>Final Session</b>

Name	Affiliation	E-mail
Bäck, Emma	Gothenburg University	emma.back@psy.gu.se
Bareket, Orly	Tel-Aviv University	orlygree@mail.tau.ac.il
Binder, Niklas	Humboldt University Berlin	niklas.binder@yahoo.de
Block, Katharina	University of British Columbia	kblock@psych.ubc.ca
Bollmann, Grégoire	University of Zurich	gregoire.bollmann@uzh.ch
Bosak, Janine	Dublin City University	janine.bosak@dcu.ie
Brueckner, Julie	Dublin City University	julie.brueckner@gmail.com
Burghardt, Juliane	University of Mainz	Juliane.Burghardt@unimedizin-mainz.de
Carli, Linda	Wellesley College	lcarli@wellesley.edu
Carmona-Cobo, Isabel	Temuco Catholic University/Autonomous University of Madrid	isabel.carmona.cobo@gmail.com
de Lemus, Soledad	University de Granada	slemus@ugr.es
Devif, Julie	University of Lyon	julie.devif@univ-lyon2.fr
Dutz, Regina	TU Munich	regina.dutz@tum.de
Eagly, Alice	Northwestern University	eagly@northwestern.edu
Estevan-Reina, Lucía	University of Granada	lereina@ugr.es
Formanowicz, Magdalena	University of Bern	magda.formanowicz@gmail.com
Gazdag (Shaughnessy), Brooke A.	LMU Munich	shaughnessy@bwl.lmu.de
Gul, Pelin	University of Kent	pelin.gul@gmail.com
Gustafsson Sendén, Marie	Stockholm University / Södertörn University	mgu@psychology.su.se
Gutermuth, Dinah	Maastricht University	d.gutermuth@maastrichtuniversity.nl
Hall, Will	University of British Columbia	wmhall@psych.ubc.ca
Hamstra, Melvyn	Maastricht University	m.hamstra@maastrichtuniversity.nl
Hannover, Bettina	Freie Universität Berlin	bettina.hannover@fu-berlin.de
Henningsen, Levke	University of Zurich	l.henningsen@psychologie.uzh.ch
Hentschel, Tanja	TU Munich	tanja.hentschel@tum.de
Hernandez Bark, Alina S.	Goethe University Frankfurt	HernandezBark@psych.uni-frankfurt.de
Holland, Elise	University of Melbourne	elise.holland@unimelb.edu.au
Hopkins-Doyle, Aife	University of Kent	ah727@kent.ac.uk
Ihmels, Anika	TU Dresden	anika.ihmels@tu-dresden.de
Iskiwitch, Carol	University of Southern California	caroliskiwitch@gmail.com
Kahalon, Rotem	Tel Aviv University	kahalon.rotam@gmail.com
Kaufmann, Michèle	University of Bern	michele.kaufmann@psy.unibe.ch
Kite, Mary	Ball State University	mkite@bsu.edu
Klocke, Ulrich	Humboldt University Berlin	klocke@hu-berlin.de
Kocher, Deborah	University of Bern	mea.parvitas21@gmail.com
Koenig, Anne M.	University of San Diego	akoenig@sandiego.edu
Kosakowska-Berezecka, Natasza	University of Gdańsk	natasza.kosakowska@ug.edu.pl
Kovács, Monika	Eötvös Loránd University	kovacs.monika@ppk.elte.hu
Krahé, Barbara	University of Potsdam	krahe@uni-potsdam.de
Krys, Kuba	Polish Academy of Sciences	kuba@krys.pl
Kupfer, Tom	University of Kent	tk298@kent.ac.uk
Lindqvist, Anna	Lund University	anna.lindqvist@psy.lu.se
Lohmore, Akanksha	University of New Dehli	akankshalohmore@outlook.com
Lopez-Safra, Esther	University of Jaén	elopez@ujaen.es

Manzi, Francesca	New York University	fm908@nyu.edu
Maricchiolo, Fridanna	University of Roma Tre	fridanna.maricchiolo@uniroma3.it
Martiny, Sarah E.	UiT The Arctic University	sarah.martiny@uit.no
Meeussen, Loes	University of Leuven	loes.meeussen@kuleuven.be
Meyer, Stephanie	University of Bern	stephanie.meyer@students.unibe.ch
Morgenroth, Thekla	University of Exeter	T.Morgenroth@exeter.ac.uk
Moser, Franziska	University of Bern	Franziska.moser@psy.unibe.ch
Nater, Christa	University of Bern	christa.nater@psy.unibe.ch
Olsson, Maria	UiT The Arctic University	maria.olsson@uit.no
Ortner, Tuulia	University of Salzburg	Tuulia.Ortner@sbg.ac.at
Pietraszkiewicz, Agnieszka	University of Bern	agnieszka.pietraszkiewicz@psy.unibe.ch
Player, Abigail	University of Kent	A.Player@kent.ac.uk
Reeb, Laurence	University of Lyon	Laurence.Reeb@univ-lyon2.fr
Robson, Emily	University of Leeds	E.R.K.Robson13@leeds.ac.uk
Ryan, Michelle	University of Exeter	m.ryan@exeter.ac.uk
Saxler, Franziska	University of Bern	franziska.saxler@students.unibe.ch
Schaumburg, Rebecca	New York University	rschaumb@stern.nyu.edu
Sczesny, Sabine	University of Bern	Sabine.sczesny@psy.unibe.ch
Spinner, Lauren	University of Kent	ls531@kent.ac.uk
Sterk, Naomi	University of Leuven	naomi.sterk@kuleuven.be
Stratemeyer, Michelle	University of Melbourne	strm@student.unimelb.edu.au
Sudkaemper, Antonia	University of Exeter	a.sudkaemper@gmail.com
Van Berkel, Laura	University of Cologne	vanberkel@uni-koeln.de
van Engen, Marloes	Tilburg University	M.L.vEngen@uvt.nl
van Grootel, Sanne	University of Leuven	sanne.vangrootel@kuleuven.be
van Laar, Colette	University of Leuven	colette.vanlaar@kuleuven.be
Vargas-Sáenz, Adriana	University of Melbourne	adrianav@student.unimelb.edu.au
Veldman, Jenny	University of Leuven	jenny.veldman@kuleuven.be
Vergoossen, Hellen	Stockholm University	hellen.vergoossen@psychology.su.se
Vial, Andrea	Yale	andrea.vial@yale.edu
Vinkenburg, Claartje	VU University Amsterdam	c.j.vinkenburg@vu.nl
Wood, Wendy	University of Southern California	wendy.wood@usc.edu
Zawisza, Magdalena	Anglia Ruskin University, Cambridge	Magdalena.Zawisza@anglia.ac.uk
Zehnter, Miriam	University of Vienna	miriam.zehnter@gmail.com



## ABSTRACTS

Orly Bareket (Tel-Aviv University)

Nurit Shnabel (Tel-Aviv University)

Yoav Bar-Anan (Ben-Gurion University)

Anna Kende (Eötvös Loránd University)

Yael Lazar (Eötvös Loránd University)

### **Benevolent Sexism Encourages Dependency-Oriented Cross-Gender Helping Relations**

Current theorizing on intergroup helping suggests that helping relations can serve as a social means by which groups shape their status and assert power (Nadler, 2015). Specifically, helping relations can be conceptualized as a double-edged sword: while the help itself expresses the helpers' concern for the recipients and meets their immediate needs, it might also imply that the recipients are weak and incompetent. This is especially the case when the help provided is *dependency-oriented*, namely, when the helpers offer direct assistance to a problem while leaving the recipients in a passive position, rather than offering them means for independent coping (i.e., *autonomy-oriented* help). Addressing the recipients' immediate needs highlights the helpers' generosity and superior skills, while leaving the recipients in their inferior, dependent position. As such, dependency-oriented help may serve as a seemingly benevolent means to reinforce the hierarchical relations between helpers and recipients.

Building on this theorizing, the goal of the present research, consisted of four studies, is to test whether *benevolent sexism* (Glick & Fiske, 2001) encourages dependency-oriented helping relations between men and women. The term benevolent sexism denotes the belief that women are pure and warm yet weak and passive, and hence need to be protected and supported by men; despite its positive tone, benevolent sexism is associated with the motivation to restrict women and preserve gender inequality. One correlational study and three experimental studies revealed that the endorsement of (Studies 1, 3, 4) or exposure to (Study 2) benevolent sexism predicted men's offering of dependency-oriented help to women who encounter difficulties when performing tasks in traditionally masculine domains (e.g., operating an electronic device), and women's seeking of dependency-oriented help from men when needing help in performing such tasks. Benevolent sexism did not affect participants' helping behavior within same-gender interactions. These effects were mediated (Study 3-4) by assumed expectations of the partner (i.e., participants' belief that their interaction partner expected them to engage in dependency-oriented help). These patterns were replicated when examining participants' behavioral intentions, measured by their responses to hypothetical scenarios (in which, for example, a woman needed help parking her car; Studies 1-2) as well as actual behavior (in online interactions in which women took difficult psychotechnical tests and needed help in solving several difficult questions; Studies 3-4). While autonomy-oriented helping relations offer women opportunities to learn and develop their skills in the long term, dependency-oriented helping relations perpetuate women's dependency. Hence, benevolent sexism translates into men's and women's engagement in forms of helping that reinforce traditional gender roles.

Interestingly, preliminary research revealed corresponding patterns when examining cross-gender helping relations in traditionally feminine domains, such as housework and emotional abilities. Specifically, benevolent sexism predicted women's intention to provide dependency-oriented help to men (but not to women) who need help to perform tasks such as cooking a meal. Correspondingly, benevolent sexism predicted men's intention to seek dependency-oriented help from women (but not from men) when performing these tasks. These findings further support the conclusion that benevolent sexism promotes helping behaviors that perpetuate traditional gender roles.

### **Just Not a Good fit? Multiple Barriers to Men's Interest in Communal Roles**

Social Role theorists have long maintained that the traits we ascribe to men and women are intertwined with men and women's social roles. Whereas this insight has been applied to understanding women's underrepresentation in science and leadership, less is known about the marked underrepresentation of men in healthcare, education, and the domestic sphere (HEED). Compared to women, who drop out on the way to science and leadership careers, men report little interest in HEED roles in the first place. In light of this ostensible lack of interest, I summarize results from 9 studies that reveal the importance of understanding how norms and internalized values interact to shape men's self-concept in ways that deter HEED interest.

In Part I of this talk, I apply goal congruity theory to understanding men's relatively low HEED interest. Previous work shows that women can shy away from STEM fields because they are not seen as affording women's highly communal values (i.e., a focus on other's needs). I present evidence that such goal congruity processes are also important in understanding men's relatively low HEED interest. In three studies (n = 995), men see HEED roles as less personally interesting, and also as less important to society, to the extent that they are less likely than women to endorse communal values. Importantly, men's lower endorsement of communal values also explains why they, compared to women, report lower future family (vs. career)-orientation. This effect replicates in a sample of 411 children aged 7 to 13, suggesting the early presence of internal barriers.

In Part II, I investigate under which circumstances increasing men's communal values also increases HEED interest. Past work reveals that the distribution of men and women into different careers sends a powerful normative signal. Extending this idea to men's career interests, I first summarize correlational evidence (2 studies; n = 629) that individual differences in both men's perceptions of descriptive norms about male-participation in nursing, and men's own communal values independently predict their own interest in nursing. However, in an experimental study (n=173), increasing men's own communal values only increased their nursing interest when paired with a message suggesting that male nurses are becoming more common.

Returning to social role theory, Part III of the talk explores the role of gender stereotypes in men's lower internalization of communal values. Past work has shown that women's math-identification is predicted by the extent to which they hold implicit math=male stereotypes. Similarly, I present evidence that men are less likely to internalize communal values to the extent that they hold implicit communal=female associations (n=188); in fact, there is no gender difference in internalized communal values among those who hold no such stereotype. Finally, I summarize experimental evidence (n=129), that retraining these gender stereotypes increases men's internalization communal values, opening up a number of possible interventions for future work.

By presenting insights from 9 studies, I hope to offer a framework that allows understanding the interconnected influences of norms, stereotypes, and internalized values that together deter men from HEED roles.

**Laura Bernardi (University of Lausanne)**

**Grégoire Bollmann (University of Lausanne & University of Zurich) - Presenter**

**Gina Potarca (University of Lausanne)**

**Jérôme Rossier (University of Lausanne)**

### **How Do Gender and Personality Affect Trajectories of Life, Job, and Leisure Satisfaction around the First Parenthood?**

The impact of major life events such as the birth of the first child on trajectories of people's life satisfaction has been subject to intense research efforts (Luhmann, Hofmann, Eid, & Lucas, 2012).

Yet, this literature largely neglected satisfaction with other life domains (e.g., work, leisure). In addition, most of it examined these trajectories through the lens of adaptation theory (Diener, Lucas, & Scollon, 2006), which does not advance any gender difference.

Integrating a life course and a personality perspective on well-being, we examine the moderating role of gender and personality on parents' trajectories of satisfaction with their life, job, and leisure within a window of three years before and after the birth of their first child. Since more women than men prioritize their family over their work role, we expected that trends in satisfaction with life domains around the childbirth would be more marked for women than men. Additionally, we expected personality traits related to self-regulation efforts to moderate these trajectories such that changes in specific domains satisfaction would be less marked for people with higher than lower self-regulatory capacities.

Data came from 30 waves (1984-2013) of the German Socio-Economic Panel. We selected respondents for whom the first childbirth occurred during the observation window, and with at least three waves of participation (i.e., childbirth year, plus year before and after it). This amounted to nearly 20,000 observations of 4,246 respondents (17 to 53 years old upon entering the panel, 52.6% of women).

Random growth models revealed that trajectories of satisfaction with all three domains differed between women and men. Strikingly, women's job satisfaction decreased in the years preceding birth childbirth, before progressively returning to its baseline level, whereas men's job satisfaction remained stable.

Personality traits, in particular neuroticism and conscientiousness, moderated several trajectories. For instance, more neurotic parents tended to experience stronger changes in life and job satisfaction than less neurotic ones. Importantly however, several moderations turned non-significant when hours of work and leisure were included as control variables.

This study is one of the first to investigate long-term evolution of satisfaction with work and leisure. Practically, implementing organizational initiatives to conciliate first parenthood and professional careers ahead of child birth might benefit women's job satisfaction. Theoretically, our results imply that gender, and probably personality, affect the perception, timing, and nature of the challenges and opportunities people anticipate in various life domains around the birth of their first child.

Still, the evidence regarding the moderating role of personality on men and women's trajectories of satisfaction with various life domains around childbirth remain inconclusive. Understanding the way people invest their time to cope with the challenges that a first parenthood represents, as well as when and how personality affect this time investment should be further investigated. Examining how and when gender role attitudes evolve and affect time investment in various life domains around the birth of the first child is another promising area of research to be discussed.

**Janine Bosak (Dublin City University)**

**Alice Eagly (Northwestern University)**

**Amanda Diekmann (Miami University Ohio)**

**Sabine Sczesny (University of Bern)**

### **Dynamic Stereotypes in Ghana Perceptions of Women and Men of the Past, Present, and Future**

People represent social groups by their trajectories through time, producing dynamic stereotypes. According to social role theory (SRT; e.g., Eagly & Wood, 2012), which posits that stereotypes derive from observations of groups' role behaviors, change in men's and women's roles over time should fuel beliefs that the sexes adopt traits associated with their new roles. To test this hypothesis in a cultural context different from prior research on dynamic stereotypes, 150 (101 women, 49 men) participants from Ghana rated the likelihood (descriptive beliefs) and value (prescriptive beliefs) of gender-stereotypical characteristics of men or women of the past, present, and future in their society. We hypothesized and found beliefs that women increase over time in masculine characteristics and their positivity but remain stable and high in positivity in their feminine-typed characteristics. We further hypothesized and found beliefs that men remain stable and high in positivity in their masculine-typed characteristics and increase in feminine-typed personality characteristics and their positivity. Mediation analysis provided some support for the prediction that projected changes in characteristics are aligned with perceived changes in the social roles of women and men. The findings are compared to and discussed in light of existing research on dynamic gender stereotypes from Western, educated, industrialized, rich and democratic (WEIRD) countries.

**Julie Brueckner (Dublin City University)**

**Janine Bosak (Dublin City University)**

**Jonas Lang (Ghent University)**

### **Implicit Motives in the Upper Echelons: An Application of Role Congruity Theory to CEO Leadership**

In today's global environment effective and sustainable leadership is of crucial importance. According to Hambrick and Quigley (2014), nearly 40% of firm-financial performance can be attributed to companies' individual leaders - their CEOs. But to what degree do specific CEO attributes - such as implicit motives - predict leadership effectiveness? Implicit motives are trait-like individual difference characteristics that subconsciously guide behavior (Lang, Zettler, Ewen, & Hülshager, 2012). Research commonly distinguishes between (1) the achievement, (2) power, and (3) affiliation motive (Atkinson, 1958; McClelland, 1975, 1987), which are referred to as the Big 3. The effect that these motives have on expressed behavior is moderated by CEOs' activity inhibition – people's inclination to restrain motivational and emotional impulses (Schultheiss & Brunstein, 2010). Using a novel approach of studying implicit motives in a gender-balanced sample of S&P1500 CEOs, the current research aims (a) to unravel differential effects on leadership effectiveness in men and women and (b) to address inconsistent findings in the literature regarding the best motive combination for successful leadership performance. In this regard, implicit motives are assessed by qualitatively analyzing CEO letters of annual company reports with the help of a validated tool for scoring running text (Winter, 1994). Past research revealed that effective leaders can be identified by a certain combination of motives, namely the Leadership Motive Pattern (LMP), consisting of a high need for power, a low need for affiliation, and a high activity inhibition (McClelland & Boyatzis 1982; McClelland & Burnham 1976; Winter, 1991b). Conversely, Steinmann and colleagues (2014) obtained contradicting findings, indicating that CEO performance is most successful when they hold a high degree in all of these three motives. This interactive motivational syndrome is referred to as the Compassionate Leadership Profile (CLP). In line with prior findings, the present study hypothesizes that women possess a higher need for affiliation than men (Pang & Schultheiss, 2005; Schultheiss & Brunstein, 2001) but score equally high in their need for achievement or power. The research builds on the role congruity perspective (Eagly & Karau, 2002) in order to explain potential effects for both women and men in the relationship between implicit motives and CEO effectiveness. Implications for management diagnostics, selection and succession are explained (Sarges, 2015) and possibilities for future research collaborations are discussed.

**Juliane Burghardt (University Medical Center Mainz & University of California, Davis)**

**Freyja Fischer (Osnabrück University)**

**Mirella Walker (University of Basel)**

**Marleen Stelter (University of Hamburg)**

### **Talent blindness: An attitude accessibility account to women's lack of professional success**

Women are underrepresented in high-level career positions. Stereotypes are a prominent explanation for this effect: A plethora of research showed that when participants are instructed to judge men and women, they judge men to be higher on so-called agentic traits (e.g., assertiveness), while women are rated higher on so-called communal traits (e.g., kindness). Thus, stereotypes lead to less favorable evaluations of women in situations that explicitly request judgments of their assertiveness. In three experiments we show, firstly, that in addition to this perceived low assertiveness women's traits are processed less when no explicit judgment goal is given. Secondly, this reduced processing emerges from lower attitude accessibility and thirdly, this leads to lower hiring intentions of women in addition to stereotype-based lower hiring intentions.

Experiment 1 uses an attribute conditioning paradigm to study uninstructed perceptions of men and women. Participants observe pairings of unconditioned stimuli (US; i.e., faces) with clear attributes (e.g., a highly assertive face vs. a highly submissive face) and neutral stimuli (CS). After the pairings, CS ratings typically change in the direction of the salient US attribute. Experiment 1 shows that woman's attributes depicted by facial information about assertiveness, likeability and attractiveness produced weaker conditioning effects than men's attributes. Experiment 2 shows that participants are faster to categorize men relative to woman on assertiveness and likability. The experiment suggests that woman's traits are less accessible, which resulted in the smaller conditioning effect in Experiment 1. While the existing literature shows that women appear unassertive when participants are instructed to judge assertiveness, our findings show that in the absence of a clear evaluative goal woman appear neither assertive nor unassertive but activate attributes less strongly. We will discuss the possibility that this difference results from women holding more diverse social roles, which results in a more differentiated and therefore less accessible cognitive representation of women compared to men.

Experiment 3 studies the influence of the aforementioned weaker attitude accessibility on hiring processes. In addition to lower expected female assertiveness we assume that woman's attributes are processed less when no judgment goal is given, which is typical for hiring processes without regular application process. To test this we asked participants to report hiring intentions for men and women based on their memory of the target persons. In line with the predictions, we found that men are preferred to women even more if participants have to remember women's attributes relative to judgments where attributes are present. Our findings allow new insights into the cognitive architecture and processes of discrimination.

### **Gender role congruity in STEM: Women ≠ Scientists**

Men continue to obtain a higher proportion of undergraduate and graduate degrees in the physical sciences, mathematics, computer science, and engineering (STEM) than women do (U.S. National Center for Education Statistics, 2010) and women remain underrepresented in (STEM) occupations (Hill, Corbett, & Rose, 2010), yet there is little evidence of male superiority in STEM in high school or colleges courses (e.g., Shettle et. al., 2007; U.S. National Center for Education Statistics, 2012). So why are women underrepresented in STEM?

One possibility is that stereotypes about successful scientists are more similar to stereotypes about men than those about women. According to role congruity (Eagly, 2004), incompatibility of gender stereotypes with stereotypes about occupational and other social roles are the basis of prejudice and discrimination against women in those roles. Role incongruity has been used extensively to explain prejudice and discrimination against women in leader roles (see Eagly & Karau, 2002). A relative lack of fit between stereotypes about women and leader and other roles has been linked to gender discrimination in hiring (Koch et al., 2015) and resistance to women's influence (Carli, 2015). Applying the same logic to women in STEM fields, a lack of fit between stereotypes about scientists and women could undermine women's participation in STEM.

The purpose of this research was to examine the content of stereotypes about scientists to assess the extent to which the perceived characteristics of scientists are similar or dissimilar to the perceived characteristics of men and women. Using the "think manager-think male" paradigm, developed by Schein (1973), participants in the present study—college students attending a coeducational or single-sex institution—rated women, men or successful scientists on the 93 pretested traits. Intraclass correlations were computed to assess the overlap in perceptions of scientists with men and women. In addition, a separate sample of participants rated how agentic or communal each of the 93 traits were. As predicted, the intraclass correlations revealed greater similarity in stereotypes about men and scientists than about the women and scientists. Moreover, across all participants, no overlap was found between women and scientists. No gender differences were found in the perceived similarity of men and scientists, but women attending a single-sex college perceived more similarity between women and scientists than men and women attending a coeducational institution. In addition, as predicted, men were seen highly agentic, women as highly communal, and scientists as less communal and more agentic than either men or women. The gender of participant had no effects of agency and communion ratings of men or scientists, but compared with female participants, male participants gave women lower ratings on agency.

The results are consistent with role-congruity theory. Scientists were perceived as more similar to men than to women and especially high in agency and low in communion. In fact, only women attending a single sex college perceived scientists to have any similarity to women. Thus, the overall image of successful scientists was one of exaggerated masculinity. In addition, consistent with previous research showing that women resist female agency less than men do (Carli, 2015), women were more inclined to attribute to their own gender a somewhat greater degree of agency.

**Isabel Carmona-Cobo (Temuco Catholic University and Autonomous University of Madrid)**

**Eva Garrosa (Autonomous University of Madrid)**

**Esther Lopez-Zafra (University of Jaen)**

### **Inequalities in incivility acceptance and negative outcomes of women vs. men: The role congruency effect**

Literature demonstrates that frequently men and women receive different consequences for the same behaviors (Heilman & Chen, 2005). In workplace settings, evidence shows that women are perceived and evaluated less efficient than men (Eagly et al., 1992). However, there is scarce research about the gendered consequences of counterproductive behavior displayed by leaders. In this venue, incivility is a low intensity ambiguous behavior that violates the rules of mutual respect (Andersson & Pearson, 1999) which has been discussed as a new way of gender bias against women in organizations (Kabat-Farr & Cortina, 2012). A growing corpus of studies supports this argument by using cross-sectional designs and also diary studies (Garrosa et al., 2015; Meier & Gross, 2015). Furthermore, research is required about the role of observed incivility episodes as a social mechanism of gender bias, not only from the victim's point of view, but also by the leader-subordinate interaction (Miner & Cortina, 2016). Thus, evaluations of a leader by acting incivility could be gender stereotypical expectations (Heilman & Eagly, 2008).

Based on the role congruency, we investigated the hypothesis of gender bias on observed incivility episode from a supervisor toward an employee. 547 Spanish workers were randomly assigned to an experimental condition, resulting in a 2 (Employee's sex: male vs. female) x 2 (Supervisor's sex: male vs. female) x 2 (Incivility Episode: overt vs. covert) between-subjects factorial design. Each condition included an online description of an incivility episode by a supervisor toward an employee, and questions on perception, acceptability and negative outcomes about the incivility episode. Results indicated gender differences. Male participants showed lower acceptability and higher perceived negative outcomes when a male supervisor acting covert incivility and a female supervisor acting overt incivility. Female participants showed a higher perception, lower acceptability and higher negative outcomes for a male supervisor acting overt incivility, and for a female supervisor acting both overt and covert incivility. Significant effects indicated that male participants showed a higher perception when a male supervisor acting covert incivility to a female employee, and higher perceived negative outcomes when acting covert incivility to a male employee. Female participants showed a higher perception when male supervisor acting overt incivility and female supervisor acting covert incivility, both regardless of the employee's sex; and higher perceived negative outcomes when a male supervisor acting overt incivility to a male employee. Additionally, male participants showed a lower acceptability when a female employee was victim of both overt and covert incivility, while female participants showed a lower acceptability when a male employee was victim of both overt and covert incivility, and a female employee was victim of overt incivility; and also higher perceived negative outcomes when a male employee was victim of overt incivility.

In conclusion, this study shows a role congruency effect on the evaluation of incivility. The experiment offers significant findings about the complexity of social mechanism of incivility and its consequences from a gender perspective, with important consequences for women's professional career.



**Soledad de Lemus (Universidad de Granada)**

**Jolien van Breen, Russell Spears, Toon Kuppens (Groningen University)**

**Marcin Bukowski (Jagellonian University)**

**Juan Lupiáñez, Miguel Moya (Universidad de Granada)**

### **Implicit Resistance to Gender Identity Threats: Building up resilience in women**

In this line of research we aim to prove that women are able to resist sexist roles relations even at the automatic or implicit level. First, I will present research in which we examine whether women react to sexist roles at the automatic or implicit level. In three studies using an evaluative decision task we examined women's automatic ingroup bias as a reaction to sexist role relations. Study 1 measured implicit ingroup bias when women and men appear as primes in salient role-related contexts (kitchen vs. office). In Study 2, we used an associative procedure to expose two groups of participants to stereotypical vs. counter-stereotypical roles, and measured ingroup bias activation. Results indicate that women showed implicit ingroup bias in a kitchen context when they were exposed to stereotypical roles. In Study 3 we replicate this effect only when roles were primed, not when gender is primed. Further, exposing participants to stereotypic role associations promotes negative emotions in women (Studies 2 & 3), as well as increased persistence on a subsequent stereotype-relevant performance task (Study 3). Then, I will present research in which we examine whether such automatic responses occur also when sexist roles are activated implicitly (i.e., subliminally). Implicit identity threat was manipulated by exposing women to implicit gender stereotypes. Results from three studies showed that exposure to implicit stereotypes lead non-feminist identifiers to implicitly associate their in-group with more stereotypical attributes. In contrast, high feminist identifiers experience threat following exposure to implicit stereotypes. A subgroup of these feminist identifiers - those who identified with feminists but not with women ("distinctive feminists") - was able to resist implicit stereotype exposure through implicit in-group bias. That is, after exposure to implicit stereotypes, they were faster to implicitly associate their in-group with positive words. Moreover, pure feminists resisted implicit gender identity threat by persistence in a stereotypically male performance domain. In sum, our findings amongst distinctive feminists suggest that implicit identity threat can be resisted, and that when it comes to protecting a valued social identity, women may be more resilient than previously thought.

**Julie Devif (University of Lyon)**

**Laurence Reeb (University of Lyon)**

**Christine Morin-Messabel (University of Lyon)**

**Nikos Kalampalikis (University of Lyon)**

### **Gender counter-stereotypes in education: children's literature example**

The theoretical framework highlights the importance of counter-stereotypes in the educational context. Education policies and social psychology research emphasise counter-stereotypes' functions in youth literature. Indeed, counter-stereotypes reduce automatic activation of stereotypes (Finnegan, Oakhill and Garnham, 2015) and offer a diversity of role models (Gocłowska and Crisp, 2013).

Hence, we will question counter-stereotypes in two points: in a socio-developmental approach among children (Bussey and Bandura, 1999), and among teachers as educative mediators. Through two quasi-experimental designs, our aim is to investigate teachers' and children's assessment and discourses generated by counter-stereotypes role models in youth literature.

First, an exploratory study will illustrate children's relationship with gender counter- stereotypes through characters' evaluation (with a stereotyped physical appearance versus counter-stereotyped). The second research will examine teachers' discourses concerning counter-stereotyped book versus stereotyped versus neutral. The collected data outline a negative perception of counter-stereotyped characters, from pupils and teachers, and are consistent with backlash effect (Rudman, 1998).

To conclude, we will discuss future research directions as well as the idea of structuring the work around the impact of gender counter-stereotypes on children and making a distinction between girls and boys. It seems necessary to take into consideration identity dimension and allow children to express their views. Moreover, teacher's training has to be explored, particularly on gender issues. Actually, it is essential to question future teachers' practices and discourses on the concepts of stereotypes and counter-stereotypes.

The collected data validate a differentiated perception according to pupils' gender and type of school report, despite the same school report. At the same time, counter-stereotyped children's books raise the question of gender differences and elicit resistances. These results lead us to think that it is necessary to examine teachers' training in gender equality in order to explore the role that it can play on gender roles in educational system.

**Lucía Esteva-Reina (University of Granada)**

**Soledad de Lemus (University of Granada)**

**Jesús. L Megías (University of Granada)**

### **Can men be allies of women in fight against sexism? Feminist identity and benevolent sexism as predictors of sexism confrontation for paternalistic vs. egalitarian reasons**

Previous researches have shown on the one hand the negative consequences of sexism (Swim, Hyers, Cohen & Ferguson, 2001) and on the other hand the positive effects of feminism in women's lives. Especially we are interested in the crucial role that feminism, as a politicized identity, has in the fight against sexism. Politicized identities (cf., Simon & Klandermas, 2001) are relevant predictors of collective action (Simon et al., 1998; Van Zomeren, Leach y Spears, 2012; Van Zomeren, Postmes y Spears, 2008), also in the case of gender (Becker & Wagner, 2008; Swim & Hyers, 1999; Zucker, 2004). However, most sexist situations that women suffer daily take place in interpersonal contexts, where collective actions seem unlikely to occur. In these cases confrontation may be the best option to face sexism (Becker, Barreto, Kahn, & Oliveira-Laux, 2015). We focus in the role of feminist identity in predicting sexism confrontation in women (Ayres, Friedman & Leaper, 2009) as well as in men. That is because we think that feminist identity could work as a superordinate category which includes men and women fighting against gender inequality. Feminist identity could help to explain in what conditions men become allies against sexism (Drury & Kaiser, 2014) versus conditions in which men confront because they have a "paternalistic duty to protect" socially close women, hence they help to perpetuate status quo (Good, Sanchez, & Moss-Rascusin, 2016). To our knowledge, no research so far has compared these two types of sexism confrontation in men, which potentially can lead to opposite effects in relation with gender equality.

In order to disentangle these two processes (i.e., confrontation to gain equality versus confrontation to maintain the system), in this work we examine the underlying motivations that lead men and women to confront sexism, and the role of feminist identity and sexist attitudes in predicting them. Specifically, we have developed measures of paternalistic, hostile sexist and feminist motivations to confront sexism for men and women. We hypothesize that women as victims have a vested interest in confronting sexism, whereas men might be moved to act against sexism for egalitarian or paternalistic reasons. To address this issue, we tested a multiple mediation model in which attitudinal variables (feminism, sexism) act as predictors of confrontation intentions, and motivational variables as mediators. As expected, men's feminist identification predicted sexism confrontation mediated by egalitarian motives, whereas it inhibited paternalistic ones. Complementary, men's benevolent sexism predicted sexism confrontation by paternalistic motives and inhibited egalitarian ones. Feminist identification directly predicted sexism confrontation in women, and it did indirectly through egalitarian motivation. We also found that sexist attitudes and masculinity role promote responses of avoidance and agreement to the perpetrator of a sexist comment through hostile sexist motivations. However, feminist identity prevents those responses that perpetuate the gender inequality.

These results evidence some explanatory mechanisms to understand when men can be considered allies or not in confronting sexism. When they confront for feminist motives, they are promoting social change, but when they confront for benevolent and paternalistic motives they are perpetuating the status quo. And also this results show the crucial role of feminist attitudes in future research.

**Magdalena Formanowicz (University of Bern, Switzerland)**

**Aleksandra Cislak (Nicolaus Copernicus University, Torun, Poland),**

**Tamar Saguy (Interdisciplinary Center Herzliya, Israel)**

### **Bias Against Research on Gender Bias**

The bias against women in academia is a documented phenomenon that has had detrimental consequences not only for women but also for the quality of science. First, gender bias in academia affects female scientists resulting in their underrepresentation in academic institutions, particularly in higher ranks. Moreover, their work is devalued, and their research is less likely to receive funding. The second type of gender bias in science relates to some findings applying only to male participants, producing biased knowledge. Here we identify a third potentially powerful source of gender bias in academia, i.e., bias against research that deals with gender bias. In a bibliometric investigation covering a broad range of social sciences, we analyzed articles published on gender bias and race bias and established that research on gender bias is funded less often and published in journals with a lower impact factor than research on comparable instances of race-based discrimination. The potential reasons for this bias are twofold. First, it could be bias-driven, evaluation of gender topics in accordance with the stereotypical association of women and incompetence. The second reason could be related to heuristic availability. The departmental staff in social sciences (not taking rank into account) comprises many women, making it appear as if gender equality has already been achieved. This might lead to questioning the phenomenon of gender bias. Regardless of the reasons behind this meta-bias, addressing it is crucial for the further examination of gender inequality that severely affects many women across the world.

### **The role of networks and resilience in gendered social roles**

Many leadership programs tend to target either developing certain skills to be applied in future positions with leadership responsibilities (Day, 2001) or certain populations such as female executives (Ely et al., 2011) or women in science (Knipfer et al., 2016). Particularly with regards to women and leadership, much of the focus is on understanding stereotypes and the barriers they create and perpetuate (Eagly & Carli, 2007; Hoyt & Murphy, 2016). Recent research (Cullen-Lester et al., 2016, in press) suggests that social networks should be incorporated into how we train our leaders and help them be the most effective. Although the study of gender and social networks is not new (i.e. Forret & Dougherty, 2004; Ibarra, 1992, 1993, 1997), renewed attention to the role of social networks in understanding gender roles and developing (female) leaders is warranted.

Of the many ways in which policy and practice attempt to support more women in leadership positions, leadership development is a central focus. Much of the leadership development to date is focused on Women-Only-Training (WOT), which is beneficial when discussing strategies for “navigating gender” (Debebe, 2011, p. 705). That is, training is often conducted by women, for women, and attended only by female participants – thereby limiting the networking potential of such events to more similar others. As such, leadership development must rather shift to a collective network perspective, composed by both males and females (Cullen et al., 2014). Sponsorship, mentoring or social support are cited as integral factors in getting women to the top of organizations (Ely et al., 2011). However, subtle gender biases have been found to indirectly lead to women losing out on sponsorship and therefore, likely well-connected mentors (Bono et al., 2016).

The interpersonal benefits of social support afforded by a well-developed network and resilience, or the capacity to bound back, therefore critical for women navigating the leadership labyrinth (Eagly & Carli, 2007), where hitting a wall or other such setbacks are inevitable. Therefore leadership development can develop resilience, both on an individual level (Holmberg et al., 2016; Luthans et al., 2006) and through social network support systems (Richardson, 2002). Necessarily, these networks should include professional relationships with both men and women and network-centric training should focus on promoting perceptual accuracy of networks as well as comprehension of the opportunities that are provided by different structures and network positions (Cullen-Lester et al., 2016).

We propose to focus research efforts on understanding the somewhat elusive concept of social networks in leadership development as well as its implications for resilience and equal representation of female and male leaders. Specifically, we seek to answer the following research questions:

Do networks serve different purposes for men and women? Are there fundamental differences in the way women and men evaluate the utility of their networks?

Do men and women perceive, manage or navigate networks differently? Do these perceptions change the way they reach out to others for support or mentorship?

Does network position or composition influence the way in which gender roles are espoused or enacted in terms of leadership?

Which network position or composition best promotes resilience in the face of setbacks or stereotype threat in the pursuit of a leadership position?

**Honor ideals and reputation maintenance: Why do men distance themselves from gender nonconforming men despite not perceiving them as a threat to self?**

Evidence from multiple areas of psychology has shown that men are judged more negatively than women for transgressing gender roles, and men are more prejudiced than women towards gender nonconforming men. Several accounts have been put forward to explain this well-established finding. One explanation is the underlying sexism view – if women are viewed as weaker or inferior than men, “men acting like women” would be the ultimate targets for men’s prejudice (e.g., ridicule, rejection) (e.g., Davies, 2004; Kimmel, 1997; Whitley, 1987). Another one is the sexual orientation hypothesis: people are more likely to perceive a man, compared to a woman, who deviates from gender role norms as homosexual, and this perception is what drives prejudice against gender nonconforming men (e.g., Kite & Deaux, 1987; McGarry, 1994). More recent explanation is based on the precarious manhood hypothesis: the precarious and easily-threatened nature of manhood leads men to display their masculine identity by acting prejudiced against gay and effeminate men (e.g., Bosson, Weaver, Caswell & Burnaford, 2012; Glick, Gaughal, Gibb, Klumpner & Weinberg, 2007). In a set of three studies, we propose and test an alternative explanation of men’s prejudice against gender nonconforming men, by studying the role of dominance-based status ideals (i.e., honor endorsement) in such prejudice. We suggest that men’s prejudiced reactions (operationalized as negative emotions and tendency for social distancing in terms of friendship intentions) towards gender nonconforming men is moderated by their level of adherence to masculine honor ideals, and a psychological concern for reputation maintenance underpins such prejudiced displays. Study 1 showed that men (but not women) who endorse high levels of honor react with more negative emotions and friendship intentions towards a feminine-typed male, but not towards a masculine-typed female. These prejudiced reactions against feminine-typed men were not driven by perceiving these men as homosexuals. Study 2 found that men showed lower intention to be friends, but not more negative emotions towards a feminine-typed male, meaning that men’s tendency to avoid being closely associated with gender nonconforming men can be observed without perceiving these men as a threat to self. We further found that sexism did not moderate men’s prejudice towards feminine-typed males. Study 3 demonstrated that honor-minded men’s tendency to avoid being closely associated with gender nonconforming men is driven by a desire to maintain one’s reputation among male friends and concerns with not wanting to be seen as unmanly/weak by other women. These findings indicate that certain types of prejudice enacted towards gender nonconforming men by other men may be a by-product of reputation maintenance concerns, and not only be motivated by threat to self/identity. By shifting focus to individual differences among men, these findings offer a more nuanced understanding of prejudice against gay and effeminate men without problematizing masculinity or viewing men as a homogenous group. We discuss new directions for research, including teasing gender nonconformity and homosexual orientation apart in order to understand the underlying psychological mechanisms of prejudice against gay men.

**Marie Gustafsson Sendén (Stockholm University/Södertörn University)**

**Emma Bäck (Gothenburg University)**

**Anna Lindqvist (Lund University)**

**Hellen Vergoossen (Stockholm University)**

### **Neutral pronouns as promoters for gender equality**

A foundation in person perception and in theories about gender roles is the binary concept of gender as consisting of either women or men. This binary view on humanity is also salient in linguistic labels such as “ladies and gentlemen”, “the opposite sex”, “the other sex” etcetera.

During recent years, the notion of gender as a binary category has been effectively challenged by LGBT-activists and individuals who do identify themselves between or beyond the gender dichotomy of woman/man. As a consequence, labels denoting gender identity have been developed to also include non-binary identities, a phrase describing several other gender identities such as e.g., queer, androgynous, gender-fluid, intersex, agender, and transgender. Some of these labels are older (for example androgynous as developed by Bem), whereas others are more recent. There is an ongoing discussion on what labels to use, where different individuals prefer different labels. The discussion is an evident example of how the gender as a binary category is challenged.

In Sweden, the gender neutral third person pronoun singularis (‘hen’), has been introduced as an addition to the gendered pronouns (‘hon’, ‘han’, representing she and he). In 2014, ‘hen’ was included in the official dictionary of the Swedish language. The pronoun was proposed by feminists and LGBT-activists, and was included in the dictionary after a long and spiteful medial debate. More or less everybody in Sweden held strong opinions about the word. The pronoun ‘hen’ can be used in a generic way to refer to anybody that is not gender-specified, or for people who do not identify themselves within the binary categories. Our research group examines the psychological correlates and processes in relation to the implementation of the gender neutral pronoun ‘hen’ and its integration in the Swedish language. In our talk we will present how ‘hen’ was introduced, as well as present results from studies we so far have conducted so far, determining attitudes towards ‘hen’ and the psychological processing of the word. The general question in our research project is whether ‘hen’ influences perceptions of gender role beliefs.

In our talk, we present studies completed from 2011 to 2016. We present results from a study based on a representative population sample, identifying the factors predicting both the attitudes towards ‘hen’, as well as the usage of the word. We also present data including arguments in favor and against ‘hen’, and relate those to previous arguments against earlier language reforms such as removing masculine generics (i.e. by using ‘she/he’ instead of ‘he’). We also present studies showing how a gender neutral pronoun can be used to decrease the gender bias in recruitment situations. Finally, we present a study on what pronouns are associated with agency and communion.

We appreciate discussions on how a gender neutral pronoun can be used, both in terms of establishing more gender equality between those identifying as women and men, but also on how people may be less rigid about the binary concept of gender.

**Dinah Gutermuth (Maastricht University)**

**Melvyn Hamstra**

**Bert Schreurs**

### **How Gender-Composition of Supervisor-Employee-Dyads Affects The Perception of Voice Behaviour as Complaining**

In this study, we investigate how employee and supervisor gender influence managers' perceptions of voice behavior. Voice behavior describes employees' upward communication with the intention of bringing suggestions or concerns on work-related issues to their supervisor's attention. Previous studies find several beneficial outcomes of voice behavior at both the organizational level (i.e., improved decision-making and increased innovation) and the employee level (i.e., increased job satisfaction and increased commitment). Despite these benefits, managers often react defensively to voice.

One potential reason for managerial negative reactions to voice is that they do not interpret speaking up in terms of the constructive intent that it carries, but, rather, see voice behavior as complaining (i.e., perceiving suggestions as unconstructive). More specifically, we argue that whether a manager perceives voice behavior as complaining depends on whether the voicer is the opposite or the same gender as the voice recipient. Previous studies have demonstrated that social identity becomes salient through intergroup conflict over resources (e.g. status and power) which in turn lead to out-group members eliciting negative feelings in others such as disgust, pity, and envy. Consequently, such feelings towards out- group members might have a spill-over effect on whether voice is perceived as constructive input or as complaining. In an organizational setting, numerous social identities can be made salient, yet, scholars have pointed toward gender as a social identity that most readily becomes salient in everyday social interactions. Currently, we observe shifting gender-roles in society and, as a result, more women aiming at achieving leadership positions. These trends possibly put men and women in the workplace in a position in which they perceive each other as out-groups that have to compete for status and power. As voice-behavior is challenging to the status quo, it stands to reason that it might be interpreted as a means of undermining the supervisor's position when the voicer is of the opposite gender. Hence, voice behavior in different-gender-dyads is more likely to be perceived as complaining. Specifically, we propose that when employees voice their opinion, their voice behavior can be perceived as complaining by their supervisors in different-gender-dyads. Results from a field study with 450 dyads of employees and their respective supervisors support our predictions. In particular, we find that opposite gender subordinates who voice their suggestions are perceived more as complainers (e.g. supervisors are indicating that their employee wastes times by complaining about trivial matters) compared with same gender subordinates who voice their suggestions.

In follow-up studies, we aim to investigate putative mediating mechanisms that explain our tested relationships. We argue that the effect of complaining is driven by perceiving the employee as a member of an out-group with whom one's in-group is competing over status and power. Hence, an explanatory mechanism for our findings is likely the experience of threat. Specifically, we argue that voice behavior, when shown by a member of the other gender, is interpreted as a "status-threat" i.e. expressing dissatisfaction as a means of criticizing the others work and questioning their status.

By integrating literature on voice behavior with insights from gender-research, the current research contributes to the literature in two ways. First, it highlights how manager- subordinate gender dyad composition affects managerial evaluations of voice. Second, we highlight that in order for organizations to benefit from effects of more women in leadership positions, it is crucial to investigate factors that can ensure constructive collaboration between men and women in the workplace.



**William Hall (University of British Columbia)**

**Toni Schmader (University of British Columbia)**

**Audrey Aday (University of British Columbia)**

**Elizabeth Croft (University of British Columbia)**

### **Interpersonal and cultural predictors of social identity threat.**

Qualified women are failing to participate and stay in science, technology, engineering, and math (STEM) careers. Social identity threat has been proposed as a key contributor to women's underperformance and low participation in STEM settings, but it has most commonly been examined as impairing performance in testing situations. For those women who successfully advance into graduate school and professional settings, social identity threat might continue to undermine their success. To extend our understanding of how social identity threat affects women's underrepresentation in certain STEM settings, there is a growing need for more research that seeks to explore these processes after women complete their education and enter into the workplace.

In an ongoing program of research, we investigated the experience of social identity threat among samples of professionals in STEM workplaces and students training in STEM programs with the aim of identifying triggers of social identity threat, contextual and interpersonal buffers against threat, and the cognitive consequences of threat. To do this we conducted a series of studies in which we explored two research questions: 1) What are the antecedents and consequences of social identity threat for women working in STEM workplaces? 2) Do gender inclusive policies and/or a higher representation of women in a STEM workplace reduce the experience of social identity threat for women? We used a series of daily diary studies and an experiment to answer these questions.

To test whether interpersonal experiences in STEM workplaces and graduate programs are a source of social identity threat for women, participants reported their interactions with colleagues using daily dairies over the course of two weeks. Across three samples ( $N = 485$ ), results of multilevel modeling revealed that: 1) women (but not men) reported greater daily experiences of social identity threat on days when their conversations with men (but not women) cued a lack of acceptance, and 2) these daily fluctuations of social identity threat predicted feelings of mental burnout, consistent with a capacity deficit model of social identity threat (i.e. Schmader et al., 2008).

The two workplace samples, along with an experiment with undergraduate engineers, were used to examine whether gender inclusive workplace policies and practices and/or a higher representation of women relate to improved cross-sex interactions and reduced social identity threat for women in STEM settings. Results revealed that female engineers' daily actual and anticipated experience of social identity threat was lower in companies perceived to have more gender inclusive policies, as mediated by more positive conversations with male colleagues

Women leave STEM settings at a higher rate than do men (Hunt, 2010). Social identity threat is one potential explanation for the uniquely adverse experiences that some women face in STEM. The theoretical advances from the present work could be used to help encourage cross-sex collaboration in STEM and to address the shortage of women entering into STEM workplaces and graduate programs. Increasing the demographic diversity of STEM will engender a broader range of perspectives from which we can expect greater innovation and productivity in STEM.

**Levke Henningsen (University of Zurich)**

**Klaus Jonas (University of Zurich)**

**Alice H. Eagly (Northwestern University)**

### **A Matter of Choice? Gender Differences in Professors' Participation in Academic Deanship**

Despite the emerging need for strong institutional management, universities seem to encounter difficulties in attracting talented faculty members to administrative key positions, such as deanship (Gmelch, Wolverton, Wolverton, & Sarros, 1999). In particular, female talents advance to deanship positions considerably less frequent than men (Association to Advance Collegiate Schools of Business – AACSB, 2015).

Prior research on gender and careers has generally followed two distinct perspectives: The demand-side perspective explains gender differences in leadership emergence through discriminatory processes. In contrast, the supply-side perspective argues that individual choices or skills are likely to result in gender-specific career outcomes (Ding, Murray, & Stuart, 2013). However, researchers have yet not assessed the two broad perspectives at once in a time-lagged design in order to assess the reasons why female and male professors, who have already proven their academic leadership skills, accept or reject further administrative leadership obligations (Ding, et al., 2013).

Therefore, the present study follows the call for more integrative research and assesses the relative importance of each theoretical approach. More precisely, from the demand-side perspective, we assume that administrative leadership positions, such as deanship, are not necessarily gender-neutral, but gendered structures that lead to higher recommendation rates of male compared to female professors for deanship (Treviño, Gomez-Mejia, Balkin, & Mixon, 2015). We derive hypotheses from the implications of the role congruity theory (Eagly & Karau, 2002) and use objective data in order to assess whether structural conditions at the faculty (e.g., the prior presence of a female dean; the share of women professors) and individual preconditions (e.g., objective performance records, care responsibilities at home) affect the nomination rate for female but not for male professors. From the supply-side perspective, we argue that these conditions also affect the professors' subjective perceptions of job appeal, which in turn affects ambitions to run for deanship. Furthermore, we draw on the goal congruity perspective (Diekmann, Brown, Johnston, & Clark, 2010) to examine whether a match between professors' personal work goals and the anticipated fulfillment by the deanship position is associated with higher job appeal and thus stronger ambitions to assume deanship.

The collection of survey data from 350 (44.3% female) professors of the fields of economic sciences, science, social sciences and technical sciences from universities in Switzerland, Germany, and Austria has just been completed. As the more complex collection of objective data is currently still in progress, comprehensive study results will be presented and discussed at the meeting. The study has the potential to contribute to a better understanding of whether the underrepresentation of female professors in administrative leadership positions of universities is a consequence of (a) fewer opportunities to assume these positions, (b) self-selection processes, or (c) a combination of both. The EASP meeting would provide an excellent opportunity to discuss the proposed theoretical approaches, the hypotheses of the underlying research model as well as the study results with experts from the field.

**Tanja Hentschel (Technical University of Munich)**

**Madeline Heilman (New York University)**

**Who's task is it anyway? Effects of gender--bias in allocations of work tasks**

Organizations try to avoid bias against women in hiring and promotion decisions through structuring their decision--making procedures. However, we propose that there may be a more subtle form of bias taking place. We propose that decision makers allocate organizational tasks according to gender stereotypes and that these allocation decisions lead to different career consequences for men and women. Study 1 (N = 56) employed a within--subject design to test whether women and men would be more or less likely to be assigned to tasks requiring agency (e.g., analytical skill) or communality (e.g., people--orientation). Results of Study 1 showed that women were less likely than men to be assigned to tasks requiring agency and more likely than men to be assigned to tasks requiring communality. Study 2 (N = 125) employed a between--subjects design to test whether people who have worked on tasks requiring agency or communality were equally likely to be recommended for hire to a high level position. Results of Study 2 showed that both men and women who have worked on tasks requiring agency (versus communality) were more likely to be recommended for hire. We are currently conducting a third study to replicate these results. This research indicates that early bias in task allocation decisions can have insidious effects on later judgments affecting career opportunities. Research on gender stereotypes has often focused on overt forms of bias. We showed that even when no overt bias is taking place, there can be subtle and indirect forms of bias that limit women's career progress.

**Alina S. Hernandez Bark (Goethe University Frankfurt)**

**Thekla Morgenroth (Exeter University)**

### **Effects of taking parental leave or not for women and men**

Women still cover more family responsibilities like childcare than men (e.g., Britt & Roy, 2014). As one option to enable women to have both a family and a career, organizations use maternity leaves and some countries even have regulation regarding parental leave. For example, in Germany women have to take 8 weeks of maternity leave after birth and also fathers are encouraged to take parental leave. As research shows, that working mothers and mothers taking maternity leave are perceived as less competent in the job, to be less committed to the job and to have lower salaries (e.g., Fuegen et al., 2004; Morgenroth & Heilman, 2016). On the other hand, being a working mother is associated with lower ascription of family commitment and parental competence (e.g., Coleman & Franiuk, 2011; Morgenroth & Heilman, 2016). However, most of this research was conducted in countries in which going on a maternity leave is not the norm. Therefore, we first wanted to examine what are the effects of taking parental leave vs not taking parental leave for women in Germany. Thereby, we assume backlash effects for women in the work related variables, but no beneficial effects on family and warmth related variables –as taking parental leave is the societal norm for women. In addition, we extended the scope by including fathers who either took parental leave or not. Based on the backlash effect research (e.g., Moss-Racusin et al., 2010), we also assume detrimental effects of taking a parental leave for men on work related variables, but a boost on family and communion related variables (Fleischmann & Sieverding, 2015).

We tested our hypotheses in a 2 (gender of the person in the scenario: female vs male) x 3 (parental leave condition: control with no information vs. parental leave vs. no parental leave) between subject design using vignettes. 222 individuals participated in our online experiment (161 female; 59 male). Participation was anonymously, voluntary, and participants could quit the experiment without any negative consequences.

We calculated ANCOVAs with participants' biological sex as controls. The results showed no main effect of gender, but a significant main effect of parental leave and a significant interaction between the gender and parental leave on (a) job commitment, (b) family commitment, (c) parental competence, (c) partner desirability, and (d) partner desirability, but no significant effects on job commitment. Both gender are ascribed less job commitment in the parental leave condition and this devaluation was even stronger for men than women (see Figure 1). For all other DVs appeared the following pattern: Both men and women were ascribed the highest levels of family commitment, parental competence, partner desirability and sympathy in the parental leave condition. However, this effect was always stronger for men than for women revealing that especially men benefit on the warmth-/communion-dimension.

The results of this study and an ongoing replication study that additionally assessing communion and agency ascriptions and normative beliefs of the participants are discussed and implications for future research and working mothers and fathers are pointed out.

**Elise Holland (University of Melbourne)**

**Michelle Stratemeyer (University of Melbourne)**

**Adriana Vargas-Saenz (University of Melbourne)**

### **Sexual and Relationship Entitlement Among Men: Establishing and Testing a New Scale**

The notion that men are entitled to women's bodies is rife in media discussions surrounding violence against women. However, most existing research on entitlement has focused on the concept in a broader sense, examining how it relates to inflated self-views and antisocial behaviour more generally (e.g., selfishness). In fact, little work to date has examined entitlement through a gendered lens, and how a sense of being entitled to a romantic or sexual partner may impact attitudes regarding violence against women, and attempts to reduce its prevalence and impact. Focusing on aspects of objectification (e.g., ownership) and deservingness in sexual and romantic relationships, we propose and test a new measure – the Sexual and Relationship Entitlement Scale (SARES) – establishing its structure, validity, and reliability across five studies.

First, in Study 1 (n = 300, 150 male), we establish a one factor structure of the 13-item scale, and demonstrate significant gender differences in entitled attitudes, whereby heterosexual men feel more entitled to women's bodies than vice versa. For the remaining studies, we therefore focus exclusively on men's sense of sexual and relationship entitlement. In Study 2 (n = 250, all male), we confirm the one factor structure of the SARES, and further establish discriminant and convergent validity with other scales measuring similar constructs. Study 3 (n = 276, all male) demonstrates test-retest reliability of the scale. Finally, Studies 4 and 5 go one step further to establish predictive validity of the SARES. Specifically, in Study 4 (n = 307, all male), we explore the relationship between SARES and gender social activism, showing that higher SARES scores predict lower donations to charities that address violence against women, but not lower donations to women's charities more broadly (e.g., Breast Cancer Foundation). Finally, in Study 5 (n = 104, all male), we use the SARES to predict reactions to a rape scenario, showing that higher SARES scores predict increased victim blaming, reduced perceptions of victim suffering, and more positive perceptions of the perpetrator overall. Implications for violence against women will be discussed, along with future directions.

### **Gender roles and sexual economics: Ideological correlates of endorsement of Sexual Economics Theory**

The present studies examine gender roles in heterosexual relationships. According to Sexual Economics Theory (SET: Baumeister & Vohs, 2004), heterosexual relationships are characterised by the principle of sexual exchange, in which men offer material and social resources to women in exchange for sex. This means that men are effectively the buyers of sex and women its sellers. Building on studies by Rudman and Fetterolf (2014, 2015), who criticized SET as "patriarchal", the present studies explore the extent to which heterosexuals report conforming to its predictions in their own relationships, whether they believe the theory is true of others' relationships, and whether conformity to and belief in the theory is informed by sexist ideology. In Study 1 (N = 380), participants read key verbatim extracts of Sexual Economics Theory as proposed by Baumeister and Vohs (2004). Participants higher in ambivalent sexism (adjusting for other political and gender attitudes) showed stronger endorsement of the theory, rating it as more veridical, plausible, logical, and elegant. In Study 2 (N = 220), heterosexual participants in relationships reported that their own relationships conformed to the predictions of SET (i.e., men offered resources in return for sex, women offered sex in return for resources). This effect was related to Hostile Sexism via perceptions that sexual exchange is the norm in heterosexual relationships. The present findings at once provide empirical support for SET, and Rudman and Fetterolf's (2015) criticism of the theory: heterosexual participants tended to agree with and conform to its predictions, but their agreement and conformity was related to sexist ideology. The findings suggest that sexist ideology shapes ideas about how men and women behave in relationships, and that these ideas may function as a self-fulfilling prophecy.

Anika Ihmels (TU Dresden)

Kevin-Lim Jungbauer (TU Dresden)

Juergen Wegge (TU Dresden)

Meir Shemla (Rotterdam School of Management)

### **Explaining the Glass Cliff: Combining the think crisis – think female and the signaling change approach**

Even though some progress has been made in recent years towards more gender equality in top management ranks, women are still largely underrepresented. Furthermore, women's hardships do not end once they break through the glass ceiling. According to research, women are more likely than men to be appointed to leadership positions that are associated with a greater risk of failure because the appointments occur when organizations are in a crisis (Ryan & Haslam, 2005, 2007). Glass cliff research has focused on two competing mechanisms as possible causes of glass cliff appointments. The first relates to individual mechanisms, particularly referencing the suitability of female characteristics for an ideal leader in times of organizational crisis (*think crisis - think female*; Ryan, Haslam, Hersby, & Bongiorno, 2011). The second mechanism relates to how the appointment of women to precarious positions benefits the organization. According to this mechanism, women serve as a signal of change because of their biological gender regardless of their actual leadership characteristics.

Our research integrates these perspectives and tests their combined effect on glass cliff appointments by considering boundary conditions that are likely to support the individual (gendered leadership ascriptions in crises of varying intensity) and organizational perspective (organizational visibility, previous leader gender). We tested our hypotheses in a series of three experimental studies. In studies 1 and 2, participants were asked to rate the desirability of gendered leadership ascriptions in crises of varying intensity (successful vs. mild crisis vs. severe crisis). Results of studies 1 and 2 indicate further support for the context dependency of the association of leadership and gender roles (*think manager – think male*). Whereas stereotypically feminine traits were rated as being more desirable in times of mild crisis and less desirable in times of severe crisis, stereotypically masculine traits were rated as being less desirable in times of mild crisis and more desirable in times of severe crisis. This pattern of gendered leadership ascriptions are reflected in leadership appointments in study 3. Participants were asked to choose one of three candidates for the CEO position of an organization with varying performance (successful vs. mild crisis vs. severe crisis). Additionally, organizational visibility (low vs. high) and gender of previous leader (female vs. male) were manipulated. Generally, the female candidate was preferred in most conditions. A clear preference of the male candidate occurred only in severe crisis of a less visible company with the previous leader being female. An analysis of covariance revealed a three-way interaction of performance, organizational visibility and previous leader gender regarding leader appointment, indicating a simultaneous influence of both mechanisms. Thus, our results suggest a complex interplay of factors that may lead to glass cliff appointments.

**Carol Iskiwitch (USC)**

**Wendy Wood (University of Southern California)**

**Leonie Kaltofen (University of Groningen)**

**N. Pontus Leander (University of Groningen)**

### **Explicit and implicit gender role activation in a managerial setting**

In this study, we examine whether women react differently to men's competitive behavior depending on whether a third party explicitly calls attention to, and endorses, that competitive behavior. Approximately 250 women participate in a job negotiation task with an ostensible male co-worker, who is seen on a computer screen. Participants are told to assume the role of a new manager and to negotiate job roles (e.g. providing performance feedback) with the other new manager. In one condition, the man announces his job role preferences first, before the woman has the chance to do so. In the second condition, awareness of the male gender role is made explicit by informing participants that the task works best when the man chooses job roles first. Participants can then either decide to compete with the co-worker by choosing the same job roles he selects or they can decide to comply by taking the positions that are left after his turn of choosing. The jobs on the list will be comprised of three types of jobs: agentic, communal and non-gendered. We will compare which type of jobs each condition is most likely to choose. We expect that explicitly calling to attention, and seemingly justifying, traditional gender roles will result in a greater likelihood of choosing communal tasks. However, we may see a reactive response, in which women become less likely to select communal responses. We will examine whether state-level personal self esteem varies between the groups. We anticipate that, due to the lower status placed on femininity in society, explicitly mentioning gender roles will lower state self esteem. We will also examine potential moderators of participants' job choices, including: attitude toward traditional gender roles, ambivalent and hostile sexism toward women, and gender collective self esteem.



**Rotem Kahalon (Tel-Aviv University)**

**Nurit Shnabel (Tel-Aviv University)**

**Julia Becker (University of Osnabrueck)**

### **Positive Roles, Negative Outcomes: Reminders of Women's Traditional Role as Beautiful and Warm Might Undermine Cognitive Performance**

To a great extent, gender inequality in Western society is not maintained through overt oppression but rather through subtle, seemingly positive social psychological mechanisms, such as the idealization of women's traditional role as beautiful (the so-called "fairer sex") and warm (caring and kind). Rewarding women for complying with these roles perpetuates gender inequality as it directs women's attention away from seeking other goals, like achieving competence and power. As such, it reinforces traditional gender roles like the "beautiful but dumb" and "warm but incompetent" stereotypes. Two lines of research demonstrated the operation of such mechanisms, and how they undermine women's achievements.

The first line of research examined the effects of receiving appearance compliments on women's affective responses and cognitive performance. Despite the high relevance to women's daily experience, these effects have received relatively little attention in the social psychological literature. Two experiments aimed to fill this gap. In Experiment 1 ( $N=95$ ), female participants were asked to write about past situations in which they received appearance-related compliments (vs. competence-related compliments or control conditions). Experiment 2 was supposedly related to vocational psychology, and as part of it male and female participants ( $N=156$ ) received an occupational evaluation feedback, which either or not included appearance compliments (about the photograph attached to their CV). Both experiments revealed that women's performance in a subsequent math test was impaired in the appearance-compliment condition. Receiving appearance compliments did not impair men's performance to the same extent. Interestingly, appearance compliments improved the mood of participants high on trait self-objectification (i.e., who are chronically preoccupied with their looks). These findings are consistent with the perspective of objectification theory (Fredrickson & Roberts, 1997), according to which even seemingly positive forms of objectification — in this case, appearance compliments — can have negative outcomes that might block the path towards genuine gender equality.

The second line of research integrates the stereotype threat literature (Steele, 1997) with research on the compensatory nature of stereotypes — according to which groups that are perceived as high on warmth are intuitively perceived as low on competence, and vice versa (Kervyn, Yzerbyt, & Judd, 2010). Two experiments revealed that exposure to reminders of the positive components of these complementary stereotypes can lead to stereotype threat and consequent performance deficits, even in the absence of reminders of the negative components. In Experiment 1 ( $N=115$  female participants), exposure to reminders of the stereotype about women's warmth and nurturance impaired women's math performance (as compared to women assigned to two control conditions). Experiment 2 ( $N=87$  male participants) revealed that exposure to reminders of the stereotype about men's competence impaired men's performance in an emotional sensitivity test. Ironically, in both studies the negative effect on performance was evident among participants with high domain identification. While previous research on complementary stereotypes highlighted their role in justifying the existing gender system (Jost & Kay, 2015), this line of research shows that another way through which complementary stereotypes reinforce the status-quo is by undermining women's and men's performance in counter-stereotypical domains.

**Michèle Kaufmann (University of Bern)**

**Alice H. Eagly (Northwestern University)**

**Sabine Sczesny (University of Bern)**

### **Gender Stereotypes across Time and Cultures: A Meta-Analysis of Opinion Poll Data**

One of the most important social categories is gender, defined as the meanings that individuals and societies ascribe to the female and male sex. These meanings, usually known as gender stereotypes, are often implicated by social scientists to explain the various disparities that disadvantage women such as in lesser wages and political participation and those that disadvantage men such as in higher accident rates and greater alcoholism. Social role theory argues that gender stereotypes stem from people's experiences observing women and men in their typical social roles—namely, in roles that women or men disproportionately occupy. Without a systematic analysis of what research has revealed, psychologists are free to make various, often conflicting, claims about the content of gender stereotypes and their variation across time and cultures. Therefore, we integrated representative opinion poll data on gender stereotypes (N = 20'144 respondents) by a comprehensive meta-analysis. We found, that across time (1946 to 2014), women's participation in the paid labor force and their access to higher education brought a gain in perceived competence, and to a lesser extent in agency. Because women still dominate unpaid and paid social roles especially requiring communion (e.g., domestic work, teaching children), thus the greater communion ascribed to women has not changed over time. Moreover, we found that the magnitude of gender stereotypes is greater in less developed nations (e.g., China, El Salvador, India among the 22 nations under investigation; see Human Development Report of the United Nations, 1995), but only on agency and competence. In less developed nations, women were described as less competent and agentic than men, whereas in more developed nations this difference in favor of men in ascribed competence is considerably smaller and somewhat smaller on ascribed agency. However, women were described as more communal than men.

**Mary E. Kite (Ball State University)**

**An Intersectional Analysis of Beliefs about Gender, Age, and Sexual Orientation**

An understanding of the future of gender roles is incomplete without a careful consideration of how gender-associated beliefs intersect with stereotypic beliefs about members of other social categories. I will discuss recent research on gendered ageism and when and where there is evidence for a double standard of aging favoring men. I will also present results of a recent meta-analysis exploring gender differences in anti-gay prejudice and will discuss why this difference persists, especially for gay male targets, even as global attitudes move toward increased acceptance. Finally, I will discuss my research on the intersectionality of stereotypes based on gender, age, and sexual orientation.

**Ulrich Klocke (Humboldt-Universität Berlin)**

**Pia Lamberty (Johannes Gutenberg Universität Mainz)**

### **The Traditional-Antitraditional Gender-Role Attitudes Scale (TAGRAS): Development and Validation**

Existing questionnaires usually measure gender role attitudes on a continuum between traditional and egalitarian attitudes. However, these questionnaires often have ceiling effects at the egalitarian end. Nowadays, some people might even prefer women showing male-typed behavior and men showing female-typed behavior. Therefore, we extended the attitude continuum to cover these antitraditional gender role attitudes. Based on a content analysis of eleven existing questionnaires, we developed the Traditional-Antitraditional Gender Role Attitudes Scale (TAGRAS). The TAGRAS asked participants separately on how they evaluate the same 11 sex-typed behaviors when shown by men and by women and averaged the difference scores of the 11 item pairs. In five studies, we evaluated the TAGRAS's factor structure, reliability, and validity. Furthermore, we analyzed whether antitraditional attitudes exist and how people with antitraditional attitudes differ from people with egalitarian attitudes.

We performed two studies (S1, S2) with adolescents ( $N_1 = 73$ ;  $N_2 = 481$  from 10 schools and 26 classes in Berlin, representative of all school types) and three studies (S3; S4; S5) with adults ( $N_3 = 82$ ,  $N_4 = 159$ , and  $N_5 = 274$ ). All five studies confirmed that antitraditional attitudes exist. All items loaded on one factor and the TAGRAS has acceptable internal consistency (all studies) and retest reliability (S2).

Convergent validity was demonstrated by showing that men have more traditional attitudes than women (all studies) and that right-wing political attitudes (S3), social dominance orientation (S2) and religious fundamentalism (S2) were positively related to traditional attitudes, whereas acceptance of gender-fair language (S3), motivation to act without prejudice (S3), and education level (S2 to S5) were negatively related to them. The TAGRAS was able to predict explicit and implicit attitudes to lesbians and gays as well as (peer-reported) discriminatory behavior toward lesbians, gays, and gender non-conforming individuals (S2). In fact, explicit attitudes were predicted nine months later controlling for attitudes at the first measurement.

Furthermore, our results suggest that the extension of gender role attitudes to the antitraditional side is promising as participants with egalitarian gender role attitudes sometimes differed even more from people with antitraditional attitudes than from people with traditional attitudes: Participants with antitraditional gender role attitudes had less positive implicit attitudes toward heterosexuals (S2), reported to have shown more support for victims of bullying (S5), and were politically more left-wing than participants with egalitarian attitudes (S3). Furthermore men and women differed more at the antitraditional than at the traditional side of the scale (S3 to S5). Thus, people with antitraditional attitudes seem to be more sensitive to gender norms and injustice than people with egalitarian attitudes. Future research should also analyze possible side effects of antitraditional attitudes. It might be possible that people with antitraditional attitudes devalue people who visibly conform to gender norms, e.g. housewives with many children, career men, female fashion models, and male bodybuilders.

**Deborah Kocher (University of Bern)**

**Christa Nater (University of Bern)**

**Sabine Sczesny (University of Bern)**

### **Why are men perceived less suitable for childcare than women?**

Men working in childcare are confronted with gender stereotypes and prejudice. This raises the question whether they are perceived as not competent for this job (Eagly, Wood & Diekmann, 2000) or whether they evoke suspicions of child abuse (Nentwich et al., 2013). Both reservations may result in a perceived lack of fit of men for childcare. The present paper reports the first findings on how biased social perception contributes to a discrimination of male childcare givers in this female-dominated field. We hypothesized that male (compared to female) caregivers are perceived as less suitable due to lower ascribed childcare competences (e.g., not able to console a sad child) and/or higher assumed risks of child abuse. The experiment was based on a 2 (Caregiver gender: female vs. male) x 2 (Caregiver personality: communal vs. agentic) between-subjects design. The sample consisted of 242 participants (177 women; non-students). Results showed that communal caregivers were perceived as more suitable than agentic caregivers. Also, male caregivers received lower suitability ratings compared to female caregivers. Parallel mediation analysis documented an indirect effect of caregivers' gender on perceived suitability through ascribed childcare competences, but not through assumed risk of child abuse. Thus, men were perceived to be less suitable than women because they were assumed to lack childcare competences. To conclude, people with communal personality traits are seen as meeting the role requirements of caregivers better. Yet, female – but not male – gender is still highly associated with nurturing activities.

**Anne M. Koenig (University of San Diego)**

**Alice H. Eagly (Northwestern University)**

### **Groups' Social Roles Shape Their Stereotypes**

According to social role theory (Eagly & Wood, 2012), observations of groups' roles determine stereotype content. We have supported this idea in several correlational and experimental research studies. In one set of studies, our research tested this theory by relating stereotypes of a large number of social groups (based on divisions of gender, race, socioeconomic status, age, education, and politics) to their typical roles in U.S. society. In a preliminary study, participants' beliefs about the occupational roles (e.g., lawyer, teacher, fast food worker, CEO, custodian) in which members of social groups (e.g., Black women, Hispanics, White men, the rich, senior citizens, high school dropouts) are overrepresented relative to their numbers in the general population. These beliefs about groups' typical occupational roles proved to be generally accurate when evaluated in relation to data from the Bureau of Labor Statistics. Then, in three studies with slightly different methods, students and community members rated various groups and roles on the stereotypical traits of communion (e.g., warm, nurturing) and agency/competence (i.e., competent, dominant). Ratings of each group's 3 typical roles were averaged to obtain the role characteristics ratings for that group. Results from both studies supported predictions: group communion was related to role communion and group agency/competence was related to role agency/competence. Additional studies showed similar relationships when correlating group stereotypes with specific behaviors associated with the groups' roles and the occupational interest profiles. Thus, beliefs about the attributes of groups' typical roles were strongly related to group stereotypes.

Experimental studies have also demonstrated a link between groups' roles and their stereotypes. In one study, when social groups were described with changes to their typical social roles in the future, their projected stereotypes were more influenced by these future roles than by their current group stereotypes, supporting social role theory's predictions about stereotype change. In other studies we have orthogonally manipulated social roles and intergroup relations (status and interdependence; predictors of stereotype content in the stereotype content model, Fiske et al., 2002). Participants read information about fictional tribal or alien groups described by roles (warriors/caretakers, business workers/child caretakers, hunters/healers), status (high/low), interdependence (cooperative/competitive) or an orthogonal mix of information and then rated stereotypes. Both roles and interdependence had strong influences on stereotypes. Roles were more influential than status for communion and competence stereotypes, but status highly influenced agency. These results contribute to a broader social structural theory of stereotype content by which social groups acquire their stereotypes from their differing locations in the social structure, including their social roles.

**Natasza Kosakowska-Berezecka (University of Gdańsk)**

**Tomasz Besta (University of Gdańsk)**

### **Why men restrain from household duties in some countries and in some countries they don't?**

Domestic work has gendered meaning and content of both masculinity and femininity is strongly embedded in the cultural context. In countries with higher levels of gender equality men and women are more often observed to perform similar roles in the society and it is more common for men to be occupied with domestic work than in countries with lower gender equality. Nevertheless scientific findings invariably reveal that regardless of gender equality levels of the country, women are more responsible for housework and child care than men. In my presentation I would like to present results of 5 studies analysing factors that might influence men's willingness to be more involved in household duties and child care.

Agency and anti-femininity are two widely prescribed qualities of men, leading them to avoid domestic roles. In study 1 (N=76) we emphasize the role of agentic self-stereotyping in restoration of manhood, regulating men's willingness to be involved in parental roles, household duties and their perception of gender relations. Our results show that avoiding domestic duties can be one of the ways in which men compensate for threats to their masculinity and avoid negative appraisal from other society members. These potentially negative appraisals of men who manifest counterstereotypical behaviour can be also influenced by contextual factors – in Study 2, conducted in two countries differing with regard to gender equality levels, Polish (N = 106) and Norwegian (N=77) female students were first presented with information which either a) threatened the stability of their country or b) highlighted the prosperity of their country. The participants were then asked to rate their romantic interest in the dating profiles of agentic (gender typical) and communal (gender atypical) men. Polish women who were provided with system-prosperity information found communal men to be more attractive than agentic men. This effect was not observed in the Norwegian sample; however, when provided with system-threat information, Norwegian students preferred agentic men over communal ones. In study 3 we measured the extent to which household activities are considered to be typically feminine or masculine in among students in Poland (n=64) and in Norway (n=45). Our results showed that domestic duties were perceived as less gendered in Norway. This was also confirmed in a cross-cultural study conducted among students from China, Italy, Kirgizstan, Romania, Slovakia and Spain – in countries with higher gender equality household duties were seen as less gendered (study 4).

Gendered perception of domestic duties contributes to our understanding of persistent gender inequalities in the division of household labour. Looking at men, whose manhood is often built on the notion of avoidance of femininity perceiving housework as more gender natural may help them see it as a lesser threat to their masculinity. In turn they might have more equal share in household obligations and we can potentially observe a change in the allocation of housework between partners, especially when accompanied by overall general willingness to share duties, as shown in study 5, with Norwegian participants being generally more willing to adopt more gender egalitarian division of housework than Polish (large representative samples from European Social Survey, 2010).

**Mónika Kovács (Eötvös Loránd University)**

**Mónika Szabó (Eötvös Loránd University)**

### **Feminist identity: content and strength**

Based on Social Identity Theory and Social Role Theory Becker and Wagner's (2009) Gender Identity Model suggests that women's gender identity is formed in relation to motivation for change versus acceptance of women's status in the gender hierarchy – thus traditional or progressive identity content - as well as to their chosen individual strategies of social mobility. Glick and Whitehead (2010) proposed that social change presumes the rejection of both sides of ambivalent (hostile and benevolent) attitudes toward women and men as well as challenging the essentialist view of both genders, while social activism for gender equality has been connected to strong (female) gender identification combined with progressive gender identity content (Becker & Wagner, 2009) and to feminist self-labeling (Morgan, 1996). Nevertheless feminist critics have developed varied approaches towards desirable change, questioning or promoting distinction between men and women, consequently feminist self-labeling might not only mean different ideological standpoints but different attitudes toward benevolent sexism and thus toward essentialism as well.

We tested the hypothesis that the various feminist positions relate differently to sexism as well as to attitudes toward men. We created four clusters based on Ambivalent Sexism Scale (Glick & Fiske, 1996) consisting hostile sexism (HS) and benevolent sexism (BS) subscales (online survey, N=926): (1) low HS – low BS, (2) low HS – high BS, (3) high HS – high BS, (4) high HS – low BS. According to our results the radical-socialist feminist position (Henley et al, 1998) was significantly more related to the rejection of both types of sexism (1) while the cultural feminist position to the highest acceptance of benevolent sexism (3). On the other hand – contradicting the previous results of Glick and Whitehead (2010) – only hostile sexist women (4) were significantly different from the other clusters concerning hostility toward men (Glick & Fiske, 1999) rejecting essentialist (negative) view of men. Nevertheless the benevolent sexist cluster (3) identified as a feminist significantly lower than the non-sexist (1) cluster. Our results show that similarly to gender identification the strength of feminist identification is to be studied together with political content of the identity.



**Kuba Kryś (Polish Academy of Sciences)**

**Fridanna Maricchiolo (University of Roma Tre)**

### **Catching Up with Wonderful Women: The Women-Are-Wonderful Effect is Smaller in More Gender Egalitarian Societies**

Inequalities between men and women are common and well-documented. Objective indexes show that men are better positioned than women in societal hierarchies—there is no single country in the world without a gender gap. In contrast, researchers have found that the ‘women-are-wonderful’ effect— that women are evaluated more positively than men overall—is also common. Cross-cultural studies on gender equality reveal that the more gender egalitarian the society is, the less prevalent explicit gender stereotypes are. Yet, because self-reported gender stereotypes may differ from implicit attitudes towards each gender, we re-analysed data collected across forty-four cultures in Kryś et al. (2016), and (1) confirmed that societal gender egalitarianism reduces the ‘women-are-wonderful’ effect, and (2) documented that the social perception of men benefits more from gender egalitarianism than that of women.

**Tom Kupfer (University of Kent)**

**Pelin Gul (University of Kent)**

**Benevolent sexism and mate preferences: Why do women prefer benevolent men despite recognizing that they can be undermining?**

Benevolent sexism (BS) has been shown to have detrimental effects on women's lives, careers, and ultimately, their access to societal power and gender equality (e.g., Becker & Wright, 2011; Glick & Fiske, 2001; Dumont, Dumont, Bollier, 2010). Despite these negative effects, women report liking BS in men (Barreto & Ellemers, 2005; Kilianski & Rudman, 1998) and even find men who hold BS attitudes more attractive than those who do not (Bohner, Ahlborn & Steiner, 2010). Survey and interview studies as well as dating blogs also reveal that the vast majority of women – even those who emphasize their appreciation for feminism and their independent career-woman status – still want a man to be chivalrous, by, for example, paying for dates and opening doors for them (e.g., Birch, 2016; Jacobs, 2013; Lamont, 2014; Lever, Frederick & Hertz, 2015). One prominent explanation for this paradox is that BS is an 'insidious' ideology: its detrimental effects are masked by the subjectively positive feelings it generates, so women fail to recognize BS men as sexist and undermining (e.g., Becker & Swim, 2007; Barreto & Ellemers, 2005). This view underpins other accounts of the appeal of BS such as the protection racket hypothesis and the system justification perspective. In this talk, we present an empirical test of the insidiousness hypothesis, and drawn from evolutionary and sociocultural perspectives on human mate preferences, we propose an alternative explanation for women's approval of BS, despite its harmful effects (e.g., Buss & Barnes, 1986; Zentner & Eagly, 2015). Specifically, we argue that attitudes and behaviors typically included within the rubric of BS reflect women's mate preferences, i.e., women prefer mates with characteristics that are revealed by BS attitudes (Study 1) and BS behaviors (Study 2), namely the tendency to be committed, protective and willing to provide resources. We suggest that these characteristics are desired ultimately because they signal to women that a man is willing to invest in her and their potential offspring. Additionally, findings revealed that women do realize that men who have BS attitudes and behaviors are potentially more patronizing and undermining towards them, yet they (even high feminist women) still prefer them, because the desirable aspects of BS tend to outweigh the perceived downsides. This suggests that women might be able to distinguish cases of sexism from instances of courtship benevolence, such as being helped to carry something heavy. Women are more sophisticated at perceiving potentially negative attitudes than previously suggested, and that they may be able to detect when a BS expression can have harmful consequences on them. We discuss important new directions for research suggested by these findings, including how women respond to BS attitudes and behaviors when they do identify them as harmful, and whether it is possible for women to fulfil their mate preferences (which may be important for well-being) while at the same time opposing the potentially sexist consequences of BS.

**Experiencing Gender in Indian Higher Education: Role of Academic and Social Culture**

Gender and related discourses have increased many folds in the past decade, be it on popular media or classroom discussion or churning of academic works in the area. Several studies (mostly carried out in western context) report gender discrimination and perception gaps in higher-education schools. There are policies in the making to promote gender sensitivity and consciousness, but there seems a serious lack of nuanced analysis and reporting of ground realities of how gender issues pan out in students' daily life, especially in the Indian context. In India, with enormous young population and extreme gender disparities, it becomes imperative for education systems to realize if they are actively addressing these acute problems. To explore and investigate how educational institutions and socialization pattern influence perception of gender laden issues and situations, mixed method study is being conducted. Students enrolled in university courses under different academic orientations, for example, social sciences and humanities, pure and technical-vocational sciences and business studies are being studied. Gender laden implicit attitudes, type of sexism (Ambivalent Sexism) and degree of gender discrimination are assessed and analysed through the lens of social constructivism as a consequence of interaction of students with academic and social culture prevailing in these institutions. Implication of results that the study produces, will be highly relevant to identify the gaps (if any) in gender discourses and real experiences in our educational institutes. Policy makers, curriculum designers and stake holders of education are likely to find useful insights through such investigations.

**Francesca Manzi (New York University)**

**Madeline Heilman (New York University)**

### **Breaking the Glass Ceiling: For one or for all?**

The current research challenges the assumption that the presence of women in leadership positions will automatically “break the glass ceiling” for other women seeking similar positions. Specifically, we contend that it is not just a female leader’s presence, but rather her performance in the role that influences evaluations of subsequent female candidates for leadership positions. We argue that the perceived mismatch between female stereotypes and male-typed leadership positions increases the salience of a female leader’s gender, promoting perceptions of within-group similarity and fostering generalization from the performance of female leaders to evaluations of other women. In four studies (total N = 573), we provide evidence that the effect of a female leader on other women’s opportunities depends on whether she is successful or unsuccessful, with particularly negative effects for aspiring female leaders when the preceding woman is unsuccessful (Study 1, N=120). Supporting the role of gender salience in the process, we demonstrate that this effect is unique to women in male-typed leadership roles: performance-based generalization is not observed for men (Study 2, N=126), and it does not occur for women in gender-neutral contexts (Study 3, N=124). In addition, we provide evidence that the generalization from the performance of a female leader to the evaluations of female candidates occurs through stereotype confirmation (Study 4, N=203). Our results suggest that overcoming gender imbalances in leadership positions may not be as simple as targeted placement, and that having women in high places should not induce complacency about the elimination of gender bias nor relaxation of other measures to ensure gender equity.

**Fridanna Maricchiolo (University of Roma Tre)**

**Ambra Brizi (University of Rome)**

**Kuba Kryś (Polish Academy of Sciences)**

### **The Women-Are-Wonderful Effect is Moderated by Smile**

Prejudices and stereotypes against women are widespread in many societies. These gender stereotypes affect many social processes in a discriminant way. Examples include social perception and interpersonal impression formation. It was demonstrated that women are evaluated more positively than men due to the “women-are-wonderful” effect (Eagly & Mladinic, 1994). Previous studies demonstrated the “women-are-wonderful” effect in different cultures and societies (Glick et al., 2004). Two studies presented here (one carried out in Italy and another one in a cross-cultural scheme) reveal that this effect is moderated by smile.

Smiling is a signal of trust, collaborative intention, and agreeableness, and is an affiliative indicator. Since these features are stereotypical characteristics associated with women, we hypothesized that smiling improves the “women-are-wonderful” effect. When they are judged via photos, smiling women are assessed more positively than not-smiling ones and than smiling and non-smiling men; and non-smiling women are judged worse than men. Furthermore, many researches found that people base their impressions and evaluations on two main dimensions (e.g. Cuddy, Fiske & Glick, 2008), which are competence and warmth. In turn warmth can be distinguished into sociability and morality (Brambilla et al., 2011).

Therefore, in a study carried out in Italy, we measured different dimensions of interpersonal perception. We measured sociability, competence, morality and probability to be hired for a job, and we found that if women smile, they are perceived as more competent and moral than men (but the same in terms of sociability) and they have a higher probability to be hired. However, women that do not smile are perceived as less moral and also less sociable than men, and have a lower probability to be hired. Thus, the impression that people have of smiling women is better than their impression of men, but their impression of non-smiling women is worse than their impression of men. Smiling, as affiliative signal, would improve the good impressions of women respect to men, but its absence would make them worse. Probably, smiling woman is in line with the gender stereotype that women have to be friendly, collaborative, affiliative, well-disposed. Therefore, non-smiling woman is counter-stereotype, thus less accepted and worse judged. Further, we report the moderating role of smile on magnitude of the ‘women-are-wonderful’ effect found in a study carried out across forty-four cultures (Kryś et al., 2016).

**Sarah E. Martiny (UiT The Arctic University of Norway)**

**Jana Nikitin (University of Basel)**

### **Stereotype Threat Spilling Over to Interpersonal Relationships: Activating Negative Stereotypes Decreases Women's Social Approach Motivation**

Numerous studies have shown that the activation of negative stereotypes can have detrimental effects on group members' performance (i.e., stereotype threat effect). For example, activating negative stereotypes about women's performance in math can decrease women's performance in subsequent math tests compared to a control group with no stereotype activation (e.g., Dar-Nimrod & Heine, 2006; Good, Aronson, & Harder, 2008; Keller, 2002; Schuster, Martiny, & Schmader, 2015; Spencer, Steele, & Quinn, 1999; for an overview see Logel, Peach, & Spencer, 2012). Despite the impressive number of studies demonstrating stereotype threat effects in different performance domains, relatively little is known about stereotype threat effects beyond performance. Only recently, Inzlicht and colleagues (Inzlicht & Kang, 2010; Inzlicht, Tullett, Legault, & Kang, 2011) demonstrated that stereotype threat can spill over to subsequent behavior in unrelated domains (stereotype threat spillover). This research focuses on negative social behaviors such as aggressive behavior. The authors argue that stereotype threat can reduce the inhibition of such behavior (Inzlicht & Kang, 2010). In the present work, we extend this research by exploring the effects of stereotype threat on women's motivation to show positive social behavior. Specifically, we examine the effects of stereotype threat on women's motivation to approach positive social interactions with other university students. In line with earlier work (e.g., Good, Rattan, & Dweck, 2012), we argue that experiencing stereotype threat reduces women's sense of belonging to university, that in turn, decreases their motivation to approach positive social interactions with other university students. The results of two experimental ( $N = 79$ ,  $N = 140$ ) and one correlational study ( $N = 135$ ) supported these hypotheses. We conclude that negative stereotypes cannot only be detrimental for the cognitive performance of stereotyped group members, but also for the quality of their social lives.

**Loes Meeussen (University of Leuven)**

**Colette Van Laar (University of Leuven)**

**Gender roles present barriers *and fences* in combining work and family**

In this presentation, we combine social role, stereotype threat, and precarious manhood theories to increase our understanding of why gender inequalities in work and family roles persist. To date, most research has focused on the questions: why are women underrepresented in the work domain and men in the family domain? In doing so, the research has mapped invaluable knowledge on contextual forces and psychological processes that hold women back in the work domain and (in more recent research) that hold men back in the family domain. Yet, the reason that women participate less in the work domain and men less in the family domain is often not that they decide against this gender-inconsistent role (work for women, family for men), but rather that they decide in favor of their gender-consistent role (family for women, work for men), and these choices then have costs to the gender-inconsistent role. To fully understand the dynamics of gender inequality, it is therefore key to look not only at the barriers that hold women back in the work domain and men in the family domain, but also at the fences that keep women inside the family domain and men inside of the work domain. We therefore shift the question from 'why are women underrepresented in the work domain' to 'why are women overrepresented in the family domain' and from 'why are men underrepresented in the family domain' to 'why are men overrepresented in the work domain'. We argue that women's choices for family and men's choices for work may not (only) be a result of their urge to strive towards pursuing goals that they personally value and that are rewarded in their social context, but (also) by an urge to live up to high expectations, and to avoid being penalized by their social context when unable to meet these. In contrast to existing work we outline how gender roles in our social context induce identity threat for women's "consistent" family and men's "consistent" work identity as people need to live up to high standards. In the face of this threat, self-regulation processes are set in motion to protect women's family and men's work identity, with spill-over costs to their gender-inconsistent identity. Finally, we put forward possible ways in which people's proximal social context can buffer these identity threat and regulation effects and as such, reduce gender inequalities in work and family domains.

**Thekla Morgenroth (University of Exeter)**

**Michelle K. Ryan (University of Exeter/University of Groningen)**

**‘Gender trouble’ meets Social role theory: Integrating non-binary gender performativity into social psychology**

More than 25 years ago, Judith Butler called upon society to create “gender trouble” (1990) and disrupt a binary view gender. She argued that in Western culture, biological sex is constructed as binary, which promotes society’s over simplified perceptions of gender (and sexuality) and in turn its performance. It also leads to a strict policing of the binary through gender norms. This binary system of gender, Butler argues, has adverse effects, particularly for women and members of the Queer community who violate binary expectations – but it restricts behaviours for everyone, including men.

While Butler’s work has received attention in other disciplines, such as Gender Studies and Sociology, little research has been conducted from a psychological perspective, despite the fact that her ideas map closely onto psychological theories of gender. For example, the gendered nature of social roles and the associated descriptive and prescriptive gender stereotypes fit well with Butler’s idea of gender performativity and the societal reinforcement of the gender binary.

We propose that there is great potential value in integrating Butler’s view – and her appeal to disrupt the gender binary – into the social psychological literature. Social role theory (Eagly, 1987) seems a well-placed starting point for this integration. It is one of the most established theories of gender and gender difference in social psychology and – terminology aside – many of the concepts are comparable. For example, Eagly and colleagues argue that the distribution of men and women into different roles informs cultural gender stereotypes which emphasise gender differences both in perception (what men and women *are* like) and in prescription (what men and women *should* be like) – thus serving a reinforcing function.

In this way, we believe that Social role theory is the perfect framework from which to examine the effects of creating “gender trouble”. In this talk we will present new theoretical insights into how behaving (or performing) in gender counter-normative ways should lead to disruptions in perceptions of social roles and, in turn, changes in gender stereotypes. We will propose a series of hypotheses in relation to how the refusal to perform gender in its rigid and binary fashion may be responded to and how it may impact on attitudes and beliefs about gender. Thus, we call for future research to investigate how non-binary gender performance – including the violation of gender roles – can lead to change in our gender stereotypes.



**Christa Nater (University of Bern)**

**Marie Gustafsson Sendén (Stockholm University/Södertörn University)**

**Akanksha Lohmore (University of New Dehli)**

**Laurie Rudman (Rutgers University)**

**Nuray Sakallı-Uğurlu (Middle East Technical University)**

**Sabine Sczesny (University of Bern)**

**Cross-cultural Variations of Gender Rules: How women and men should (not) be in India, Sweden, Switzerland, Turkey, and the U.S.**

Gender inequality is an ongoing problem in social life and remains a crucial issue for many societies (e.g., the United Nations' HeForShe Programme, 2016, [www.heforshe.org/en](http://www.heforshe.org/en)). One mechanism that may contribute to the persistence of gender inequality is gender stereotyping, that is, the specific beliefs people hold about the characteristics that women and men are likely to possess or to lack. Proscriptive traits for women (e.g., dominance and arrogance) challenge the status hierarchy and thus trigger harsh sanctions (Rudman, Moss-Racusin, Glick, & Phelan, 2012).

In our study we investigated violations of proscriptive gender norms cross-culturally to gain first knowledge on how such violations contribute to the maintenance of gender stereotypes. The online study was based on a 2 (Target gender: Female, male) x 5 (Country: India, Sweden, Switzerland, Turkey, U.S.) between-subjects design. We asked four groups of participants to indicate how common and typical [descriptions] or how desirable [prescriptions] 120 characteristics were in women [or men] in their society. To assess the status typicality of these features, we asked two groups of participants to indicate how common and typical the 120 characteristics were in persons with high [or low] status (for details see Rudman et al., 2012). The sample consisted of about 2,000 participants (data collection ongoing).

Preliminary results revealed that the higher the achieved gender equality in a country, the less traditional the descriptions and prescriptions of agency and communion for women and men, and the less similar the judgments for men and high-status people on the one hand as well as women and low-status people on the other. Moreover, proscriptive aspects of gender stereotypes in particular were found to reflect cultural variation in gender equality due to their correlation with status.

**Maria Olsson (UiT - The Arctic University of Norway)**

**Kate Block (University of British Columbia)**

**Sarah E. Martiny (UiT - The Arctic University of Norway)**

**Toni Schmader (University of British Columbia)**

**Colette van Laar, Sanne van Grootel, Loes Meeussen (University of Leuven)**

### **Mind the gender gap: An investigation into men's engagement with communal roles in Norway**

In recent decades, extensive research has been conducted into the societal and psychological barriers that block women's interest, achievement, and participation in male-dominated, agentic roles, particularly in the science, technology, engineering, and math (STEM) fields (Beede et al., 2011). However, little research has focused on barriers men face when considering female-dominated, communal, roles in health care, elementary education, and domestic functions (HEED), as noted by Croft, Schmader and Block (2015). Interestingly, research has coincided with an observed increase of women into STEM professions and a plateau in the uptake of HEED professions by men (Norwegian National Statistics, 2016). There are both societal and psychological benefits of increasing communal engagement among men (see Croft et al., 2015). Thus, the aim of this research project is to address this gender gap by investigating reasons for the underrepresentation of men in communal roles. This study is part of a cross-national research initiative between Norway, Canada, Belgium and Germany, which aims to compare communal engagement among men who live in countries which differ on gender egalitarian policies at a national level (such as paid paternal leave). A pilot study is currently underway in Norway and Canada to evaluate the effectiveness of new measures. The results presented here are exploratory analyses conducted on the Norwegian data (however, I intend to present cross-cultural data at the conference). Preliminary analyses revealed that Norwegian men report similar levels of communal engagement as Norwegian women. Male and female respondents reported an equal level of "match" between themselves and communal professions, and both genders indicated that they prioritised time with family over the pursuit of a career. In correspondence with this, neither male nor female respondents expected adverse reactions to engagement in communal roles.

In Norway, a high proportion of males to females work in agentic roles, with a lower proportion of males to females in communal roles. Despite this, analysis showed that communal professions are viewed as suitable for both men and women, whereas agentic professions are viewed as more suitable for men. Norwegian respondents (71 females, 65 males, Mage = 22.48) perceived that other people in their society were far more gender egalitarian with respect to whether men or women should work in communal professions (e.g., nursing, social work, early years' education). However, Norwegian respondents perceived that other people in their society think that men, rather than women, should work in agentic roles (e.g., computer programming, mechanical engineering). A similar pattern was identified for respondents' own injunctive norms. In line with the respondents' perceptions of injunctive norms, male respondents reported a greater "match" between themselves and agentic professions, in comparison with female respondents. Males also reported greater self-efficacy for pursuing a career in STEM professions than females, whereas females reported greater self-efficacy for pursuing a career in HEED than males. Overall, these results suggest that Norwegian men view themselves in relatively communal terms. These findings will be integrated into a cross-cultural framework and discussed in relation to national policies and national statistics.

**Gender Roles within the assessment of cognitive and personality variables**

Whereas intercultural aspects and assessment within culturally differing populations have been more and more considered in research and practice within the last years, there is also need for research when it comes to understand gender effects within the assessment of cognitive and personality variables. Social components given within the assessment situation, as, for example, examiner effects and effects of composition of test taking persons in a group are considered, as well as more stable effects, as test takers' behavior within an assessment situation that is influenced by society's gender role expectations. The talk deals with the question how gender roles add variance within different methods of assessment—and how they therefore reproduce social roles in their results: The talk presents research on expectations and preferences regarding examiners with reference to their sex. Results on experiments investigating examiner effects in a face-to-face setting on test takers self-estimated intelligence and their results in a knowledge test is presented. The talk further gives an overview on gender-related sources in the variance as regards the particular method employed in the domain of cognitive ability testing (multiple-choice; free-response; adaptive testing, Assessment Center). Gender roles are discussed as a source of variance with reference to measures' validity and as a possible source of bias. The talk further aims to integrate social roles of women and men in a model and gives an outlook on gender research within the domain of psychological assessment in the future.

**Agnieszka Pietraszkiewicz, A. (University of Bern)**

**Nuria Rovira-Asenjo (Universitat Rovira i Virgili)**

**Sabine Sczesny (University of Bern)**

**Tània Gumí (Institució Catalana de Recerca i Estudis Avançats)**

**Roger Guimerà (Universitat Rovira i Virgili & Institució Catalana de Recerca i Estudis Avançats)**

**Marta Sales-Pardo (Universitat Rovira i Virgili)**

### **Leader Evaluation and Team Cohesiveness in the Process of Team Development – A Matter of Gender?**

Leadership positions are still stereotyped as male, especially in male-dominated fields (e.g., engineering). So how do gender stereotypes impact the evaluation of leaders and team cohesiveness in the process of team development? In our study participants worked in 45 small teams (4-5 members). Each team was headed either by a female or a male leader, so that 45 leaders (33% women) supervised 258 team members (39% women). Over a period of nine months the teams developed specific engineering projects as part of their professional undergraduate training. We examined leaders' self-evaluation, their evaluation by team members, and team cohesiveness at two points of time (month three and month nine, the final month of the collaboration). While we did not find any gender differences in leaders' self-evaluation at the beginning, female leaders evaluated themselves more favorably than men at the end of the projects. Moreover, female leaders were evaluated more favorably than male leaders at the beginning of the project, but the evaluation by team members did not differ at the end of the projects. Finally, we found a tendency for female leaders to build more cohesive teams than male leaders.

**Abigail Player (University of Kent)**

**Georgina Randsley de Moura (University of Kent)**

**Dominic Abrams (University of Kent)**

**Hidden Talent: Experimental test of leadership potential and gender in hiring situations.**

There is increased pressure on companies to find and retain the most talented leaders. Organizations invest huge amounts, both financially and socially, into the selection, training, and development of employees. As a result how organizations recruit and promote employees is a key factor to future success. Leadership progression and the importance of key psychological variables (e.g. stereotypes, workplace attitudes) have been extensively investigated. However, recent research on leadership potential (see Church & Silzer, 2013) has indicated that identifying leadership potential is a vital component of organizational success. However, there has been no experimental investigation of leadership potential incorporating moderating factors (e.g. gender). We present experimental data from hiring simulations to further investigate the impact of potential and gender on leader selection. Our results provide brand new insight into the role of gender in the identification of leadership potential and consequently selection into leadership positions. Results are discussed with relevance to workplace contexts, career progression, and equality.

**Laurence Reeb (Université Lumière Lyon)**

**Christine Morin-Messabel (Université Lumière Lyon)**

**Nikos Kalampalikis (Université Lumière Lyon)**

### **Children's literature and counter-stereotyped role models**

Children's literature, which is an omnipresent tool for socialising, is a favoured medium for the acquisition of gender role models (Bussey & Bandura, 1999), this medium being often more stereotyped than it actually is. One possibility is to offer gender counter-stereotypes which may lead to a feeling of discomfort and uncertainty (Flannigan, Miles, Quadflieg, & Macrae, 2013) but also to greater mental flexibility, thus keeping in check the tendency to stereotype (Gocłowska & Crisp, 2013). The presentation of these counter-stereotypes will be made through individuals who can become role models (Marx & Roman, 2002). Youth literature is one specific case presenting counter-stereotyped role models to children.

The poster will show an experimental study. The aim of this research was to study – through narration – the types of models that can favour the acceptance of counter-stereotyped behaviours and the will to adopt similar behaviours. The study was based on 127 French students (aged 8 to 9). Two counter-stereotyped stories were written out to this end one being shown to the girls and the other to the boys. The illustrations of the stories were altered, changes focusing on the stereotypical physical appearance of the characters (a stereotyped vs a counter- stereotyped appearance).

The results demonstrate that acceptance and behavioural intention are clearly superior with the girls compared to the boys. The girls who saw a character with a stereotyped appearance are more intent on behaving like the character than the girls who saw a counter- stereotyped character. The emotional commitment with the character proved to be essential in the girls' behavioural intention. The boys are not influenced by the contextual variations proposed. These results will be discussed as well as the idea of structuring the work around the impact of gender counter-stereotypes on children and making a distinction between girls and boys. It seems important to do more research on boys. Fighting against inequities and promoting gender equality would indeed be impossible if girls are the sole focal point.

**Emily Robson (University of Leeds)**

**Siobhan Hugh-Jones (University of Leeds)**

**Anna Madill (University of Leeds)**

### **British young people's use of 'heteronormative' and 'equality' discourses in making sense of Intimate Partner Violence**

The study aimed to explore how British young people (i) make sense of behaviour in relationships which could be construed as Intimate Partner Violence (IPV) and (ii) how this sense-making is shaped by the gender and sexual orientation of protagonist and victims.

To elicit relevant talk, four almost identical vignettes describing ambiguously problematic relationship behaviours were created to initiate focus group discussions. To explore differential sense making, vignettes were identical except that the gender and sexuality of the target character in each was changed (i.e. Heterosexual Female, Heterosexual Male, Lesbian Female, Gay Male).

A purposive sample of 34 British young people in the Northern England (15-24 years) participated in 12, single-gender, age-stratified, focus groups. The discussions were transcribed and analysed using discursive analysis (Potter & Wetherell, 1987).

Two somewhat competing discourses were drawn on in sense-making: (1) heteronormative, and (2) equality. In the case of the former, gender roles were central to young people's sense making of problematic relationship behaviours. However, use of heteronormative discourse posed varying conclusions as to what IPV is depending on target gender, e.g. primacy of men's violence against women and illegitimisation of same-sex IPV as an Equal Fight. In contrast, equality discourse posited similar rights and behaviours irrespective of gender under arguments of 'abuse is abuse'. Despite the universality of the 'abuse is abuse' argument speakers argued that one still needed to account for the role of gender in relationships and help seeking.

Young people struggled to discuss problematic behaviours from a purely equality perspective as gender was deemed important. Yet, the interplay of equality and heteronormative discourse in participants' sense making of IPV was nuanced and complex. These findings have important educational implications for how to alter the 'template' young people appear to be judging problematic relationship behaviours by. The findings also highlight potential future challenges to changing perceptions of gender.

**The benefits of personal power for women's perceived leadership and career advancement**

Gender imbalances persist in the labor market. The underrepresentation of women in the highest-ranking roles contributes to gender inequality in wages and organizational influence, which evokes social justice and organizational efficiency concerns. Understanding the causes of this gender disparity in career advancement has captured the attention of scholars and the public for decades (Eagly & Karau, 2002). It continues to be a central focus in organizational scholarship as this gender difference has proven stubbornly persistent (Catalyst, 2014).

The study of gender differences in career advancement has focused primarily on its demand-side antecedents, or the structural, cultural, or individual biases that advantage men in the attainment of higher-ranking or leadership roles (Heilman, 2012). However, others have focused on supply-side drivers of this gender difference in which the central motivating question has been: Do women have less interest than men in career advancement? Some have suggested that this is the case (Gino, Wilmoth, & Brooks, 2015; Litzky, & Greenhaus, 2007). They contend that gender differences in career advancement arise because men and women select into positions that align with their preferred position in the organizational hierarchy.

In this talk, I'll challenge this conclusion. I contend that men and women may have similar desires for career advancement, but that women's desires are less likely than men's to be realized. Career advancement is associated with having greater control over others. This is problematic for women because expressing a desire to control others violates proscriptive stereotypes for the female gender role and thus women often face negative judgments and backlash for expressing power over others (Rudman et al., 2012). I propose that shifting the salience of the association of career advancement and leadership from gaining control over others (i.e., social power) to gaining autonomy from others' control (i.e., personal power) helps women's desire for career advancement and leadership to be realized because having personal power is a positive expectancy violation for women (Schaumberg & Flynn, 2016) and a basic human drive (Deci & Ryan, 2000).

I will first discuss the theoretical grounds underlying the claim that personal power is a positive expectancy violation for women. I will provide evidence for this claim from a series of experiments in which I manipulated the gender of a leader, the type of agency the leader displayed (i.e., social power, personal power, control). I find that female leaders who express traits related to personal power (e.g., self-reliance) are evaluated as more communal, similarly competent, and more effective leaders than male leaders who express the same traits (see Schaumberg & Flynn, 2016).

Building on these findings, I'll then argue that thinking about the association between personal power and leadership, as compared to the relationship between social power and leadership, boosts women's desire for career advancement because it elevates their outcome expectancy for successful organizational advancement. I will present the results of four experiments that support these predictions. Finally, I'll discuss the implications of these findings for the effect of agency and gender stereotypes on men's and women's career advancement.



**Lauren Spinner (University of Kent)**

**Stereotypic and Counterstereotypic Models in Children's Magazines: The Impact on Gender Flexibility, Toy Preference, and Playmate Choice**

Extensive evidence has documented the gender stereotypic content of children's media, and media is recognized as an important socializing agent for young children. Yet, the precise impact of children's media on the endorsement of gender-typed attitudes and behaviours has received less scholarly attention. We investigated the impact of stereotypic and counterstereotypic models presented in children's magazines on children's gender flexibility around toy play, playmate choice, and social exclusion behaviour (N = 82, age 4-7 years). Children were randomly assigned to view a boy and girl model of a similar age on a magazine page playing with either a gender stereotypic or counterstereotypic toy. In the stereotypic condition, girl models were portrayed with a toy pony and boy models were portrayed with a toy car; these toys were reversed in the counterstereotypic condition for the girl and boy models. Results revealed significantly greater gender flexibility around toy play and playmate choices among children in the counterstereotypic condition compared to the stereotypic condition. However, there was no difference in children's own preferences for gender-typed toys between the stereotypic and counterstereotypic condition, with children preferring more gender-typed toys overall. The potential for counterstereotypic media portrayals of toy play to shape the gender socialization of young children is discussed.

**Naomi Sterk (University of Leuven)**

**Colette Van Laar (University of Leuven)**

**Loes Meeussen (University of Leuven)**

### **How queen bee behavior is interpreted by and affects junior women**

Research on Queen Bee behavior has shown that organizational contexts of underrepresentation and experiences with gender discrimination can lead to self-group distancing in women pursuing upward mobility. It is unknown, however, how such self-group distancing affects junior women in the workplace. Moving beyond the senior woman, we investigated how behavior associated with self-group distancing in women is interpreted by and affects the junior woman working with her. We hypothesized that Queen Bee behavior would be more easily identified as sexist when the source was male compared to female. Furthermore, we expected it to negatively affect well-being and to induce subsequent self-group distancing in junior woman. An experiment was conducted among 168 female students who received ambiguous negative feedback in a male/female leader and Queen Bee behavior/control condition. Consistent with expectations, participants saw leaders displaying Queen Bee behavior as more sexist when they were male rather than female. Only participants high in gender identity centrality saw the female leader displaying queen bee behavior as more sexist than the male. Participants in the Queen Bee condition scored lower on measures of well-being. Among participants who reported strong affective ties to other women, Queen Bee behavior from the leader was associated with a more stereotypically masculine self-presentation and higher interest in (ingroup undermining) individual upward mobility, but only when the source was female. The results suggest the importance of considering effects of self-group distancing also on subordinates.

**Michelle Stratemeyer (University of Melbourne)**

### **Masculine norms, domestic violence attitudes, and the role of objectification**

Previous research suggests that men who adhere to and value traditional masculinity may be more likely to endorse attitudes supportive of domestic violence towards women. This is especially the case for norms which emphasise male dominance, aggression, and unequal gender roles. A new mediator, the objectification of women, is proposed as a mechanism for understanding this relationship. Objectification may mediate this association, with particular masculine norms giving rise to objectifying perceptions of women, which enables coercive forms of control and other aggressive behaviours.

Previous studies have shown that sexually objectified women are viewed as less human, blamed more, and perceived as suffering less from assault (e.g., Loughnan, Pina, Vasquez, & Puvia, 2013). However, no previous research has connected objectification to non-sexual forms of violence. A small amount of research shows that women who are objectified by their partners experience poor outcomes such as low relationship satisfaction, but there is scant work on how men's objectifying perceptions of their partners might shape their relationships.

Across two studies, we demonstrate the effect of masculine norms, gender threat, and objectifying perceptions of women on attitudes relating to domestic violence. In Study 1, male students complete a measure of conforming to masculine norms (Parent & Moradi, 2009) prior to attending the lab session. At the session, they complete a gender-threatening or affirming physical task and then complete measures of acceptance of domestic violence (Peters, 2008) and sexual aggression myths (Gerger, Kley, Bohner, & Siebler, 2007). Two measures of objectification are included: an implicit measure of associations between women and animals or objects (Go No-Go Association Task) and an explicit self-reported measure on women's perceived moral status (Gray & Wegner, 2009). Results demonstrate a mediating effect for explicit, but not implicit objectification on men's masculine norms increasing acceptance of violent behaviour in intimate relationships.

In Study 2, male participants complete the same measure of masculine norms as Study 1, then are provided with either gender-affirming or gender-threatening personality feedback. Participants then read a fictional newspaper article about a domestic violence incident, with the victim's image varying on sexualization. Participants complete measures of the female victim's mind (Holland & Haslam, 2013) and moral status (Gray & Wegner, 2009), then respond to questions about the perpetrator and victim. These include: perceptions of the targets, impact of the incident (suffering, recovery time, counselling needed), and appropriate punishment (type and length of punishment). Results reinforce the findings of Study 1. Men with higher masculinity scores viewed the target as having lower moral status, which led to more positive perceptions and less severe punishment for the male perpetrator, and more negative perceptions and reduced perceived suffering of the female victim.

These results suggest that the relationship between men's adherence to masculine norms, and their attitudes towards intimate partner violence may be explained by how much they perceive women as having moral status.

**Antonia Sudkaemper (University of Exeter)**

**Michelle K. Ryan (University of Exeter)**

**Teri A. Kirby (University of Exeter)**

**Thekla Morgenroth (University of Exeter)**

### **Men's Support for Gender Equality**

Traditional theories focus on minority groups as a driving force of social change. In the case of gender equality, researchers have long investigated women's support for gender equality. More recently, theories concentrating on the majority group have emerged. In line with these, our research focuses on (a) how and (b) why men do (not) support gender equality. Investigating these questions is important as men's support for gender equality might accelerate progress for at least three reasons. First, research has shown that support from high status outgroups is conducive to minority causes. Second, occupying many societal power positions, men regularly make decisions affecting gender equality. Third, women can only achieve their full potential when men start sharing half of the domestic chores.

How can men support gender equality? Despite its importance both within and outside of academia, to our knowledge there is no clear conceptualisation of how men can support gender equality, and no instrument to assess men's active everyday support for gender equality. We fill this psychometric gap by empirically investigating how men can support gender equality. Based on a literature study and laypeople's suggestions, we develop, replicate, and validate the 16-item Support for Gender Equality among Men Scale (SGEMS). Using exploratory and confirmatory factor analysis on large samples of American and British men, we identify two ways in which men can support gender equality. The first, Public Support for Gender Equality, includes political activism for women's rights, speaking up when witnessing gender inequality, speaking about gender (in-) equality, and creating an inclusive workplace culture. The second, Domestic Support for Gender Equality, includes treating one's partner respectfully, sharing household chores equally, and being involved in parenting and childcare.

Why do men (not) support gender equality? Using the developed scale, we explore which factors might prevent men from fully supporting gender equality. Drawing on theories of precarious masculinity (or manhood), we propose the model of threatened masculinity. Women's increasing independence might cause a state of threatened masculinity in men as it removes the central role of the breadwinner, which has long functioned as a way of maintaining the elusive and tenuous state of masculinity. We propose that men who do perceive this threat support gender equality less as to restore their manhood, by (a) directly undermining the cause of the threat, and (b) by refraining from stereotypically female, that is "unmanly", behaviours. We further propose that this relationship is moderated by belief in traditional gender roles. Men who hold a more inclusive idea of the male gender role do not feel threatened when sharing the role of the breadwinner, but recognise that this will grant them more freedom and opportunities. We present both correlational and experimental evidence for the model.

**Laura Van Berkel (University of Cologne)**

**Alexandra Fleischmann (University of Cologne)**

### **Gender dynamics in academic collaboration: Women work harder for fewer publications**

Men are more likely than women to be sole, first, or last authors on journal publications across academic fields—including social psychology (Brown & Goh, 2016; West et al., 2013). These analyses generally compare authorship positions overall without assessing gender dynamics within collaborations. We suggest a paradox in first authorship: men are more likely to be first authors in general, but women are more likely to be first authors in mixed-gender collaboration. The general prominence of male first authors may occur because men are more likely to collaborate with one another and therefore to have more publications, including first authorships. Women may be less likely to be included in collaborations with men and, when included, to have greater workload and responsibility. Women's cooperation and help is expected (Eagly & Steffen, 1984) and women are therefore unlikely to receive credit (e.g., authorship) for contributions. Men are expected to be independent (Eagly & Steffen, 1984), so they receive additional praise and credit when they help and collaborate (Heilman & Chen, 2005). This pattern appears in biology publications—female graduate students worked longer hours than male students, but were authors less frequently (Feldon et al., 2017). We expected a similar dynamic in social psychology authorship—that 1) more first authors will be men overall; 2) there will be more male vs. female same-gender collaborations; 3) within mixed-gender collaborations, more first authors will be women (vs. men and vs. lower authorship positions)—the position of greatest workload.

We coded five years of JPSP articles ( $n = 600$ ) for author gender and authorship position. We are currently coding articles from PSPB for inclusion in further analysis. Gender was determined by first name gender stereotypicality and searches for university and personal webpages (Brown & Goh, 2016). We identified the gender of all authors on 581 articles.

Men were more frequently first author on publications overall (56.5%). Of the 35.5% same-gender collaborations, 70.7% were all-male. Among mixed-gender collaborations, the average proportion of women per publication was approximately 46%, significantly lower than the proportion of women in SPSP (51%; SPSP, 2015),  $p < .001$ . Within mixed-gender collaborations, women were first authors more frequently (51.2%) although this did not significantly differ from an expected equal proportion,  $p = .642$ . Men were authors more frequently than women in every other authorship position, though gender differences were statistically significant for only second, third, and last authorship positions,  $ps < .05$ . Women were significantly more likely to be first author than second or third author,  $ps < .05$ .

We provide initial evidence that in mixed-gender collaborations, women are more likely to be first author compared to lower authorship positions. Women are less frequently middle and last authors and less likely to be authors overall compared to men. Women are more frequently in the authorship position corresponding to greater workload on collaborative publications, which could negatively affect the number of publications women have overall compared to men. Gender inequality in authorship can further contribute to gender inequality in academic hiring and promotion.

**Sanne Van Grootel (University of Leuven)**

**Colette Van Laar (University of Leuven)**

**Loes Meeussen (University of Leuven)**

**Toni Schmader (University of British Columbia)**

**Sabine Sczesny (University of Bern)**

### **Inevitability of social change: Do men embrace communal roles when these are the new norm?**

Previous literature often investigated the negative effects of stereotypes on women, but men too are affected by stereotypes. More specifically, research on precarious manhood has indicated that masculinity is a precarious state, that is easily lost and difficult to earn, and that threatening masculinity has effects on intentions and behaviors (Vandello et al., 2008). One outcome of this process is that men are often notoriously underrepresented in traditionally female roles or communal roles in HEED (Health care, Elementary Education and roles in the Domestic sphere; Croft et al., 2015). Traditional gender roles are maintained by these stereotypes. However, previous research on inevitability of social change indicates that men and women who are confronted with social change adapt to this change and adjust their behaviors accordingly (Diekmann et al., 2013).

The current work investigates the link between the inevitability of social norm change and the negative effect of stereotypes on men: do men adapt their intentions and motivations when the social norm encourages communal men vs. when it encourages the stereotypical traditional man? More specifically, the current work looked at the effects of masculinity threat and masculinity reaffirmation, and how reaffirming masculinity by introducing a new norm encourages interest, intent and motivation in engaging in male communal roles. Participants underwent a norm manipulation, in which participants received information about a fictitious study that was conducted indicating what people thought the accepted behavior for a real man was. One condition expressed a very stereotypical norm that encouraged traditionally male behavior. The other condition drew attention to the discrepancy between what *they* think *others* think, and what others *really* think, indicating that a communal man was the norm. Results offer insight into the effect of changing norms on men's interest, intent and motivation to engage in communal roles.

**Colette van Laar (University of Leuven, Belgium)**

**Belle Derks (Utrecht University, Netherlands)**

**Naomi Ellemers (Utrecht University, Netherlands)**

### **Self-group distancing under threat: the Queen bee at work**

One of the costs of dealing with prejudice, stereotypes and discrimination for members of negatively stereotyped groups can be distancing from the negatively stereotyped ingroup – something we refer to as self-group distancing. Self-group distancing behaviors are defined as a set of behaviors in which members of negatively stereotyped groups pursuing upward mobility may increasingly distance themselves from their own group, emphasize their outgroup characteristics, deny the existence of gender bias and express increasingly stereotypical views of other members of their group. When it refers to women, this is typically known as Queen bee behavior. We show that queen bee behavior is found not only among women, but among various negatively stereotyped groups, and typically found under two conditions: when these individual (a) experience discrimination and (b) are low identified with their group. Self-group distancing behavior is thus itself an outcome of inequality, and found in contexts in which this inequality is salient. We show evidence from our work on self-group distancing using correlational studies as well as experimental studies in which discrimination is manipulated. Also, we discuss new directions we are currently exploring in understanding processes related to self-group distancing.

**Jenny Veldman (University of Leuven, Belgium)**

**Colette Van Laar (University of Leuven, Belgium)**

**Loes Meeussen (University of Leuven, Belgium)**

**Salvatore Lo Bue (Royal Military Academy, Belgium)**

**Active coping with gender identity threat to protect individual outcomes in non-traditional domains:**

**An experience sampling study among women in the military**

Research has established that experiencing gender identity threat can negatively affect women's outcomes in non-traditional work and education settings – for example, impaired performance on cognitive tasks, a lower sense of belonging, and less motivation for and interest in the domain. Simultaneously, however, considerable research also shows that people actively cope with experiences of threatened social identities. One way women have been shown to cope with gender identity threat is by distancing themselves from the stereotyped group (e.g., underlining dissimilarities with other women or emphasizing masculine characteristics). This has been interpreted as an adaptive coping response to protect one's work- or education-related outcomes, but whether this indeed protects individual outcomes has not been examined. The present work examined this using experience sampling techniques – a relatively recent development which enables examination of gender identity threat as it is experienced and coped with on a daily basis. Among 80 women at the Royal Military Academy in Belgium, we examined how they used self-group distancing to cope with daily experiences of gender identity threat, and how this related to their well-being, motivation and performance, and more structural outcomes for the group. Although daily self-group distancing could enable these military women to protect their individual outcomes, it can also be depleting to constantly cope with gender identity threat. Results show that women in non-traditional work and education settings are not passive recipients but actively cope with gender identity threat on a daily basis – which may be effective in protecting individual outcomes but also incurs costs.



### **Men's implicit dehumanisation of women and likelihood of violence against women**

Violence against women is a recognised global issue involving acts of gender-based violence that are likely to lead to harm and suffering to women. Female victimisation remains unacceptably common, with 1 in 3 women across the globe, regardless of income, age, or education being subject to some form of violence—physical, sexual, psychological, or economic—at some point in their life, mainly at the hands of their current or former partner (United Nations, 2015).

Dehumanisation is a psychological phenomenon associated with the maltreatment of women. Feminist scholars argue that Western societies reinforce views of women as less than fully human: things to be admired, evaluated, and consumed for the pleasure of others (Dworkin, 2000). Cultural milieus within which someone becomes something may play a role in facilitating violence against women. Indeed, research has found that women are particularly likely to be seen as objects, rather than full people (e.g., Vaes, Loughnan, & Puvia, 2013), and that men who perceive women as less than fully human are also more likely to sexually victimise them (e.g., Rudman & Mescher, 2012).

Surprisingly, the phenomenon has not been studied extensively in the domain of romantic relationships—the most common setting for women to experience violence. The purpose of our research, in the context of heterosexual relationships among young adults, was to explore whether men's implicit dehumanisation of women would be associated with female partner victimisation. We hypothesised that likening women to either animals or objects would predict men's perpetration of sexual, physical, and psychological intimate partner violence.

Using an Amazon Mechanical Turk online community sample, we recruited 273 heterosexual men in the United States, aged 18 to 35, currently involved in a committed romantic relationship for a minimum of one year. Participants were presented with online measures assessing: i) the extent to which they implicitly associated women with non-human entities (animals, objects; Brief Implicit Association Task), ii) self-report perpetration of different forms of violence in their current romantic relationship, and iii) general prejudice towards women.

Our analysis showed that men who automatically associated women with objects (e.g., tool, thing, device) scored significantly higher on measures of sexual and physical violence within their intimate relationships. These results suggest that men who objectify women are more likely to use psychological and behavioural tactics—subtle and blatant—to coerce their partners into having sex. Likewise, these men are also more likely to perpetrate a wide array of physically abusive behaviours against their female partners. Nevertheless, our hypothesis was only partially supported as there was no evidence linking the objectification of women with psychological violence. Moreover, unlike previous research (e.g., Rudman & Mescher, 2012), likening women to animals did not predict sexual victimisation nor did it predict any other dependent variable. Overall, however, our findings extend the current understanding on the damaging consequences of objectification (a form of dehumanisation) for women in heterosexual romantic relationships.

**Andrea C. Vial (Yale University)**

### **Unwilling or unable to help? Why women sometimes fail to support other women**

Men are not expected to help each other in the workplace—instead, people are happy to see them compete with one another, and often demand that they do. In contrast, when women in top positions fail to support the advancement of other women, they are negatively labeled “Queen bees” (Derks et al., 2016). However, leaders from low status groups such as women face multiple psychological barriers that could make them relatively unwilling or unable to help their low status in-group. In this talk, I will present research illustrating how the goal of promoting the gender in-group may be disrupted when women attain powerful positions and decision-making roles.

One reason why female leaders might be uninterested in promoting other women is that the psychological experience of power has the curious effect of reducing the extent to which female leaders identify with the gender in-group. As part of this talk, I will present three experiments showing that women (but not men) who were made to recall a situation in their past in which they held power over other people (versus low power or control) subsequently reported feeling less identified with their gender group (Vial & Napier, 2017). If power reduces gender identification in female leaders, then it follows that they will be relatively unwilling to promote fellow in-group members.

Moreover, women in decision-making roles may sometimes fail to support other women due to pragmatic concerns stemming from organizational role demands. A new research program demonstrates that the tendency toward gender in-group favoritism can be suspended when women believe that they have to coordinate with other organizational members who harbor gender-based prejudice (Vial & Brescoll, 2017; Vial, Dovidio, & Brescoll, 2017). Women making hiring decisions take into account and accommodate the prejudices held by a relevant third party, whether real or simply inferred (the “third-party prejudice effect”).

Such third-party prejudice accommodation may be crucial to the smooth coordination between new and current organizational members, but it may sometimes be in direct conflict with female leaders’ desire to promote their gender in-group. This conflict could be particularly stark for female leaders in highly-masculine organizations in which gender-based prejudice is most prevalent—indeed, in the kinds of contexts in which queen bee-type behavior has been documented (Derks et al., 2016). As such, this new research can provide an alternative theoretical framework to understand the queen bee phenomenon, and I look forward to the opportunity to share this work.

**Claartje Vinkenburg (VU University Amsterdam)**

**Marloes van Engen (Tilburg University)**

### **Bending norms – mitigating linguistic gender bias**

In this contribution, we argue that bending norms is required in order to promote sustainability in combining work and care. While social norms or normative beliefs about combining work and care underlie many of our behaviors, it is important to realize that such beliefs are not cut in stone across time and place, but are contextual and subject to change. Indeed, “beliefs follow policy”. Bending norms is a way forward in promoting gender equality, inclusion, and sustainable careers.

The way we talk about the combination of work and care reflects our normative beliefs. Linguistic gender bias refers to implicit and explicit ways in which language serves to (re) produce difference, distance, and disadvantage between men and women. An example of linguistic bias is the use of a marker to indicate behavior that is stereotype incongruent, such as “working mother”.

Talking (and writing) *differently* about men and women and their social roles mitigates gender bias and helps bend norms, which will benefit employees, employers, as well as those who need care. We will use examples from media representation, from social policy documentation, and from organizational communication (e.g. websites) to illustrate our point and to suggest concrete ideas for moving forward. We would like to collect ideas for further research and interventions geared toward bending norms for individuals, organizations, and society at large.

### **Universal Dimensions of Social Perception and Gender Stereotypical Advertising**

Gender stereotypy is perpetuated by advertising (Grau & Zotos, 2016) cross-culturally (Mathes, Prieler & Adam, 2016) often affecting the (mainly female) audiences negatively (Davies, Spencer, & Steele, 2005) and thus arguably maintaining gender inequality and obstructing economic growth. It is important therefore to investigate whether such gender representation is justified in terms of advertising effectiveness. I will present a series of research which tests the application of Stereotype Content Model (SCM, Fiske, Cuddy, Glick & Xu, 2002) to gendered advertising context, proposes the model's extension and ways of using it to facilitate change in marketing practices. Project 1 (Zawisza & Cinnirella, 2010) tested and supported SCM by showing that what matters for advertising effectiveness is the (paternalistic) content of the gender representation irrespective of whether it follows or breaks gender stereotypes. Specifically, the traditional but paternalistic housewife ad strategy was more effective than the non-traditional but envious businesswoman one (Experiment 1,  $n=80$  students) and the non-traditional but paternalistic househusband was more effective in advertising mineral water than the traditional but envious businessman (Experiment 2,  $n=180$  online respondents). Similar effects were achieved for female portrayals by Infanger, Bosak and Sczesny (2012), who later provided direct evidence that these effects are indeed due to the perceived warmth of the paternalistic character (Infanger & Sczesny, 2015). Project 2 (Zawisza, Luyt, Zawadzka & Buczny, 2016) tested the generalisability of this communion-over-agency effect and found that indeed househusband ad strategy for an orange juice was preferred over the businessman ad strategy in countries as diverse as Poland ( $n=127$ ), SA ( $n=176$ ) and the UK ( $n=166$ , all student samples). Project 3 (in preparation) revealed similar cross-cultural preference for the housewife ad strategy over the businesswoman ad strategy ( $n=214$  in the UK, 123 in Poland and 128 in SA). Project 4 (in preparation) tested ways of improving the effectiveness of the underused non-traditional female and male portrayals in advertising. According to SCM businesswoman is seen as deficient in warmth and househusband as deficient in competence (Eckes, 2002). Addressing these should shift the stereotype content closer to the admiration quadrant and thus boost advertising effectiveness. Experiment 1 ( $n=86$ , students) confirmed that an injection of warmth boosted the effectiveness of the businesswoman ad strategy. Similar, but stronger effects were reported for the 'competent' househusband ad strategy (Experiment 2,  $n=60$ , students). Project 5 (Zawisza & Pittard, 2015) tested the boundary conditions for the communion-over-agency effects observed for the male portrayals in ads. Drawing on Wojciszke and Abele's (2008) Double Interest Account and recognising the septicity of advertising context this project showed that the primacy of warmth posited by SCM (Fiske, Cuddy & Glick, 2007) reverses for high-involving products (Experiment 1,  $n=96$  students), low smartphone anxiety (Experiment 2,  $n=60$ ) and self-profitable blood donation appeals (Experiment 3,  $n=100$ ). Overall, non-traditional gender representations can be effective even cross-culturally, their effectiveness can be boosted further and it depends on factors present in advertising context but absent in social perception. Theoretical and practical implications aimed to encourage marketing practices which would facilitate social change are discussed.

**Miriam K. Zehnter (University of Vienna)**

**Erich Kirchler (University of Vienna)**

### **I Support It, but It's Bad! Women's Dissociations Between Explicit and Implicit Attitudes towards Women Quotas**

Women quotas (WQ) remain among the most controversially discussed gender equality policies, and are often met with strong opposition. Women generally hold more positive attitudes towards WQ than men. However, people have two kinds of attitudes: explicit and implicit attitudes, which can differ – a phenomenon described as dissociation. Dissociations between explicit and implicit attitudes take various forms and occur for various reasons. E.g., women might implicitly have even more positive attitudes towards WQ based on ego-justification e.g. self-interest. Alternatively, women might implicitly have negative attitudes towards WQ, since women might be just as inclined to defend the status quo as men are (system justification).

In the present study, we applied a free association technique to examine implicit attitudes towards WQ. 195 undergraduate medical students freely associated with WQ in academia, and rated their associations as positive, neutral, or negative. The average valence of free associations was shown to be a reliable alternative to the IAT when measuring implicit attitudes (Schnabel & Asendorpf, 2013). Further, participants indicated their explicit attitude towards WQ. We applied quantitative and qualitative methods to analyze our data.

In a blockwise hierarchical regression analysis explicit attitude towards WQ was a strong predictor for implicit attitude towards WQ. However, when this strong main effect was removed from the regression equation, a main effect for gender and an interaction effect for explicit attitude X gender showed. Overall, women's implicit attitudes towards WQ were more negative than those of men. However, this gender difference was pronounced among those with positive explicit attitudes towards WQ. Women with positive explicit attitude towards WQ had negative implicit attitudes towards the policy.

Analyzing the content of the free associations gave insight in social motives behind implicit attitudes that we classified in reference to System Justification Theory as ego-, group-, and system-justification (Jost, 2006). Women and men with negative explicit attitude towards WQ had consistently negative core associations that indicated strong system-justification motives: unfair, discriminating, unnecessary, and qualification only should count. WQ were seen as a policy disruptive of the social system. Men with positive explicit attitudes towards WQ had few, but concise core associations, indicating system-change motives: compensation, fair, and necessary. However, women with positive explicit attitudes towards WQ were lacking core associations completely, what indicates that they lack a shared concept of WQ. Moreover, their other associations were polarized between system change motives: equality, fair, chance, necessary, important vs. system justification motives: enforced, questionable, unfair, discriminating.

Despite these gender differences among those with positive explicit attitudes toward WQ, also a shared pattern was revealed by looking into the association process. Within the first three associations, both women and men with positive explicit attitudes towards WQ implicitly conformed to those with negative explicit and implicit attitudes towards WQ. This implicit conformity raises some need for interpretation. In the proposed presentation, we would like to present and discuss our results, as well as their implications.